

**Integrated Inspection by the  
Care Commission and  
HM Inspectorate of Education of  
Forthill Primary School Nursery Class  
Dundee City Council**

**30 March 2005**

**Forthill Primary School Nursery Class  
 Fintry Place  
 Broughty Ferry  
 Dundee  
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The Regulation of Care (Scotland) Act, 2001, requires that the Care Commission inspect all care services covered by the Act every year to monitor the quality of care provided. In accordance with the Act, the Care Commission and HM Inspectorate of Education carry out integrated inspections of the quality of care and education. In doing this, inspection teams take account of *National Care Standards, Early Education and Childcare up to the age of 16*, and *The Child at the Centre*. The following standards and related quality indicators were used in the recent inspection.

<b>National Care Standard</b>	<b>Child at the Centre Quality Indicator</b>
Standard 2 – A Safe Environment	Resources
Standard 4 – Engaging with Children	Development and learning through play
Standard 5 – Quality of Experience	Curriculum Children's development and learning
Standard 6 – Support and Development	Support for children and families
Standard 14 – Well-managed Service	Management, Leadership and Quality Assurance

Evaluations made using HMIE quality indicators use the following scale, and these words are used in the report to describe the team's judgements:

- Very good : major strengths
- Good : strengths outweigh weaknesses
- Fair : some important weaknesses
- Unsatisfactory : major weaknesses

Reports contain Recommendations which are intended to support improvements in the quality of service.

Any Requirements refer to actions which must be taken by service providers to ensure that regulations are met and there is compliance with relevant legislation. In these cases the regulation(s) to which requirements refer will be noted clearly and timescales given.

## HOW TO CONTACT US

Copies of this report have been sent to the headteacher, staff and the education authority. Copies are also available on the Care Commission website: [www.carecommission.com](http://www.carecommission.com) and HMIE website: [www.hmie.gov.uk](http://www.hmie.gov.uk).

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# **Integrated Inspection by the Care Commission and HM Inspectorate of Education of Forthill Primary School Nursery Class Dundee City Council**

## **Introduction**

Forthill Primary School Nursery Class was inspected in November 2004 as part of the integrated inspection programme by the Care Commission and HM Inspectorate of Education. The nursery catered for pre-school children aged three to five years. At the time of the inspection the roll was 52.

## **The environment**

### **Standard 2**

The nursery operated from a portacabin building situated within the grounds of the primary school. Accommodation included a small entrance area, children's toilets and two playrooms. Staff made good use of the limited space, which was also used for office accommodation, children's cloakroom and storage for all nursery resources. The room plan was well considered and provided opportunities for children to play independently and participate in group activities. There was little opportunity for physical play to take place inside.

There was a wide range of well-maintained, stimulating resources to support learning. The nursery building was secure, bright and welcoming, having much natural light. Wall displays included children's own artwork. The nursery led directly into an enclosed outside play area that was suitably resourced.

Staff paid good attention to health and safety issues and good infection control measures were in place.

Building work to extend the school had started. This major building project is due for completion in summer 2005. It will provide much improved nursery accommodation and enable the nursery to be a more integral part of the school. Nursery staff had been involved in the plans for the proposed nursery and were able to influence minor changes to the final provision.

## **Quality of children's experience**

### **Standard 4 & 5**

Staff had created a warm, caring, purposeful environment. Good use was made of praise to encourage effort and sustain interest. Staff had good relationships with children and interacted well with them during play. There was a good balance between free play and more adult-directed activities. Staff encouraged children to select freely from the wide range of learning opportunities available.

Staff had developed good procedures for planning the curriculum. Plans stated clearly the expected learning outcomes. Staff had

good arrangements for observing, assessing and recording progress. They planned programmes of work, topics, seasonal events and festivals which were effectively developing knowledge and understanding of the environment. They used individual staff notepads to record observations of each child's development and progress. Assessment information was used to plan appropriate activities for learning and to inform the transition record. This information was also shared with parents to ease the transition process between nursery and P1.

Features of the programmes for children included the following.

- The programme for emotional, personal and social development was very good. Staff provided a happy and settled environment. Children were familiar with daily routines and simple rules. They could make and express choices, plans and decisions. Most were taking responsibility for their own learning and were beginning to show initiative and concentration. They were developing friendships, were aware of the needs of others and most cooperated and shared well. Children enjoyed helping to prepare and serve snack and tidied well around the nursery.
- The programme for communication and language was good overall. Children talked readily to one another during play and listened well both in small and larger groups. Most children could recognise their name in print and a few could write it. Children needed further opportunities to extend their skills in early reading and especially early writing through play. Staff did not always make enough use of print on signs, captions and displays to develop children's skills in early reading.
- The programme for developing children's knowledge and understanding of the world was good. Children were learning about their local environment through regular outings to the library, supermarket and the fire station. Staff provided very good opportunities for children to learn about their own and other cultures. Children took part enthusiastically in celebrating other festivals through play experiences. Most children could recognise simple colour, number and shape. They could match and compare well. Regular use of the computer was offered to enhance skills in early mathematics. Staff needed to provide further opportunities for children to solve simple problems.
- The programme for expressive and aesthetic development was good. Children took part enthusiastically in role-play both inside and outside and had regular opportunities to sing and make music using percussion instruments. They were developing a variety of skills using art and craft materials. They enjoyed gluing and modelling with clay and play dough. However, staff needed to give children more regular opportunities for self-expression in art and craft activities and extend the daily range of experiences through play.
- The programme for physical development and movement was good. Children were developing effective hand control through a range of activities including cutting, gluing, drawing, rolling, pouring, threading beads and use of the computer mouse. Daily energetic activity was provided outdoors and weekly use was made of the primary school gym to further

develop energetic activities. Staff needed to provide more regular opportunities for children to access large climbing equipment.

## **Support for children and families**

### **Standard 6**

The nursery class offered good support to children and their families. There was an effective and inclusive range of services to support children and their families. Parents and carers who responded to the pre-inspection questionnaire were happy with almost all aspects of the nursery. A few had concerns about the accommodation being too small for the number of children. They also wanted more information regarding their child's progress. Parents were kept well informed about the work of the nursery through a nursery booklet, notice boards, regular newsletters, formal meetings and informal discussions.

There was a well planned programme of induction in place. Nursery children had regular opportunities to visit P1 on an informal as well as on a formal basis. These procedures eased the transition for children moving between nursery and P1. Information on children's progress was appropriately shared with parents and the receiving P1 teacher using the local authority transition record.

The nursery class provided effective support for children with additional needs. Staff had good liaison with relevant support agencies and other professionals. All specialists, professionals and staff involved in the children's care and education met regularly to discuss the needs of individual children, when appropriate. Pre-school home visiting representatives from the Bilingual Pupil Support Service (BPSS) gave good support to staff and to families who had English as an additional language.

All nursery staff were aware of, and had received recent training in, child protection policy and procedures.

## **Management**

### **Standard 14**

The nursery was very well managed by the headteacher and depute, who had delegated responsibility for the nursery. Both showed very good leadership skills and were approachable. The headteacher and depute had established effective communication systems.

An effective system for staff development for all nursery staff had been established, promoting opportunities for individual and team learning and development. The staff team were conscientious and committed. They worked effectively together, having clearly identified responsibilities and tasks. All staff were aware of the Scottish Social Services Council Codes of Practice.

A good range of appropriate policies and procedures was in place, providing guidance for staff, parents and students.

The headteacher and staff had developed procedures for evaluating the quality of the provision. Staff were appropriately involved in the evaluation process. They had been involved in monitoring nursery practice and had opportunities to contribute to all aspects of the nursery, for example being involved in planning

and decision making. The nursery had identified a number of relevant priorities for development.

## Key strengths

- The positive, welcoming environment.
- The very good programme in emotional, personal and social development which was effectively supporting children's learning.
- Very good opportunities for children to learn about their own and other cultures.
- The conscientious and very committed nursery staff team.
- The very effective leadership of the senior management team.

## Other Issues

Response to recommendations or to requirements made at previous inspection

Staff have reviewed routines for tea breaks, which had previously left staff/child ratios reduced. Staff now take breaks when children are not present.

## Recommendations for improvement

- Staff should improve aspects of the programmes in communication and language, knowledge and understanding of the world, expressive and aesthetic development and physical development and movement as outlined in this report.

Care Commission Officers and HM Inspectors have asked the pre-school centre and education authority to prepare an action plan indicating how they will address the main findings of the report. Where requirements are made, the action plan should include timescales to deal with these. The plan will be available to parents and carers. In liaison with the pre-school centre and education authority, Care Commission Officers and HM Inspectors will monitor progress to ensure improvements are in line with the main findings of the report.

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