

**Glenwood Nursery School
Thornliebank
East Renfrewshire Council
24 March 2010**

HM Inspectorate of Education (HMIE) inspects centres in order to let parents¹, children and the local community know whether their centre provides a good education. Inspectors also discuss with centre staff how they can improve the quality of education.

At the beginning of the inspection, we ask the head of centre and staff about the strengths of the centre, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into playrooms and join other activities which children are involved in. We also gather the views of parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the centre. We describe how well children are doing, how good the centre is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the centre. We also comment on how well the centre works with other groups in the community, including services which support children. Finally, we focus on how well the centre is led and how all staff help the centre achieve its aims.

If you would like to learn more about our inspection of the centre, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns from parents and staff. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals. Where applicable, you will also be able to find descriptions of good practice in the centre.

¹ Throughout this report, the term 'parents' should be taken to include foster carers and carers who are relatives or friends

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1. The centre

Glenwood Nursery School was inspected in February 2010 by HMIE and the Care Commission as part of the integrated inspection programme. The centre caters for pre-school children aged three to five years. It is registered for 80 children attending at any one session. The total roll was 154 at the time of the inspection. The centre also provides a wraparound service for children.

2. Particular strengths of the centre

- Motivated, confident and enthusiastic children who are independent learners.
- Children's progress in all aspects of their learning.
- Staff team who are committed to improving learning and meeting children's needs.
- Outstanding leadership of the headteacher in taking forward children's learning.
- Positive partnership with parents and agencies.

3. How well do children learn and achieve?

Learning and achievement

Children are active and independent learners who engage fully in their play. They are very confident when making choices and decisions about what they want to do. They are enthusiastic about their activities and are learning to work together very well. Almost all can concentrate for extended periods of time on tasks and activities. Children enjoy exploring their environment, planning their learning, problem solving and discovering new skills for themselves. They use a wide range of information and communications technology confidently to help support their learning. They are very capable when using the computer, digital cameras and a range of remote control toys independently. Children are consulted regularly and effectively about their interests, views and individual learning. They use 'Learning Conversations' to reflect on their learning and discuss their evaluations and thoughts individually with an adult.

Almost all children are making excellent progress in their learning. They are becoming successful and confident learners. Children listen attentively to adults and one another. They are developing early writing skills and are highly motivated when practising this such as making marks to represent words. They enjoy signing their names in numerous situations, including creating art work or when designing their own plans for making models or cars. Children enjoy emailing their own short weekend 'diary' and writing signs to remind everyone to reduce waste in their Eco quest to 'save the world'. Children recognise and use numbers very well during their activities. They count confidently in English and French. They are developing an understanding and confidence in early mathematics through play.

Curriculum and meeting learning needs

Staff organise a stimulating learning environment which is firmly based around children's interests. Staff are developing their confidence and skills in using national guidance to embed *Curriculum for Excellence*. They have taken time to reflect and make appropriate and well thought out changes to improve children's learning and development. Staff meet daily to discuss planning and children's learning. They have embedded literacy, numeracy, health and wellbeing very well across all curricular areas. Staff keep learning interesting and relevant by being reflective and very responsive when planning children's experiences.

Staff know children very well as individuals and as learners. Staff interact skilfully with children. As a result, children have appropriate time to play and learn in their own way. Staff identify individual needs effectively and celebrate children's individual talents and strengths. Children work in partnership with adults and feel secure in directing their own learning. Children are motivated and have their needs met very well through varied activities both indoors and also in the stimulating outdoor area. They respond very well to these activities which encourage them to be creative and imaginative in their learning. Staff ensure that tasks and activities offer very good levels of challenge for all children. Staff are skilled at early intervention to

identify potential barriers to learning. They set goals and targets for individual children, and these are reviewed frequently. Information is shared appropriately to ensure that those who work with individual children know the strategies being used to provide suitable help and support.

4. How well do staff work with others to support children's learning?

The nursery works very well with parents and a range of other agencies. Local authority staff provide very effective support for children who have English as an additional language. They work very well in the nursery and provide a valuable link with home. Parents are encouraged to participate in the nursery and contribute in a variety of ways. They willingly share their own talents to help support children's learning. Parents work well with staff. They have developed a shared understanding about the curriculum. Parents have opportunities to participate in discussion groups, committees and act as helpers. The nursery practice is that staff make home visits that are greatly appreciated by parents and children. The nursery has a very well organised programme to help children when they move to primary school. This includes children participating in various activities which take place throughout the session.

5. Are staff and children actively involved in improving their centre community?

Children, parents and staff have a great deal of pride in their nursery. Together, they work very well to achieve the best outcomes for children. The nursery consults regularly and effectively with all those involved in the nursery. This has resulted in a shared understanding which benefits children's learning. The nursery community embraces change very well and there are clear links to improvements. The nursery school's approaches to self-evaluation are very well developed and focus on achieving best practice. Staff are confident and skilled at

introducing innovative approaches to learning and teaching. They are highly reflective and work very hard to develop and share good practice within the nursery and with others from outwith.

6. Does the centre have high expectations of all children?

Nursery staff have very high expectations for children's care, welfare, learning and development. They know how children learn and reflect on their observations to develop this further. Children's achievements in nursery and at home are regularly celebrated. Enthusiastic staff are highly motivated. They use praise very well to encourage children to continue to develop. All children are treated fairly and with dignity and respect. Staff have child protection training and know what to do to keep children safe. Staff actively promote equality and diversity in the nursery. Children learn about other cultures through a variety of festivals and visitors to the nursery. Staff plan to continue to develop children's understanding of cultures and diversity in society. Children are actively encouraged to make healthy food choices for lunch and at snack times. They know the importance of good personal hygiene and brush their teeth daily in nursery.

7. Does the centre have a clear sense of direction?

The headteacher is very well respected by children, parents and staff. She is highly respected by the nursery community for her sensitive and caring approaches to supporting children and families. She inspires staff to take risks and be innovative in their approaches to children's learning through a climate of mutual support and trust. As a result of her outstanding leadership for learning, staff are confident, creative and skilled. Children are making excellent progress.

8. What happens next?

The inspection team was able to rely on the centre's robust self-evaluation. As a result, it was able to change its focus during the inspection to support further improvements within the centre.

The centre provides a very good quality of education. Therefore, we will make no further visits in connection with this inspection. The education authority will inform parents about the centre's progress as part of the authority's arrangements for reporting to parents on the quality of its centre.

We have agreed the following area for improvement with the centre and education authority.

- Continue to sustain and build on the excellent work in the nursery.

At the last Care Commission inspection of the centre there were two recommendations. Both have since been addressed.

Quality indicators help centres, education authorities and inspectors to judge what is good and what needs to be improved in the work of a centre. You can find these quality indicators in the HMIE publication *The Child at the Centre*. Following the inspection of each centre, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish centres are doing.

Here are the evaluations for Glenwood Nursery School.

Improvements in performance	excellent
Children's experiences	very good
Meeting learning needs	excellent

We also evaluated the following aspects of the work of the centre.

The curriculum	very good
Improvement through self-evaluation	excellent

Managing Inspector: Mary Ann Hagan

Care Commission Officer: Marrissa Laird

24 March 2010

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

excellent	means	outstanding, sector leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

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