

**Greenbank Pre-school  
Edinburgh  
EH10 6ES  
City of Edinburgh  
27 February 2008**

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.

National Care Standard	Child at the Centre Quality Indicator
Standard 4 – Engaging With Children Standard 5 – Quality of Experience	Staff/child interaction Structure of the curriculum Children’s progress and development and learning through play
Standard 6 – Support and Development	Meeting children’s needs and care routines Partnership with parents
Standard 14 – Well-managed Service	Leadership and Self-evaluation

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

excellent	outstanding, sector leading
very good	major strengths
good	important strengths, some areas for improvement
adequate	strengths just outweigh weaknesses
weak	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.

## **Introduction**

Greenbank Pre-school was inspected in October 2007 as part of the integrated inspection programme by the Care Commission and HM Inspectorate of Education. HMIE carried out this inspection on behalf of both organisations and consulted the Care Commission about its findings. The nursery catered for pre-school children aged three to five years. It was registered for 28 children attending at any one session. At the time of the inspection the total roll was 50.

### **Key strengths**

- Staff-child interactions and relationships in the nursery.
- Children's progress in their learning.
- High levels of parental satisfaction with the service.
- The work of the nursery in supporting parental involvement in their children's learning.
- The hardworking and committed staff team.
- The effective leadership of the manager.

### **How good is the quality of children's experience?**

Standard 4 & 5

The curriculum for children aged three to five years provided very good balance and breadth across the five key aspects of learning. The pace of the session met the needs of nearly all children. Staff interactions with children were very good and staff made effective use of questioning to extend children's thinking. Staff had established a purposeful and stimulating environment for children to learn through very good quality play experiences. Children were encouraged by staff to make choices and were developing independence in their learning. Children were highly motivated, cheerful and enthusiastic. Staff praised children appropriately and celebrated their efforts and achievements to help build children's self esteem. In emotional, personal and social development all children were making very good progress. They

were independent and reliable in personal tasks. All children were very well behaved and were able to work together and share resources and take turns. Most children had developed particular friendships and enjoyed one another's company. In their knowledge and understanding of the world, children were making very good progress. They enjoyed observing the growth of plants and shrubs. All children took an interest in their local environment and were familiar with places in the local area. They used equipment effectively to develop their observation and investigative skills. All children were able to use simple games on the computer. Younger children explored the properties of sand and water and described the feel of wet and dry sand and what it could do. In expressive and aesthetic development, most children were making good progress. Children mixed different colours of paint and made pictures. They selected some art and craft resources to create collage. Some children were able to tap out the beat of a familiar song and were learning about pitch and beat using musical instruments. Most children acted out roles in the home corner and whilst playing with the dolls house. In physical development and movement, most children were making good progress. All children had opportunities to engage in some physical activity every day in the playroom and outdoors. Nearly all children were confident when using the climbing frame. They were able to throw and catch the ball through the basketball net. Most children were developing an awareness of space and safe practices in physical play. Some children needed to be more challenged in physical activities. All children were gaining good control of their hands and fingers using a range of tools and equipment.

In communication and language, all children were making very good progress. They listened well and followed instructions from adults carefully. Nearly all children enjoyed using the book area independently and reading and listening to stories. Children were able to predict events in stories and they expressed their ideas, experiences and thoughts confidently during circle time. They willingly entered into discussion and dialogue and were able to ask questions. Nearly all children were writing during play and were able to identify familiar letters. Some could write their name.

In mathematics, most children were making good progress in their understanding of simple mathematical concepts such as counting, sorting and matching. Most children were confidently using mathematical language during activities. They were aware of daily time sequences such as snack time, circle time and gym time. Nearly all children were able to identify colours around the playroom and most knew some simple shapes. Children did not always have sufficient opportunities to learn about maths through their play.

## **How well are children supported?**

### Standard 6

Meeting children's needs within the nursery was very good. Staff treated all children equally and with equal concern. They involved children in planning their own learning, and learning intentions were displayed. Children celebrated their achievements in their Personal Learning Plans. Staff had established very effective procedures for observing children and used assessment information to plan next steps in learning for individuals as well as groups of children. Staff were responsive to children's individual needs and implemented very good care routines that were respectful and protected all children's privacy and dignity. Staff had organised a lunch club for children who required full time care. All staff followed child protection guidelines appropriately and were aware of their responsibilities in protecting children. Staff worked very effectively with families to provide children with very good support. Parents were actively encouraged to become involved in their children's learning and development through helping regularly in the playroom. Staff led a wide range of initiatives including curriculum evenings and the use of story bags and science boxes. Staff kept parents very well informed about the life of the nursery through the handbook, regular newsletters, an informative notice board and the very good use of photographs showing children at play. Parents who responded to the pre-inspection questionnaire, and those spoken with on the day of the inspection, were very satisfied with all aspects of nursery provision. The manager had developed good links with the local nursery and receiving primary school. Information was exchanged and visits organised at the point of transition.

## **Leading and improving the centre**

### Standard 14

The manager provided very good leadership for the nursery. She was ably supported by the depute. All staff had clear roles and remits which they carried out very effectively. They had established positive, respectful and supportive relationships with staff, parents and children. The manager was enthusiastic about the nursery and had a clear commitment to continuing to develop the very good practice within the nursery. She was highly professional, open and approachable. She fostered very good team work. All staff were hardworking and committed to the children and families using the service.

An effective system of staff development and review identified and addressed staff training needs. The manager encouraged staff to attend training and

further develop their knowledge and expertise and to keep up to date with new developments. Staff shared information and used their learning to develop the nursery. The manager and staff were familiar with the Scottish Social Services Council Codes of Practice and their implications.

The manager and staff were continuing to develop the good procedures for evaluating the work of the service. Staff had carried out an audit of all aspects of the provision and had identified areas for improvement in the development plan that were being taken forward successfully. The manager had implemented systems for monitoring and evaluating the quality of children's experiences and practice within the playroom. The management group were not yet involved in the process of self-evaluation.

### **Issues from previous inspections**

*Response to recommendations or to requirements or enforcement action made at previous inspection.*

At the last Care Commission inspection there were four requirements and one recommendation that had been actioned.

### **Recommendations for improvement**

- Staff should ensure that all children have regular and sufficiently challenging opportunities to develop their knowledge and understanding of maths through play.
- Provide sufficient challenge and progression for all children in the development of a range of physical skills.

As a result of the high performance, the strong record of improvement and the very effective leadership of this centre, HM Inspectors will make no further reports in connection with this inspection. The centre and the education authority have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents. Within two years of the publication of this report the education authority, working with the centre, will provide a progress report to parents.

Hilary Long  
HM Inspectorate of Education

## HOW TO CONTACT US

### If you would like an additional copy of this report

Copies of this report have been sent to the head of service, 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).

Should you wish to comment on any aspect of pre-school inspections, you should write in the first instance to Kenneth Muir, HMCI, at HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

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