

**Integrated Inspection by the
Care Commission and
HM Inspectorate of Education of
Langlees Primary School
Nursery Class
Falkirk Council**

3 September 2003

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 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.

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Introduction

Langlees Primary School Nursery Class was inspected in May 2003 as part of the integrated inspection programme by the Care Commission and HM Inspectorate of Education. An inspection of the primary school was carried out at the same time by HMIE and is the subject of a separate report. The nursery catered for children from age three to entry into primary school. At the time of the inspection the roll was 40.

The environment

The accommodation was clean and well maintained. Space was well organised and children were able to play independently or participate in small group activities. Staff had created a stimulating and attractive learning environment. They gave careful attention to health and safety matters. Play equipment was clean and in good condition. There was an enclosed outdoor area and staff made regular use of the school gym for children's energetic activities.

Quality of children's experience

Staff knew children well and had developed very good, caring relationships with them. They were knowledgeable about children's development and had high expectations of their learning and behaviour. They interacted skilfully with children to support and extend their learning. Plans set out clearly what children were expected to learn and next steps in learning were based firmly on observations of progress. Staff regularly evaluated their plans to ensure that good account was taken of children's needs and interests. Parents were kept very well informed of their children's progress.

Children were highly motivated and able to sustain interest in the range of play activities. They were able to access resources independently and to exercise choice. They played contentedly together or by themselves.

- The programme for emotional, personal and social development was very good. Children were happy, confident and secure in their routines. They co-operated well with one another and with adults. They were encouraged to show care and consideration for others. Staff used praise and a system of rewards effectively to promote children's self esteem.
- The programme for developing children's knowledge and understanding of the world was very good. Staff made very

good use of the play area to develop children's knowledge of seasonal change, weather and growth. Children were making good progress in using mathematical language to describe texture, size and weight. They were making steady progress in naming colours and shapes and in counting.

- The programme for expressive and aesthetic development was very good. A wide range of art activities encouraged the children to use various media and techniques. Children sang enthusiastically and were developing a good sense of rhythm. They participated well in imaginative role-play.
- The programme for communication and language was very good. Staff planned stimulating opportunities for children to develop a range of skills in listening and talking, and early reading and writing. Children listened attentively to stories and enjoyed using books independently. They were able to recite rhymes and follow simple instructions. Staff provided positive role models and engaged children purposefully in discussions.
- The programme for physical development and movement was very good. Children demonstrated good hand control when using scissors, glue, pencils and small construction toys. Many very good opportunities to engage in energetic play and develop skills in balancing, throwing and catching were provided in the outdoor play area and the school gym hall.

Support for children and families

Staff provided very good support for children and their families. They worked closely with parents and carers, and, when necessary, with staff from other agencies. Parents and carers found the nursery welcoming and were confident that their children were well supported. A programme of home visits had been introduced to enable staff to respond appropriately to individual needs and circumstances. Personal learning plans had been developed for each child and these were regularly updated in consultation with parents. Transition to primary was managed effectively.

Management

The nursery class teacher provided strong direction and guidance for staff and had a clear vision of future development. She had prepared sound curriculum and administrative policies, and was aware of the need to introduce additional statements in line with national advice. All staff were involved closely in monitoring and evaluating the effectiveness of the service they provided. The development plan identified appropriate priorities and was based on thorough evaluation. Very good relationships had been established. The headteacher and depute headteacher maintained regular contact with the nursery class but had not identified clear management roles and responsibilities for themselves.

The nursery was very well staffed and staff were deployed effectively. An appropriate system of continuing professional development and review was in place. Staff development was matched to the needs of individual staff and to the development plan.

Key strengths

- The very good curriculum and the high quality of children's experiences.
- The very effective procedures for planning and assessment.
- The skilful interaction to extend and support children's learning.
- The high quality of guidance provided by the nursery teacher and the effective teamwork of staff.
- The very positive relationships established with parents and families and the effective home links set up by staff.

Recommendations for improvement

- The headteacher should establish clear management roles and responsibilities for herself and the depute headteacher.
- The nursery should add the address of the Care Commission to the complaints policy and prepare a whistle blowing policy.

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.

Lynne Nimmo
Care Commission

Muriel Weir
HM Inspectorate of Education

HOW TO CONTACT US

Copies of this report have been sent to the head of service, staff and the Director of Education. Copies are also available on the Care Commission website: www.carecommission.com and HMIE website: www.hmie.gov.uk.

Should you wish to comment on or make a complaint about any aspect of the inspection or about this report you should write either to the Care Commission or to HM Inspectorate of Education at the address below. If you are still dissatisfied with our services, you can contact your member of the Scottish Parliament (or, if you prefer, any other MSP). You can also contact the Scottish Parliamentary Ombudsman. The Ombudsman is fully independent and has powers to investigate complaints about Government departments and Agencies.

Complaints Co-ordinator
Headquarters
Care Commission
Compass House
Riverside Drive
Dundee
DD1 4NY

Hazel Dewart
HM Inspectorate of Education
Saughton House
Broomhouse Drive
EDINBURGH
EH11 3XD

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