

**Integrated Inspection by the
Care Commission and
HM Inspectorate of Education of
Linlithgow Bridge Primary School
Nursery Class
West Lothian Council**

16 May 2007

**Linlithgow Bridge Primary School
Nursery Class
East Mill Road
Linlithgow
EH49 7PB**

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.

HOW TO CONTACT US

If you would like an additional copy of this report

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 and HMIE website: www.hmie.gov.uk.

If you wish to comment about integrated pre-school inspections

Should you wish to comment on any aspect of integrated 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.

Our complaints procedure

If you have a concern about this report, you should write in the first instance to either:

Complaints Coordinator	Hazel Dewart
Headquarters	HM Inspectorate of Education
Care Commission	Denholm House
Compass House	Almondvale Business Park
Riverside Drive	Almondvale Way
Dundee	Livingston
DD1 4NY	EH54 6GA

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman. The Scottish Public Services Ombudsman is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to The Scottish Public Services Ombudsman, Freepost EH641, Edinburgh EH3 0BR. You can also telephone 0800 377 7330 (fax 0800 377 7331) or e-mail ask@spsso.org.uk. More information about the Ombudsman's office can be obtained from the website: www.spsso.org.uk.

A copy of the HMIE complaints procedure is available from the HMIE website at www.hmie.gov.uk or by telephoning 01506 600 258.

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Introduction

Linlithgow Bridge Primary School Nursery Class was inspected in January 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 30 children attending at any one session. At the time of the inspection the total roll was 40.

The environment

Standard 2

The nursery was located within the primary school. The accommodation consisted of a warm, welcoming entrance hall leading onto an attractive, bright playroom. Staff had used the limited space very effectively to provide children with a stimulating learning environment where they could play independently or in small groups. Staff used notice boards in the entrance hall to keep parents well informed of the work of the nursery class, the primary school and events in the local community. An overhead computer screen was used effectively to display children's photographs and provide helpful information about the nursery day. Children also made use of the entrance area for occasional physical play and to use the interactive smartboard computer to play games. The nursery had a very attractive, fully-enclosed, outdoor area for children's energetic physical play. An attractive garden area had been created by the previous teacher. The children frequently accessed it to foster their interest in nature and to explore using their senses.

The nursery staff had appropriate risk assessments in place to ensure the health and safety of children at all times.

Quality of children's experience

Standard 4 & 5

Staff showed warmth and care in their interactions with children. They worked very well together and responded effectively to children's needs and interests. They offered children a very good balance of activities. Children were enthusiastic and highly motivated in their learning. Staff used effective questioning to challenge and extend children's thinking.

Staff observed children at play and noted their responses. Their records showed a progression of skills and next steps in children's learning were clearly stated. Children added best work

and their photographs to their "All About Me" folders. They enthusiastically shared their folders with each other and adults. Staff planned learning experiences responsively to meet the needs and interests of children whilst giving them a good balance of experiences. They effectively evaluated the plans and this helped staff decide the next steps in learning for individuals and groups of children. Staff regularly consulted with children about the plans for activities.

Features of the programmes for children included the following.

- The programme for emotional, personal and social development was very good. Children were settled and confident in the nursery environment. Staff used praise and encouragement successfully to develop children's self esteem. Children exercised personal safety when they used blocks and when they were outdoors. They had very good opportunities to develop independence during snack time, when they dressed for the outdoors and when they chose activities. Some children showed high levels of perseverance when they counted and when they were mark-making at the writing table. They had developed friendships and showed consideration for each other.
- The programme for communication and language was very good. Children had developed very good listening and talking skills. Some used language well to negotiate with each other, to ask questions, predict outcomes and share experiences. Staff provided a very attractive story corner which children used regularly to read independently or listen to a story read by an adult. There was a very good range of fiction and non-fiction books throughout the play areas. Staff made very good use of labels and captions around the rooms to encourage children in their early reading development. Children were able to recognise their name in print. Some had made good progress in adding detail to their drawings and were able to write their own name. Children were excited and motivated by rhyming words and staff provided them with very good opportunities to have fun with words.
- The programme for knowledge and understanding of the world was very good. Children had very good opportunities to explore the environment indoors and outside using their senses. They showed high levels of understanding when problem solving with the blocks to create a stage. Staff had provided children with very good opportunities to develop early mathematical skills such as matching, sorting, recognising colours and counting. Some children had become skilled in the use of the digital camera. Children made very good use of information and communications technology equipment (ICT). They regularly enjoyed using programmable toys. They investigated early mathematics and early reading on the smartboard and the nursery computer.
- The programme for expressive and aesthetic development was very good. Children made very good use of the well-stocked arts and crafts area to paint and glue and make models with junk. Some showed high levels of concentration when they used their imagination to paint. They particularly enjoyed role-play in the home corner where they cooperated

with each other to recreate and invent situations. They took every opportunity to use their imagination in a variety of play contexts. Staff had provided a particularly attractive music corner which children used regularly to invent songs and rhythms. Children joined in enthusiastically at singing time recalling the words and tunes well.

- The programme for physical development and movement was very good. Children were developing very good control of their fingers and hands when they used scissors, pens, pencils, play dough and small construction. There was limited space for spontaneous indoor physical activity. However, staff often set out the climbing frame in the cloakroom area or cleared a space for music and movement sessions. Children had regular access to the outdoors to run, skip, climb and play on wheeled toys. They took part in weekly sessions in the school gym hall and staff planned an effective programme to develop a progression of physical skills in children.

Support for children and families

Standard 6

Staff knew children and families well. They responded sensitively to individual needs and circumstances. Staff had formed very good relationships with parents, many of whom chose to spend time in the nursery. They helped with the lending library and supported staff in the playrooms. Parents who responded to the pre-inspection questionnaire, and those interviewed on the day, had high praise for the staff and the work of the nursery. Staff were very pleased with the response to curriculum evenings in nursery. The recent ICT event had been very well attended by parents. Staff planned home visits prior to children starting nursery. These were well received by parents and staff found them very useful in the induction process. The nursery was well integrated into the life of the school and there was a robust transition programme for children moving to P1. Parents were issued with a transition summary report as well as the attractive record of children's achievements during their time at nursery.

Staff had close links with agencies that support children who may need additional support with their learning. They had a clear understanding of the current legislation related to children including those with additional support needs. They had very good support networks within the school and regularly used the arrangements to consult on individual cases.

Management

Standard 14

The headteacher of the primary school was a regular visitor to the nursery and children greeted her with enthusiasm. She had overall responsibility for leading the nursery, but delegated the day-to-day leadership to the nursery teacher. Leadership was found to be very good. The nursery teacher had recently taken up post and had effectively taken forward the very good work of the previous teacher. There was a very good sense of teamwork amongst the staff. Along with the headteacher, they worked very well together to create a nursery class that was an integral part of the primary school.

The headteacher had a robust system of yearly staff development and review. Staff found the process very helpful in celebrating successes and identifying training needs. They felt recent courses had improved the learning experiences for children. The nursery had a comprehensive range of policies which were updated regularly. Staff had received recent training on child protection and had a good understanding of how to protect children. They were aware of the Scottish Social Services Council Codes of Practice and its implications for the nursery.

The nursery was included in the whole-school improvement plan with particular emphasis on specific priorities. Staff had made very good progress with a number of issues. They were involved in regular audits of the nursery which helped to identify the priorities for future improvements. The headteacher formally monitored all aspects of the work of the nursery. She provided feedback to staff which they found beneficial to the continuous improvement of the quality of their work.

Key strengths

- Attractive, stimulating learning environment.
- Children's motivation and enthusiasm in their play.
- Very effective interactions between adults and children to extend and challenge children in their thinking.
- Very good programmes and children's very good progress in all key aspects of learning.
- Commitment of staff to children's care and welfare.
- Strong, productive partnerships with parents and the local community.
- Impact of leadership, teamwork and self-evaluation on the quality of children's learning.

Other Issues

Response to recommendations or to requirements made at previous inspection

At the last Care Commission singleton inspection there were no recommendations or requirements.

Recommendations for improvement

- Continue to provide high-quality experiences for children.

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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HM Inspectorate of Education