

**Menzieshill Nursery School
Dundee
DD2 4EE
Dundee City Council
13 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

Menziesshill Nursery School was inspected in October 2007 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. It was registered for 60 children attending at any one session. At the time of the inspection the total roll was 90, including some children who attended for out-of-school care.

Key strengths

- High-quality interactions between staff and children.
- The very good progress children were making in environmental education, information and communications technology, expressive and aesthetic development and physical development and movement.
- A hardworking and caring staff who worked very well together as a team.
- The effective leadership of the headteacher and commitment of all staff to improving provision.

How good is the quality of children's experience?

Standard 4 & 5

Staff knew children well and were very responsive to their individual needs. They were hardworking and caring, and supported children very well in their learning. Staff made good use of questions and dialogue to extend children's interests. Children chose activities well and could select freely from a wide range of appropriate resources. Staff made effective use of assessment information to ensure that children made appropriate progress in their learning. They consulted children regularly and respected and valued their contributions. They provided a good balance of activities which were helping to develop key aspects of children's learning.

The curriculum was broad and well balanced. Children were making good progress in all aspects of their learning. They were happy, becoming confident and followed simple rules well. Most were developing good social skills and positive relationships with adults and one another. They were

developing independence in personal tasks. They needed more opportunities to develop responsibilities, particularly in the preparation of snacks. Children accessed simple computer programs independently. They used a range of technology, including a digital camera and movie maker to film visits in the outdoor environment. Children enjoyed using technology to project natural items such as worms on the nursery smart board. They took pleasure in investigating their natural environment in the adjacent, large outdoor play area. Children engaged in imaginative play for sustained periods of time. Many were engrossed in junk modelling and painting activities. They participated enthusiastically in singing and were developing a sense of rhythm through clapping and the use of percussion instruments. Children enjoyed very good opportunities to develop their finger and hand control using a good range of resources. They climbed, crawled and used their bodies well through regular use of an indoor climbing frame. Children appreciated their daily access to the outdoor play area, and participated enthusiastically in a wide range of appropriate energetic activities.

Children were making good progress in communication and language. Most were confident when talking and listening to adults and each other. They shared experiences from home enthusiastically and offered good ideas in their key-worker group time. The majority could recognise their name in print and some took the opportunity to write during play activities. Staff could further extend early reading skills. Most children were making good progress in developing early mathematical skills, for example in matching, sorting, measuring and making comparisons. They were developing a good knowledge of shape, colour and simple number. There were insufficient opportunities, however, for able children to develop these skills further, including in problem solving.

How well are children supported?

Standard 6

Staff had good relationships with parents and families and supported them well. They kept parents informed of the work of the nursery through useful notice boards, regular newsletters and meetings. Information on children's progress was shared with parents through informal discussions and regular written reports. All children were treated fairly and with respect. Most parents who responded to the pre-inspection questionnaire, and those spoken to on the day of the inspection, were very satisfied with the nursery. A few felt that they would like more information on the work of the nursery. They also had some concerns about the limited size and quality of the children's toilet area. Although plans had been in place for some time to refurbish facilities for nappy changing, no progress had yet been made. Changing facilities for children

were unsatisfactory. Child protection guidelines were followed appropriately and staff were aware of their duties in keeping children safe.

The nursery had effective arrangements for children transferring to primary school. Transition records detailed children's progress and provided good information for school staff. Staff had developed effective links with the local community. They were aware of their responsibilities in supporting children with additional needs and had access to a range of appropriate support agencies.

Leading and improving the centre

Standard 14

The headteacher provided good leadership of the nursery. She was very supportive of staff and fostered a strong sense of teamwork. Staff felt respected and valued. The hardworking and caring staff team worked very well together.

An appropriate staff development and review process, which helped support staff and identify training needs, was in place. The nursery had effective policies and procedures in place which were updated regularly. Staff were familiar with the Scottish Social Services Council Codes of Practice and their implications. Regular staff meetings ensured effective communication and provided a useful forum for discussion.

The headteacher and all staff were committed to improving the quality of the nursery provision. The nursery's arrangements for evaluating its work were good. The headteacher and staff had worked together to establish priorities for improvement and had made good progress. An appropriate development plan set out a detailed agenda for improvement. Progress was closely monitored and staff were making good progress in meeting agreed targets. All staff were involved in evaluating the work of the nursery using recognised self-evaluation tools. The headteacher had systematic and rigorous procedures for monitoring and evaluating the work of the nursery.

Issues from previous inspections

At the last Care Commission singleton inspection there were three recommendations and no requirements. These have now been met.

Recommendations for improvement

- Staff should continue to improve aspects of the curriculum as identified in this report.

Requirements

- The nursery did not have adequate facilities which would allow children to have intimate personal care carried out. The service must, in consultation with the education authority, provide facilities in order for this to be carried out by staff on the premises. This is to comply with Scottish Statutory Instrument 2002 Number 114 Regulation 4 (a) and (b) – a requirement to make proper provision for the health and welfare of service users, and to provide a service in a manner which respects the privacy and dignity of service users. Timescale for implementation: The service must notify the Care Commission, with the plan for carrying out this work, within 2 weeks of receipt of this report.

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 parents will be informed about the progress made by the centre.

Gill McKinnon
HM Inspectorate of Education

Patricia MacKay
Care Commission

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.

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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