
Report To:	Education & Lifelong Learning Committee	Date:	16 March 2010
Report By:	Acting Director of Education	Report No:	EDUC/16/10/AH
Contact Officer:	Albert Henderson	Contact No:	01475 712761
Subject:	HMle report on Gibshill Children's Day Centre		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education & Lifelong Learning Committee of an HMle and Care Commission joint report on Gibshill Children's Day Centre.

2.0 SUMMARY

- 2.1 Gibshill Children's Day Centre has received a good report from HMle and the Care Commission. The report was produced on 20 January 2010. Members should note that the indicators of quality reflect well on the nursery with five indicators of quality evaluated as 'very good'.

3.0 RECOMMENDATION

- 3.1 It is recommended that the Education & Lifelong Learning Committee approve the report on Gibshill Children's Day Centre.

Albert Henderson
Acting Director of Education

4.0 BACKGROUND

4.1 Gibshill Children's Day Centre was inspected by Her Majesty's Inspectors of Education (HMIE) and the Care Commission in November 2009. The inspection covered key aspects of the work of the centre at all stages, identified key strengths and main points for action using the following six-point scale:

6	-	Excellent – excellent
5	-	Very Good – major strengths
4	-	Good – important strengths with some areas for improvement
3	-	Satisfactory – strengths just outweigh weaknesses
2	-	Weak – important weaknesses
1	-	Unsatisfactory – major weaknesses

4.2 HMIE and the Care Commission assessed and reported on the views of parents, pupils and staff, the quality of learning in teaching, how well the centre was raising achievement for all pupils, achievement in national examinations, the centre's processes for self-evaluation and innovation, the centre's capacity for improvement.

4.3 The report was published on the 20 January 2010. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener for Education & Lifelong Learning.

4.4 Gibshill Children's Day Centre is inspected under the evaluation framework "The Child at the Centre 2".

4.5 In assessing the indicators of quality, HMIE and the Care Commission found five aspects of the work of the centre to be 'very good'. The evaluations of the indicators for quality can be found on page 8 of the report.

4.6 Members should note that HMIE and the Care Commission comment on examples of good practice. The report indicated one example of good practice:

- Science initiative

4.7 The report on Gibshill Children's Day Centre should be set in the context of Inverclyde. This is a very good report in the context of other reports on early years establishments and is a very good report in terms of the school inspection regime.

**Gibshill Children's Day
Centre
Inverclyde Council
20 January 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

Gibshill Children's Day Centre was inspected in November 2009 by HMIE on behalf of both 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 40 children attending at any one session. The total roll was 57 at the time of the inspection.

2. Particular strengths of the centre

- Welcoming and supportive ethos.
- Happy and well-behaved children.
- High-quality learning experiences.
- Strong partnerships with parents and the local community.
- Effective teamwork of all staff in supporting children.
- Commitment of the head of centre and the depute to improving the centre.

3. Example of good practice

- Science initiative.

4. How well do children learn and achieve?

Learning and achievement

Children are happy, forming friendships and show respect for each other. They engage very well in a wide range of quality learning experiences and take responsibility for choosing their own activities. They play well together, taking turns and sharing toys. Children are aware of how to keep themselves healthy and can dance, use balls and play with parachute games.

They are growing in confidence through a range of opportunities such as serving on the eco committee and fund-raising. They enjoy borrowing books from the lending library and inviting authors to nursery celebrations.

Children are making very good progress in developing early language and mathematical skills. They listen very well, successfully take part in discussions and respond enthusiastically to stories, songs and music. The majority can take part in extended conversations and some can re-tell a story and use books to find interesting information. Children are beginning to explore early writing through play and most are developing an awareness of letter sounds. Most children can recognise their name in print and some can write it. Most children use numbers well during play and in counting games. They recognise shapes, patterns and colours and are able to sort and match objects. The majority can use mathematical language relevant to the learning situation, for example big and small. Some children are developing an awareness of how money is used and can recognise some coins and notes in the context of play. Children are learning how to use computers and laptops and can independently direct remote-controlled cars and “Bee Bots”. Most can use digital cameras, torches and a metal detector competently. They can make music by singing, clapping and playing percussion instruments and are progressing very well in art, craft and role-play.

Curriculum and meeting learning needs

Children benefit from a broad and balanced range of experiences. There is a good balance of adult-directed and free choice activities. Staff meet regularly to evaluate children’s learning and to plan together. They implement the experiences and outcomes from *Curriculum for Excellence* and place the needs of children at the centre of their work. They work closely with parents and share information about their child’s progress with them. They are beginning to involve children more meaningfully in talking about learning and planning their next steps. There is scope to further involve children in planning activities. Children develop early literacy and numeracy skills

in play activities. They find out about living things through well-developed science experiences including planting flowers, fruit and vegetables, feeding the birds and caring for their African snails, goldfish and stick insects. They explore and investigate a wide range of information and communications technology (ICT) and regularly use a video recorder with some adult support. Most children enjoy using paints, collage and play dough and regularly take part in music and role-play. Children have daily opportunities for energetic activities inside and make some use of the outdoors as a learning environment. However, the outdoor space needs to be developed further to provide daily opportunities for children to use a variety of large-scale physical equipment.

Staff know children very well and are sensitive to their needs. They work closely with parents and regularly share appropriate information to improve outcomes for children. Staff, including support assistants, provide quality support when children need extra help in their learning. They work with other professionals giving very effective support to the centre and offering suggestions and strategies for individual children. Staff, parents and professionals join together to write individualised plans for those children who need them. Regular meetings take place to review targets for children's learning. As a result, children are able to make very good progress with their learning.

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

The local community is fully involved in the life and work of the centre. Staff make parents very welcome and provide many opportunities for them to be involved. Parents are very happy with the nursery and reassured by the quality of relationships that staff have with them and their children. The centre works very well with others to support children's care and learning. Staff have formed supportive partnerships with a wide range of agencies to help children improve their learning. Colleagues in health, social work and psychological services provide staff with helpful information. Staff work effectively

with officers from the education authority and value their regular support. Staff provide effective transitions both into nursery and on to primary school.

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

Staff, parents and children work very well together to improve the work of the nursery. They provide a variety of stimulating experiences for children and their families. The priorities identified within the improvement plan are having a significant effect on children's learning and development. Staff work effectively together and are working hard to take forward identified areas for improvement. They feel very well supported by the education authority and have benefited from a wide range of staff training which has led to improvement. Staff take responsibility for contributing to aspects of nursery development. They are increasingly sharing good practice with each other. They are skilled in self-evaluation and use it to drive forward all of the improvements in the centre. Quality teaching and learning is at the heart of their work and they constantly reflect on the quality of service they provide for each child. The head of centre and the deputy monitor the work of each member of staff very effectively, and provide them with helpful information to improve their practice.

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

The centre has a positive and supportive ethos with a strong sense of mutual respect between staff and children. Staff have close relationships with children and their parents. They understand the challenges faced by some families and work hard to address these by providing extra support including wraparound care. Staff have high expectations of children's behaviour and use a range of effective strategies to encourage positive behaviour. They provide valued support to children and families. Achievements both inside and outwith the centre are attractively displayed and encourage family

pride. Staff are alert to the care and wellbeing of all children and understand their role in protecting children from harm. They take part in regular training and liaise closely with appropriate outside agencies. Children are provided with a healthy snack and are encouraged to be independent during this time. They take part in the tooth-brushing initiative.

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

Both the head of centre and the depute are committed to improving the service. They recognise what needs to be improved and regularly plan the way forward in consultation with the effective staff team. Staff at all levels have a shared and ambitious vision for the centre which reflects its aims, values and role within the community. They offer a high level of support to families and make a significant contribution to the care and wellbeing of children. The head of centre and the depute have successfully developed a strong sense of teamwork amongst staff. They actively promote the development of staff's leadership skills. Staff respond enthusiastically to new initiatives and opportunities to be innovative in their work with children. Staff are ably supported by the nursery teacher who leads aspects of work in the playroom. Individual staff have successfully led centre initiatives to improve outcomes for children.

9. What happens next?

As a result of the very good quality of education provided by the centre, 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 centres.

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

- Continue to further develop the outdoor play areas to provide more challenging large-scale physical activities for children.

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 Gibshill Childrens Day Centre.

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

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

The curriculum	very good
Improvement through self-evaluation	very good

Managing Inspector: Gill McKinnon
20 January 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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You can find our complaints procedure on our website www.hmie.gov.uk or alternatively you can contact our Complaints Manager, at the address above or by telephoning 01506 600259.

You can also contact the Complaints Coordinator, Headquarters, Care Commission, Compass House, Riverside Drive, Dundee DD1 4NY, telephone 0845 603 0890.

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