

<b>Report To:</b>	<b>Education &amp; Lifelong Learning Committee</b>	<b>Date:</b>	<b>15 March 2011</b>
<b>Report By:</b>	<b>Corporate Director Education &amp; Communities</b>	<b>Report No:</b>	<b>EDUC/16/11/AH</b>
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<b>Subject:</b>	<b>HMIe report on Madeira Nursery</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to inform the Education & Lifelong Learning Committee of an HMIe and Care Commission joint report on Madeira Nursery.

## **2.0 SUMMARY**

- 2.1 Madeira Nursery has received a good report from HMIe and the Care Commission. The report was produced on 26 January 2011. Members should note that the indicators of quality reflect well on the nursery with three indicators of quality evaluated as 'good' and two as 'satisfactory'.

## **3.0 RECOMMENDATION**

- 3.1 It is recommended that the Education & Lifelong Learning Committee approve the report on Madeira Nursery.

**Albert Henderson**  
**Corporate Director Education & Communities**

## 4.0 BACKGROUND

- 4.1 Madeira Nursery was inspected by Her Majesty's Inspectors of Education (HMIe) and the Care Commission in November 2010. 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 26 January 2011. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener for Education & Lifelong Learning.
- 4.4 Madeira Nursery 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 three aspects of the work of the centre to be 'good' and two as 'satisfactory'. The evaluations of the indicators for quality can be found on page 7 of the report.
- 4.6 The reports lists three areas for improvement:
- Continue to develop the curriculum taking account of Curriculum for Excellence
  - Improve approaches to meeting learner's needs to ensure children can make choices and lead aspects of their own learning
  - Continue to develop self-evaluation to ensure it leads to better learning experiences for children

**Madeira Nursery  
Greenock  
Inverclyde  
26 January 2011**

HM Inspectorate of Education (HMIE) inspects centres in order to let parents<sup>1</sup>, 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](http://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.

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<sup>1</sup> 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**

Madeira Nursery was inspected in November 2010 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 six months to five years. It is registered for 35 children attending at any one session. The total roll was 86 at the time of the inspection.

## **2. Particular strengths of the centre**

- Confident, enthusiastic children who enjoy nursery.
- Caring ethos created by management and staff.
- Commitment of the manager and staff to improving the nursery.

## **3. How well do children learn and achieve?**

### **Learning and achievement**

Across the nursery, children are happy, confident and are forming positive relationships with each other. Babies freely express themselves and communicate with each other and adults. They enjoy sensory experiences such as exploring 'treasure baskets'. They use the large soft play shapes to support their development in crawling, climbing and balancing. Toddlers are developing social skills and are learning to take turns and share. They make good use of the well-resourced garden area to develop their physical skills. They explore musical instruments and enjoy listening to stories. In the three to five age group, almost all children share toys and cooperate well with others in their play. They are developing their independence well when helping with snack preparation and setting the tables. They concentrate well when building models together and when exploring capacity during water play.

Children enjoy playing in the large, attractive garden. They participate in different experiences which promote learning across the curriculum. Children are learning to care for their environment. They help reduce waste by recycling a range of materials. They perform confidently for parents at regular concerts and for older residents in a local care home.

Children aged three to five years are making good progress in their learning. Almost all talk confidently to each other and adults. Most are able to listen and follow instructions. Children respond enthusiastically during story telling sessions. A few children enjoy experimenting with writing in the nursery 'post office'. Children are interested in counting and are developing their understanding of numbers. Children use mathematical language to describe measurement and capacity in their play. They are learning about money during role-play and board games.

## **Curriculum and meeting learning needs**

Staff working with babies and toddlers use guidance developed nationally to plan a variety of activities. Staff working with babies provide a good range of sensory experiences, including natural materials, for children to investigate. There is scope for toddlers to have access to more natural resources and 'home like' role-play opportunities. Staff working with children aged three to five have made a good start to implementing *Curriculum for Excellence*. However, staff need to improve the layout of the playrooms to ensure older children have access to activities and resources that reflect all areas of the curriculum. Staff make good use of resources in the local area such as the library and museum to support children's learning. A visit from local fire fighters successfully developed children's understanding of different jobs and how to keep safe. The curriculum is enhanced by a visiting specialist who delivers dance and drama.

Staff know children well as individuals and have positive relationships with them. Through consultation with parents and careful observation, staff make sure the care routines and development needs of younger children are well met. Staff working with older children record children's achievements in learning profiles. They have introduced procedures to track children's learning in literacy, numeracy and health and wellbeing. A 'learning story' is recorded regularly for each child which highlights their achievements and next steps in learning. This record is included in children's individual profiles for parents to view. Staff recognise the need to increase opportunities for children to make

choices and follow their own interests. Children would benefit from opportunities to revisit and deepen their learning throughout the day. Staff use a staged intervention approach to ensure children with additional support needs receive appropriate help.

#### **4. How well do staff work with others to support children's learning?**

There are effective communication links between the nursery and families to keep them well informed of the nursery's activities and children's progress in their learning. Staff provide opportunities for parents to be involved in the life of the nursery and use parents' skills to enhance children's learning. Effective home links are in place including 'learning at home' sheets and a lending library. Staff provide regular progress reports for all children. Staff encourage parents to take home and view their children's learning profiles. Parents are confident that their children are well cared for. The nursery is supported by a teacher from the education authority. Staff have effective arrangements in place to support children as they move across playrooms. They help children make successful transitions on to primary school. Staff share information and documentation with local primary schools when children move on to P1.

#### **5. Are staff and children actively involved in improving their centre community?**

The owner and manager are committed to the ongoing development of the nursery. They encourage staff in their professional development and staff value the training opportunities made available to them. Staff make positive contributions to the improvement plan priorities. Staff reflect regularly on their work. They evaluate nursery practice using national guidance. They recognise the need to make self-evaluation more focused involving all stakeholders. This will assist in ensuring continuous improvement in children's learning.



## **6. Does the centre have high expectations of all children?**

Staff work hard to create an environment where children feel safe and secure. They are very attentive to children's care and welfare. Staff have high expectations of children's behaviour and use praise and encouragement well. Children's achievements are displayed around the nursery and in their personal profiles. Profiles are easily accessible for children and parents. Staff have had appropriate training in child protection and are aware of their responsibilities. Children celebrate different festivals throughout the year. They are becoming aware of the importance of healthy lifestyles and enjoy a wide range of healthy snacks and lunches. Children's personal hygiene routines such as hand washing and tooth brushing are well established.

## **7. Does the centre have a clear sense of direction?**

The owner, manager and staff team work very well together. There are clear priorities for improvement and all staff are committed to the continuing development of the nursery. The manager provides good leadership and has a clear vision for the future direction of the nursery. She works alongside staff in the playrooms and is a positive role-model for them. The development of more robust self-evaluation processes will support the nursery in making further improvements.

## **8. What happens next?**

We are confident that, with support from the education authority, the nursery will be able to make the necessary improvements in light of the inspection findings. As a result, we will make no more visits in connection with this inspection. The nursery and the education authority will inform parents about the nursery's progress in improving the quality of education.

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

- Continue to develop the curriculum taking account of *Curriculum for Excellence*.
- Improve approaches to meeting learner's needs to ensure children can make choices and lead aspects of their own learning.
- Continue to develop self-evaluation to ensure it leads to better learning experiences for children.

At the last Care Commission inspection of the nursery there were two recommendations. Both recommendations has since been addressed.

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 Madeira Nursery.

<b>Improvements in performance</b>	<b>good</b>
<b>Children's experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>satisfactory</b>

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

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>satisfactory</b>

**Managing Inspector:** Jackie Maley  
26 January 2011

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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