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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>12 March 2013</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/21/13/AH</b>
<b>Contact Officer:</b>	<b>Albert Henderson</b>	<b>Contact No:</b>	<b>01475 712761</b>
<b>Subject:</b>	<b>Education Scotland report on Wellington Pre-5 Nursery, Playgroup and Out-of-School Care</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to inform the Education & Communities Committee of an Education Scotland report on Wellington Pre-5 Nursery, Playgroup and Out-of-School Care.

## **2.0 SUMMARY**

- 2.1 Wellington Pre-5 Nursery, Playgroup and Out-of-School Care has received a satisfactory report from Education Scotland. The report was produced on 23 January 2013. Members should note that the five indicators of quality were evaluated as 'satisfactory'.

## **3.0 RECOMMENDATION**

- 3.1 It is recommended that the Education & Communities Committee approve the report on Wellington Pre-5 Nursery, Playgroup and Out-of-School Care.

**Albert Henderson**  
**Corporate Director**  
**Education, Communities & Organisational Development**

## 4.0 BACKGROUND

4.1 Wellington Pre-5 Nursery, Playgroup and Out-of-School Care was inspected by Education Scotland in December 2012. 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 Education Scotland assessed and reported on the views of parents, pupils and staff, the quality of learning and teaching, how well the nursery school was raising achievement for all pupils, achievement in national examinations, the nursery school's processes for self-evaluation and innovation, the nursery school's capacity for improvement.

4.3 The report was published on 23 January 2013. It has been issued to staff, parents, local elected members and the Convener and Vice-Conveners for Education & Communities.

4.4 Wellington Pre-5 Nursery, Playgroup and Out-of-School Care is inspected under the evaluation framework "The Child at the Centre 2".

4.5 In assessing the indicators of quality, Education Scotland found five aspects of the work of the Nursery to be 'satisfactory'.

4.6 The report lists five particular strengths of the Nursery:

- Happy, well behaved children who enjoy nursery
- Positive and supportive relationships between children, staff and families
- Commitment of staff and the management committee to the ongoing development of the nursery

4.7 The reports lists three areas for improvement:

- Use observations more effectively to plan for next steps in children's learning
- Improve the curriculum further to provide increased choice and challenge in learning
- Develop self-evaluation to be more effective and lead to continuous improvement

23 January 2013

Dear Parent/Carer

### **Wellington Pre-5 Nursery, Playgroup and Out-of-School Care Greenock**

Recently, as you may know, my colleague and I visited and inspected your child's pre-school centre. During our visit, we talked to parents and children and we worked closely with the head of centre and staff. We wanted to find out how well children are learning and achieving and how well the pre-school centre supports children to do their best. The head of centre shared with us the pre-school centre's successes and priorities for improvement. We looked at some particular aspects of the pre-school centre's recent work, including how children are involved in their learning and how the nursery works with others. As a result, we were able to find out how good the pre-school centre is at improving children's education.

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

Children enjoy learning and overall, achieve well. Almost all children are busy and purposeful in their play. They are settled and happy at nursery and interact well with each other and staff. Children are beginning to talk about their learning through planning and reviewing what they have done each day in their learning books. Staff now need to make this more personalised for each child. A few children are capable of achieving more. Children choose from a range of activities available which are provided by adults. They now need to make more decisions for themselves and select resources more independently to plan and initiate their own learning. Through Eco-Schools Scotland, children are learning about recycling. Together with children from the out-of-school care provision they are planning to make improvements to the outdoor learning area.

Almost all children are making appropriate progress in early language and mathematics. Children listen well, using gestures to help focus their attention. Through learning about Goldilocks and The Three Bears children are able to recreate the story in their pretend play. A few children are able to write their name and most children show interest in mark-making across their play. In early mathematics children recognise shapes in the environment. Most children enjoy exploring number, for example through experimenting with play dough and using a calculator. Recently children were supported by a nursery family to explore the celebration of Diwali. Children enjoy their visits in the local area such as the local shops, parks and library. They have positive relationships with the local community through activities such as fundraising events.

## **How well does the pre-school centre support children to develop and learn?**

Staff have worked hard to develop their understanding of Curriculum for Excellence and how it can be used to plan effectively for children's learning. A range of activities based on play are provided for children to help them learn. Staff now need to make sure that activities provide enough choice and challenge for all children. Staff know children well. They support their social and emotional needs sensitively. They are very aware of the different circumstances of families and work effectively to support these. Staff make detailed observations of children's learning. Observations now need to be used more consistently to plan what individual children need to learn next. Children have varied, daily opportunities for outdoor learning. Staff recognise that this will be further enhanced with the planned development of the outdoor area. Transitions into the nursery are personalised and children are well supported. There are suitable arrangements for children moving on to school.

## **How well does the pre-school centre improve the quality of its work?**

The relationships between children, staff and parents are very positive. The nursery is well supported by a management committee of parents who, together with the staff, show a commitment to the children. Recently the committee and staff worked well together to find, refurbish and move into new premises. The manager, with the very committed staff team, played a significant role in this positive development. The views of parents and other stakeholders are sought and acted upon. Staff meet regularly to discuss all aspects of the nursery. Together they have developed a process that helps them to begin to track children's progress. Overall, arrangements for evaluating the quality of the provision are not yet robust enough. Staff now need to consider how they can use their already established self-evaluation processes and build on them to lead to focused improvements for Wellington Pre-5 Nursery and Out-of-School Care.

Our inspection of your pre-school centre found the following key strengths.

- Happy, well behaved children who enjoy nursery.
- Positive and supportive relationships between children, staff and families.
- Commitment of staff and the management committee to the ongoing development of the nursery.

We discussed with staff and the education authority how they might continue to improve the pre-school centre. This is what we agreed with them.

- Use observations more effectively to plan for next steps in children's learning.
- Improve the curriculum further to provide increased choice and challenge in learning.
- Develop self-evaluation to be more effective and lead to continuous improvement.

## **What happens at the end of the inspection?**

We are satisfied with the overall quality of provision. We are confident that most of the pre-school centre's self-evaluation processes are leading to improvements. With support from the local authority and Education Scotland the pre-school centre will be able to make the necessary improvements. Our Area Lead Officer and Lead Inspector Early Education along with the local authority will discuss the most appropriate support in order to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the pre-school centre has improved.

Barbara Daly  
Managing Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/WellingtonPre5NurseryandPlaygroupGreenockInverclyde.asp>.

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact 01506 600200, or write to us at the above address or e-mail: [feedback@educationscotland.gsi.gov.uk](mailto:feedback@educationscotland.gsi.gov.uk).

Quality indicators help pre-school centres, education authorities and inspectors to judge what is good and what needs to be improved in the work of the pre-school centre. You can find these quality indicators in the publication *Child at the Centre(2)*<sup>1</sup>. Following our inspection of each pre-school centre, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish pre-school centres are doing.

Here are the evaluations for **Wellington Pre-5 Nursery, Playgroup and Out of School Care**

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

We also evaluated the following aspects of the work of the pre-school centre

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

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/WellingtonPre5NurseryandPlaygroupGreenockInverclyde.asp>.

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<sup>1</sup> *The Child at the Centre, Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, : [http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey\\_tcm4-712692.pdf](http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf)