

**Report To:** Education & Communities Committee

**Report By:** Corporate Director Education, Communities & Organisational Development

**Contact Officer:** Patricia Cassidy

**Subject:** Education Scotland Report on Glenbrae Children's Centre

**Date:** 09 September 2014

**Report No:** EDUCOM/54/14/PC

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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 Glenbrae Children's Centre.

## **2.0 SUMMARY**

- 2.1 Glenbrae Children's Centre has received a very good report from Education Scotland. The report was produced on 22 July 2014. Members should note that nine indicators of quality were evaluated as 'very good'.

## **3.0 RECOMMENDATION**

- 3.1 It is recommended that the Education & Communities Committee approve the report on Glenbrae Children's Centre.

**Patricia Cassidy**  
**Corporate Director**  
**Education, Communities & Organisational Development**

## 4.0 BACKGROUND

4.1 Glenbrae Children's Centre was inspected by Education Scotland in April 2014. 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 in 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 22 July 2014. It has been issued to staff, parents, local elected members and the Convener and Vice-Conveners for Education & Communities.

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

4.5 In assessing the indicators of quality, Education Scotland found nine aspects of the work of the Nursery to be 'very good'.

4.6 The report lists five particular strengths of the Nursery:

- The inclusive and nurturing environment that shows great care and respect for all children and parents
- Confident, happy and settled children who are making effective progress in their learning
- The leadership of the head of centre in empowering staff and developing a highly effective team
- Staff commitment to self-evaluation and continuing professional development to improve the work of the nursery
- The work with partners to secure quality outcomes for children

4.7 The reports lists one area for improvement:

- Develop further children's involvement in their own learning and their awareness of themselves as learners

22 July 2014

Dear Parent/Carer

**Glenbrae Children's Centre  
Inverclyde Council**

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 partnership with parents and other agencies and literacy across learning. 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?**

Across the nursery children learn and achieve very well. Children under three are actively involved in high quality play experiences. They confidently explore their environment and are beginning to make independent choices in a variety of play spaces both indoors and out. The majority are learning to share toys, take turns and make friendships with other children. On arrival at nursery, almost all children aged three to five are confidently making decisions about what they want to learn. They plan this during discussion with staff at the start of the nursery session. Children like to contribute to their profile book and are proud to share the contents with others. Staff and children work together on some of the topics by recording children's interests in a floor book, for example the arrival of the pandas at Edinburgh Zoo. More regular use of this approach will enable children to discuss and see their learning more clearly. Children are developing independence skills when getting ready to play outdoors at the local forest or in the nursery garden. They help staff to risk assess the outdoor areas. Children are becoming increasingly aware of environmental issues such as recycling, composting and growing plants.

Overall, children are making very good progress in early language and mathematics. Children show an enthusiasm for books, songs and rhyme. Older children are learning about the story of 'Goldilocks and the Three Bears' during story grammar sessions. They listen very well to instructions and take part in conversations about

how the story develops. Children who participate are gaining an understanding of words such as, 'author and illustrator'. They very enthusiastically have a go at writing stories themselves. Children use these skills in a variety of different play situations. They also enjoy writing their name when they register each day and writing words for displays. Almost all children have a very good understanding of early mathematics concepts, including shape, position and measure. They designed and created a model from recycled materials with some able to discuss the different shapes used. A few children could count using larger numbers. Children now need to be encouraged to investigate with numbers and money in real life contexts to provide them with more challenges.

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

Staff are very kind, caring and nurturing in their interactions and relationships with the children. Parents report that they value the high level of care staff provide for their children. Staff are skilled in supporting individual learning and development needs. They provide learning environments which are stimulating and encourage children to make choices and decisions in their play. Staff regularly observe and record how children play and learn and use this information effectively to help them plan high quality learning experiences. Those children who require additional support to their learning are well supported with additional planning and input from other professionals. Staff working with children under three use local and national guidance very well. Staff working with children aged three to five years use Curriculum for Excellence confidently to help them plan and record children's learning. They are currently working on new planning materials as part of an Inverclyde Council development. Staff communicate very effectively with each other to ensure that children benefit from a curriculum that supports children's needs and interests. Children would benefit from even more depth and challenge in learning. This will help them become more independent learners and allow them to set their own learning goals. Children and parents receive very good support from staff. Parents are encouraged to participate in curriculum workshops and stay and play days which successfully support their children's education. Transition arrangements are very effective.

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

The head of centre leads the skilled staff team very effectively. They work very well together to provide the very best quality of provision for children and parents. Staff support the continued improvement of the nursery by taking part in the monitoring of playroom practice. The senior management team have developed a self-evaluation process that is impacting positively on the quality of children's learning. Parents are consulted about improvements that can be made and they receive clear and timely feedback. Children's views could be more regularly sought to inform further improvements. Staff are fully involved in taking forward improvement plan priorities. They have benefited from these opportunities, particularly those activities which develop their leadership qualities and skills. The nursery is well placed to continue to improve, given the strong teamwork and enthusiasm of the staff and head of centre.

During the previous Care Inspectorate inspection, the centre had no requirements and one recommendation. From these one recommendation has been met. As a result of this inspection, there are no requirements and no recommendations.

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

- The inclusive and nurturing environment that shows great care and respect for all children and parents.
- Confident, happy and settled children who are making effective progress in their learning.
- The leadership of the head of centre in empowering staff and developing a highly effective team.
- Staff commitment to self-evaluation and continuing professional development to improve the work of the nursery.
- The work with partners to secure quality outcomes for children.

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.

- Develop further children's involvement in their own learning and their awareness of themselves as learners.

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

We are satisfied with the overall quality of provision. We are confident that the pre-school centre's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of the arrangements for reporting to parents on the quality of the pre-school centre, the local authority will inform parents about the pre-school centre's progress.

Judith Thomas  
HM Inspector

Jane Macleod  
Care Inspectorate Officer

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/GlenbraeChildrensCentreGreenockInverclyde.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 us by telephone on 0141 282 5000, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

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.

The Care Inspectorate publishes quality grades to better inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure our inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland's evaluations for **Glenbrae Children's Centre**

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

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

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

Here are the Care Inspectorate's gradings for **Glenbrae Children's Centre**

<b>Quality of care and support</b>	<b>very good</b>
<b>Quality of environment</b>	<b>very good</b>
<b>Quality of staffing</b>	<b>very good</b>
<b>Quality of management and leadership</b>	<b>very good</b>

At the last inspection that was conducted by the Care Inspectorate, there was one recommendation. All recommendations have since been addressed.

<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)

A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/GlenbraeChildrensCentreGreenockInverclyde.asp>.

[http://www.scswis.com/index.php?option=com\\_content&view=article&id=7644&Itemid=489](http://www.scswis.com/index.php?option=com_content&view=article&id=7644&Itemid=489)