

**To:** Education and Children Policy Board

**On:** 3 November 2016

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**Report by:** Director of Children's Services

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**Heading:** Joint inspection of Glenburn Pre-5 Centre, Paisley

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## **1. Summary**

- 1.1. Glenburn pre-five centre, was jointly inspected by Education Scotland and the Care Inspectorate, in June 2016, as part of a national sample of early education and childcare. The letter to parents and quality indicator evaluations, published by Education Scotland on 6 September 2016 are attached as appendices to this report. The letter to parents is also available from the director of children's services or from the Education Scotland website [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)
- 1.2. The purpose of the early learning and childcare inspection was to evaluate the quality of education. Inspectors assessed the pre-5 centre, with a focus on five quality indicators which were: improvements in performance; the quality of children's' experiences; meeting learning needs; the curriculum; and improvement through self-evaluation. In addition the Care Inspectorate evaluated the quality of care and support; the quality of environment; quality of staffing and quality of management and leadership
- 1.3. This was a positive inspection by Education Scotland and the letter to parents identified two key strengths of the pre-5 centre. These were:
  - Children who are motivated, engaged and enjoy their learning experiences
  - Welcoming, caring ethos within the setting and the positive relationships which all support children's learning
- 1.4. The report identified three areas for further improvement. These were:
  - Continue to develop children as learners so they know their next steps and how to progress.
  - Continue to review and develop the curriculum and provide increased opportunities for early literacy and numeracy.
  - Continue to establish effective and robust self-evaluation to improve the outcomes for children.

- 1.5. Children's services has an agreed set of procedures for responding to inspection reports. The pre-five centre and the service will prepare an action plan indicating how they will address the points for action in the report, and share this plan with parents. In addition, the pre-5 centre will be supported in its improvement by children's services. Within two years of the publication of the letter to parents, children's services will inform parents of the progress made by the school in addressing the main points for action.

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## **2. Recommendations**

- 2.1. Members of the education and children policy board are asked to note the key strengths and the areas for improvement in the Education Scotland and Care Inspectorate report on Glenburn pre-5 centre.

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## **3. Background**

- 3.1. Education Scotland reports are circulated to the local elected members, staff, parent council members and are made available on-line to the wider parent body. Copies are also sent to local and central libraries.
- 3.2. The report includes three recommendations for improvement. These recommendations will be addressed through an action plan, produced by the pre-5 centre and supported by children's services staff.
- 3.3. Progress on the action plan will be monitored by children's services staff on a proportionate basis. A report will be prepared within two years of the original inspection, detailing the progress made in implementing the action plan. This report will be made available to parents.
- 3.4. Children's services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire education establishments. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.

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## **Implications of this report**

### **1. Financial Implications**

None.

### **2. HR and Organisational Development Implications**

None.

### **3. Community Plan/Council Plan Implications**

Children and Young People

- High standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.

Community Care, Health and Well-being	- By providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The school and nursery's success in promoting healthy lifestyles is evaluated as part of the quality assurance process.
Empowering our Communities	- High standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
Greener	- Participation in the eco-schools programme encourages young people to become environmentally aware.
Jobs and the Economy	- The quality assurance process contributes to our young people becoming successful learners, confident individuals, effective contributors and responsible citizens.

#### 4. **Legal Implications**

Standards in Scotland's Schools etc Act 2000.

#### 5. **Property/Assets Implications**

None.

#### 6. **Information Technology Implications**

None.

#### 7. **Equality and Human Rights Implications**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only.

#### 8. **Health and Safety Implications**

None.

#### 9. **Procurement Implications**

None.

#### 10. **Risk Implications**

None.

**11. Privacy Impact**  
None.

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**List of Background Papers**

None.

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***Children's Services***

TMcE

25 October 2016

**Author:** Tony McEwan, Education Manager (planning and performance),  
Telephone no: 0141 618 7198



6 September 2016

Dear Parent/Carer

**Glenburn Pre-five Centre  
Renfrewshire Council**

Recently, as you may know, my colleague and I visited and inspected your child's early learning and childcare (ELC) setting. Throughout our visit we talked to parents and children and we worked closely with the acting head of centre and staff. We wanted to find out how well children were learning and achieving and how well the ELC setting supported children to do their best. The acting head of centre shared with us the ELC setting's successes and priorities for improvement. We looked at some particular aspects of the ELC setting's recent work including forest adventures, play and outdoor learning. As a result, we were able to find out how good the ELC setting was at improving children's education. I would now like to tell you what we found.

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

Children are learning and achieving well. They enjoy their play and are happy and confident in their setting. Most settle quickly when they arrive in the morning. They are aware of the routines of the setting and are involved in discussing rules with staff. Children are treated fairly and with respect by staff, who are caring in their interactions with them. As a result, children are openly affectionate towards the staff. Babies enjoy looking at books and playing with the natural resources in the playroom. Toddlers play well together and spend time learning to complete simple jigsaws. Most older children are motivated by and are interested in their learning. Children spent good periods of time involved in mixing colours to make new colours, learning together using different board games and working with the big blocks in the construction area. Children particularly enjoyed their activities in their own outdoor areas, or their forest adventure experience. Through these outdoor learning experiences, children are also learning to take risks, cooperate with others and engage in extended play.

Staff should now ensure that the children are always involved in appropriate high quality learning experiences. All children have personal learning profiles which contain photos, comments about their learning and examples of their artwork. Staff should continue to work to improve the learning profiles. Staff encourage children to talk about their learning through discussion and the use of mind maps. We have asked staff to develop this further to provide children with more opportunities to talk about their learning and plan their next steps.

Children aged three to five years are making satisfactory progress in early literacy and numeracy. Most children enjoy sharing their thoughts and experiences with others and listen well in group activities. They like exploring books with staff where they discuss characters and their favourite part of the story. We have asked staff to encourage them to look at books independently. Most children are making positive attempts at early mark-making and writing. They now need to develop this interest through more experiences across their play. Children take part in various early mathematical activities, including sorting, matching, counting, weighing and measuring. Many children show an interest in volume and capacity. When playing with water at the outside water wall they use mathematical language such as, 'full and empty' appropriately. Children regularly count to ten and, a few beyond, in the course of their play activities. To improve children's progress, staff now need to extend the opportunities for children to develop early literacy and numeracy skills within the playroom and during trips in the community.

### **How well does the early learning and childcare setting support children to develop and learn?**

Staff have regular contact with you, as parents, to ensure that the care needs of children are met. Staff need to ensure that all children's experiences, including routines, consistently meet the care needs of children. Parents who were involved in the inspection process told us they are happy with the care and attention their child receives. However, they would like to have more detail on the progress their children are making. We have asked staff to consult with you on the best way to provide this information. Where children may have barriers to their learning, staff work hard to ensure that children get the help they need from other professionals. Staff have recently undertaken a wide range of relevant training to ensure that they are able to support your children well. Since the acting head of centre was appointed, those working with children aged three to five years continue to develop their understanding and approach to delivering Curriculum for Excellence. They recognise the need to balance following children's interests alongside introducing new experiences to ensure children learn in all areas of the curriculum. Staff now need to ensure that the curriculum best meets the needs of all learners by providing the right amount of challenge. Visits in the local community such as to the local library and forest and visiting specialists enrich the curriculum. Staff recognise that the continued development of the outdoor learning area will further support children's learning across the curriculum. Staff have worked hard to develop links with local schools to support children as they move on to P1. They are keen to continue to develop these links further to ensure children build on what they have already experienced at the setting.

## **How well does the early learning and childcare setting improve the quality of its work?**

As you are aware, since March, an acting head of centre has been appointed to cover the absence of the head. The acting head of centre has made a significant impact in leading and building the capacity of others to lead the improvements that have been made. Many of you have told us that you are happy with the changes, particularly the improvement in the physical learning environment. Staff now work together well as a team and there is a positive commitment to continued development and improvement. Processes have been put in place to evaluate the work of the setting. The senior management team needs to make sure that they continue to lead improvement in the quality of children's learning experiences in all playrooms. Parents and children are consulted and their views taken into account to improve the service. Staff now recognise that they need to find different, more creative ways to do this to ensure more opinions are captured. With continued support from the local authority and an enthusiasm to develop the work of the setting, management and staff are now well placed to continue to take improvement forward.

During the previous Care Inspectorate inspection, the setting had no requirements and four recommendations. From these, all recommendations have either been met or partially addressed. Outstanding issues relating to recommendations are carried forward in this inspection. As a result of this inspection, there are no requirements and two recommendations.

Our inspection of your ELC setting found the following key strengths.

- Children who are motivated, engaged and enjoy their learning experiences.
- Welcoming, caring ethos within the setting and the positive relationships which all support children's learning.

We discussed with staff and the education authority how they might continue to improve the ELC setting. This is what we agreed with them.

- Continue to develop children as learners so they know their next steps and how to progress.
- Continue to review and develop the curriculum and provide increased opportunities for early literacy and numeracy.
- Continue to establish effective and robust self-evaluation to improve the outcomes for children.

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

We are satisfied with the overall quality of provision. We are confident that the ELC setting'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 ELC, Renfrewshire Council will inform parents about the setting's progress.

Noreen Phillips  
HM Inspector

Lynda O'Connell  
Care Inspector

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

If you would like to receive this letter 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 0131 244 4330, 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 early learning and childcare (ELC) settings, education authorities and inspectors to judge what is good and what needs to be improved in the work of the ELC setting. You can find these quality indicators in the publication *Child at the Centre(2)*<sup>1</sup>. Following our inspection of each ELC setting, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish ELC settings are doing.

Here are the evaluations for **Glenburn Pre-five Centre**

<b>Improvements in performance</b>	<b>satisfactory</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 ELC setting

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

Here are the Care Inspectorate's gradings for **Glenburn Pre-five Centre**

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

During the previous Care Inspectorate inspection, the setting had no requirements and four recommendations. From these, all recommendations have either been met or partially addressed. Outstanding issues relating to recommendations are carried forward in this inspection. As a result of this inspection, there are no requirements and two recommendations.

## Recommendations

- Children's profiles should continue to be monitored to ensure that they clearly identify children's progress and next steps for learning. National Care Standards for Early Education and Childcare up to the age of 16: Standard 5 – Quality of experience.

<sup>1</sup> *The Child at the Centre, Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/TheChildattheCentreSelfevaluationintheEarlyYears\\_tcm4-684267.pdf](http://www.educationscotland.gov.uk/Images/TheChildattheCentreSelfevaluationintheEarlyYears_tcm4-684267.pdf)

- The management team should continue to build on the more robust monitoring systems that have been introduced and implemented recently. National Care Standards for Early Education and Childcare up to the age of 16: Standard 14 – Quality of management.

A notification from the Care Inspectorate will be sent to the provider to complete an action plan to address the recommendations made as a result of this inspection.

A copy of the full letter is available on the Education Scotland website at **[http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/ GlenburnPreFiveCentrePaisleyRenfrewshire.asp](http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/GlenburnPreFiveCentrePaisleyRenfrewshire.asp)**.

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