



To: Education Policy Board

On: 15 January 2015

Report by: Director of Education and Leisure Services

Heading: Education Scotland Inspection of Hillview Nursery, Paisley

1. Summary

- 1.1. Hillview Nursery was inspected by Education Scotland and the Care Inspectorate in October 2014, as part of a national sample of pre-five education. The letter to parents, published by Education Scotland on 25 November 2014, is attached as an appendix to this report. The letter is also available from the director of education and leisure services or from the Education Scotland website www.educationscotland.gov.uk
- 1.2. Hillview Nursery is a partnership nursery with Renfrewshire Council. It provides pre-school education to children aged 0 to 5 years. It is registered for 38 children attending at any one session.
- 1.3. The purpose of the pre-five inspection was to evaluate the quality of education and care. Inspectors assessed the nursery, with a focus on five quality indicators which were: improvements in performance; childrens' experiences; meeting learning needs; the curriculum; and improvements through self-evaluation. The Care Inspectorate also graded the nursery in four areas. The quality of care and support; quality of environment; quality of staffing and quality of management and leadership.
- 1.4. The report from Education Scotland identified three key strengths of the nursery. These were:
 - happy and confident babies, toddlers and young children who enjoy learning;
 - caring staff who provide a supportive and welcoming environment for children and families; and
 - The variety of group work developed to provide a range of support to children and their families.

- 1.5. The report identified four areas for improvement. These are to:
- ensure self-evaluation processes are effective and lead to continuous improvement in children's learning and achievement;
 - increase staff knowledge and use of Curriculum for Excellence to ensure that children make appropriate progress in all areas of their learning;
 - develop further approaches to assessing children's progress to plan for their next steps in learning; and
 - Engage children more regularly in planning and discussing their learning.
- 1.6 Education Scotland are satisfied with the overall quality of provision. They are confident that most of the early learning and childcare setting's self-evaluation processes are leading to improvements. Education Scotland will work with the local authority to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the early learning and childcare setting has improved.
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2. Recommendations

- 2.1. The education policy board is asked to:
- note the Education Scotland report on the Hillview Nursery, in respect of its key strengths and areas for further improvement.
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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 four recommendations for improvement. These recommendations will be addressed through an action plan, produced by the nursery and supported by education and leisure services staff.
- 3.3. The action plan will be copied to the nursery staff and will be made available to parents. Progress on the action plan will be monitored by education and leisure services staff on a regular basis.
- 3.4. Education and leisure services welcomes the process of audit, undertaken by Education Scotland, as supportive to continuous improvement in Renfrewshire pre-five establishments. The report will be used by the nursery and the service in the context of supporting and developing the quality of 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 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.

List of Background Papers

(a) None.

Education and Leisure Services

TMcE/AK

2 December 2014

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25 November 2014

Dear Parent/Carer

**Hillview Nursery
Paisley**

Recently, as you may know, my colleagues and I visited and inspected your child's early learning and childcare setting. Throughout our visit we talked to parents and children and we worked closely with the manager and staff. We wanted to find out how well children were learning and achieving and how well the early learning and childcare setting supported children to do their best. The manager shared with us the early learning and childcare setting's successes and priorities for improvement. We looked at some particular aspects of the early learning and childcare setting's recent work including building team capacity, health and wellbeing and involving children. As a result, we were able to find out how good the early learning and childcare setting was at improving children's education. I would now like to tell you what we found.

How well do children learn and achieve?

We found that babies, toddlers and young children are happy, confident and very much enjoy learning. Babies and toddlers are sensitively supported by staff to investigate their environment. Babies have fun taking part in sensory activities where they explore natural materials and toddlers enjoy playing in the outdoors and testing their physical skills where they have the freedom to move around. Young children engage well in a range of activities which stimulate their interest. By acting as buddies to other children and through their Eco-Schools Scotland work, they are learning how to take responsibility around the playroom and in the outdoors. Young children offer their ideas and help staff to plan some activities. We have asked staff to build on this, encouraging children to make more decisions about their learning, for example through use of their personal profile. This will help children to understand how different activities contribute to their learning and help them to see and celebrate the progress they are making.

We found that young children are making satisfactory progress in developing their early literacy and numeracy skills. They listen well to stories and speak confidently to adults and each other. A few children use information books to extend their learning about pets. They are becoming aware of letters and many are beginning to recognise their name in print. They explore using different mark-making materials and show awareness and interest in early writing. They now need to be able to explore a wider range of written materials to develop their literacy skills in all areas of the nursery. Young children count and use number in their play. They count out and match the amount of fruit for their plate at snack time. They are learning the language of measurement as they measure themselves and record their growth using measuring tapes. Children now need to develop their numeracy skills through

a wider variety of play contexts. We have asked staff to build on what children already know and can already do to ensure that they make the progress that they are capable of in early literacy and numeracy.

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

Staff interact warmly with all children, praising and encouraging their efforts. Staff working with the babies and toddlers plan an appropriate range of learning experiences using national guidance. Staff working with the young children are responsive to their interests and provide a broad range of stimulating activities and experiences, for example learning French and exploring the local woodland. Staff need to continue to develop the curriculum on offer making use of guidance on Curriculum for Excellence. We have asked staff to improve further the way they observe and record children's play so that it is clearer what progress individual children are making. This will help staff plan more effectively for next steps in children's learning. As babies and toddlers start at the setting or move between rooms they are very well supported individually. There are effective arrangements for young children to make a smooth transition to primary school.

Staff know children and you, the parents and families, well. They work in a very effective way to ensure that your needs as parents are met. They provide a wide range of support and activities for you and your children but also to families in the wider community. You, the parents, told us that this support makes a positive difference to your lives and to the wellbeing of your children. You told us that you value the trusting relationships with staff and the opportunities you have as a result of the family work of the setting.

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

We found that the setting has developed some ways to evaluate the quality of its work. Staff meet regularly to reflect on their work and to discuss ways to improve experiences for children. Staff use national guidance to help evaluate aspects of the work of the setting and to identify priorities for the improvement plan. Occasionally, children help to bring about improvements such as helping to gain awards from Eco-Schools Scotland and developing new 'golden rules' to support positive behaviour in the playroom. Currently, too much of the evidence from self-evaluation is informal. The setting needs to develop more rigorous and systematic ways to identify its strengths and the things it needs to improve on. It needs to involve more fully children, parents and staff and ensure that developments impact on improving children's learning and experiences.

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection, there are no requirements and seven recommendations.

Our inspection of your early learning and childcare setting found the following key Strengths:

- Happy and confident babies, toddlers and young children who enjoy learning.
- Caring staff who provide a supportive and welcoming environment for children and families.
- The variety of group work developed to provide a range of support to children and their families.

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

- Ensure self-evaluation processes are effective and lead to continuous improvement in children's learning and achievement.
- Increase staff knowledge and use of Curriculum for Excellence to ensure that children make appropriate progress in all areas of their learning.
- Develop further approaches to assessing children's progress to plan for their next steps in learning.
- Engage children more regularly in planning and discussing their learning.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that most of the early learning and childcare setting's self-evaluation processes are leading to improvements. Our Area Lead Officer and Lead Officer Early Education will work with the local authority to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the early learning and childcare setting has improved.

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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)1. 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 the evaluations for **Hillview Nursery**

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

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

The curriculum	satisfactory
Improvement through self-evaluation	satisfactory

Here are the Care Inspectorate's grading for **Hillview Nursery**

Quality of care and support	good
Quality of environment	adequate
Quality of staffing	good
Quality of management and leadership	adequate