

PERTH AND KINROSS COUNCIL

Executive Sub-Committee of Lifelong Learning Committee – 5 February 2014

**STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND
PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN**

Report by Executive Director (Education and Children's Services)

PURPOSE OF REPORT

This report sets out the key findings following inspections of pre-school centres, schools and learning communities surrounding secondary schools undertaken by Her Majesty's Inspectorate (HMI) and, by exception, Care Inspectorate inspections on the day care of children.

1. BACKGROUND

1.1 HMI Inspections

- 1.1.1 Each year Education Scotland's scrutiny body (Her Majesty's Inspectorate, HMI) inspects and reports on the quality of education in pre-school centres, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision. HMI also inspects the education functions of local authorities and carries out joint inspections of services for children.
- 1.1.2 This report sets out the key findings and areas for improvement following inspections of Perth and Kinross Council pre-school centres (including partner providers), schools and learning communities by Education Scotland. This includes the findings of follow-through inspections where appropriate.
- 1.1.3 Specifically the report sets out the findings of inspections which have been published by Education Scotland since the Executive Sub-Committee of Lifelong Learning Committee on 13 November 2013.

Pre-School Centres/Schools

- 1.1.4 HMI changed the format of reporting about schools in August 2011 and inspection reports provide an overall evaluation of the quality of the school's provision. In coming to a judgement, HMI will aim to answer three key questions which are:
- How well do children/young people learn and achieve?
 - How well does the school support children/young people to develop and learn?
 - How does the school improve the quality of its work? To help answer the first two questions, HMI provides a summary sentence followed by text which explains their findings. For the third question, HMI provide text and express their level of confidence in the school's ability to continue to improve the quality of its work. Finally, they sum up the overall quality of education provided by the school.

- 1.1.5 There are four broad continuing engagement activities that HMI may select following an inspection, not all of which are mutually exclusive. They are:
- Innovative practice
 - No further inspection activity
 - Additional support for improvement
 - Continued inspection
- 1.1.6 In the case of an initial HMI inspection of a school, a public meeting is held after the publication of the inspection report with invitations going to parents, the local elected members and members of the Lifelong Learning Committee. These meetings give parents, carers and other members of the community the opportunity to discuss the findings of the inspection and to be consulted on the areas for improvement to be taken forward.
- 1.1.7 Where further inspection activity is carried out HMI will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Perth and Kinross Council will also be reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits and follow-up reports on the school's website and on each school's page on www.pkc.gov.uk
- 1.1.8 In addition to HMI inspections, a range of school specific information is submitted by all schools to Education Services in relation to performance management, planning for improvement and self evaluation leading to improvements. Education Services staff use this information to work with headteachers to determine the nature and frequency of support/challenge visits that will be appropriate for each school over the course of any session. The school visits form the core of the School Improvement Framework and will take the form of one or more of the following over a planned four year programme:
- School Improvement Visit
 - Learning and Achievement Visit
 - Extended Learning and Achievement Visit and follow up activity and visit
- 1.1.9 During such visits the School Improvement Plan, the Standards and Quality Report and the Self Evaluation Pro forma are scrutinised and challenged to ensure appropriate account has been taken of any identified improvement actions and that work in these areas is having a positive impact on the quality of educational provision provided by the school. In most cases, an HMI inspection has confirmed the view of the school improvement team. Schools are also required to have robust processes of self evaluation embedded in their quality assurance approaches. They are required to submit an annual summary of this work which is also subject to scrutiny by Education Services.

1.2 Care Inspectorate

- 1.2.1 The Care Inspectorate (also known as Social Care and Social Work Improvement Scotland - SCSWIS) is the unified independent scrutiny improvement body for care and children's services. The Care Inspectorate inspect services against the National Care Standards and most typically will grade services against some or all, of the following quality themes:

- Quality of Care and Support;
- Quality of Environment;
- Quality of Staffing; and
- Quality of Management and Leadership.

Grades of 1 – 6 are awarded, 1 = unsatisfactory to 6 = excellent.

1.2.2 If the Care Inspectorate is concerned about any aspect of a service or think it could do more to improve they will make requirements or recommendations within the inspection report. The service must submit an appropriate action plan within the required timescale to the Care Inspectorate.

1.2.3 Further to an amendment to the Scheme of Delegation by Perth and Kinross Council on 1 May 2013, the Executive Sub-Committee of Lifelong Learning Committee also consider Care Inspectorate Reports on the day care of children by exception, where any grading has been awarded an evaluation of unsatisfactory, weak or excellent.

1.2.4 The Care Inspectorate is the national scrutiny and regulatory body who have responsibility for reviewing the quality of provision of the day care of children and young people in our partner provider centres and nursery provision associated with our schools. The reports provided by the Care Inspectorate evaluate provision against a set of care standards and their locus, unlike HMI, extends to 0-3 provision. Education Services enter into partnership with our partner providers on the basis of the 3-5 provision and therefore our key locus for scrutiny is in that area. All of our partner providers and nursery classes are subject to the same scrutiny through our School Improvement Framework as our schools.

1.2.5 Specifically, the report sets out the findings of Care Inspectorate inspections undertaken and published since the Executive Sub-Committee of Lifelong Learning Committee on 13 November 2013.

1.3 Joint Inspections

1.3.1 From August 2013 Education Scotland (HMI) and The Care Inspectorate began a programme of joint inspections of nursery classes and pre-school centres. The outcomes from such inspections are reported publically in one report produced jointly by both scrutiny bodies. In each report there will still be separate evaluations of both the Quality Indicators considered by HMI and the Care Standards considered by the Care Inspectorate. All such joint reports will be brought to this committee in the usual reporting cycle.

2 RECENTLY PUBLISHED REPORTS

2.1 HMI Inspections

2.1.2 Since the Executive Sub-Committee of Lifelong Learning Committee on 13 November 2013 the following reports have been published by Education Scotland¹:

¹ At time of writing, 3 December 2013.

- **Inspection of Madderty Primary School.** HMI will make no further visits in connection with this inspection. A summary of the key strengths, areas for improvement and evaluations against the quality indicators is shown in Appendix 1a together with a copy of the inspection letter in Appendix 1b. At the time of the 2013 Census (September 2013), Madderty Primary School had a pupil roll of 61 and has a staffing compliment of 4.19 FTE teachers and 2.97 FTE non-teaching staff.
- **Inspection of the City of Perth Early Childhood Centre.** HMI and the Care Inspectorate will make no further visits in connection with this inspection. A summary of the key strengths, areas for improvement, evaluations against the quality indicators and grades against the quality themes is shown in Appendix 2a together with a copy of the inspection letter in Appendix 2b. At the time of the 2013 Census (September 2013), the City of Perth Early Childhood Centre had a pupil roll of 86 and has a staffing compliment of 1.5 FTE teachers and 11.1 FTE non-teaching staff.

2.2 Care Inspectorate Inspections

- 2.2.1 Six inspections, seven if you include the Joint Inspection of the City of Perth Early Childhood Centre, have been undertaken and published² by the Care Inspectorate since the Executive Sub-Committee of Lifelong Learning Committee on 13 November 2013. Of those reports, only one requires to be reported as an exception (where any grading has been awarded an evaluation of unsatisfactory, weak or excellent). The Wendy House, a partner provider, was awarded four evaluations of excellent. A copy of this report is included in Appendix 3.

3 PERFORMANCE SUMMARY

Pre-School Centres/Schools

- 3.1 Evaluation of each school's performance is assessed across five quality indicators, including three core quality indicators:
- Core quality indicator Improvements in performance
 - Core quality indicator Learners' experiences/children's experiences
 - Core quality indicator Meeting learning needs
 - Quality indicator The curriculum
 - Quality indicator Improvement through self-evaluation
- 3.2 Prior to August 2011, these were published as part of the inspection report. Although post August 2011 these evaluations no longer feature in the reports published by HMI, they are published on Education Scotland's website and will continue to be reported to the Executive Sub-Committee of Lifelong Learning Committee. Follow-through inspections do not include an evaluation against quality indicators.
- 3.3 Table 1 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the pre-school sector, including partner providers. One pre-school school centre has been inspected during academic

² As at 25 November 2013.

session 2013/14 and evaluated as good or better in relation to all five quality indicators.

Table 1: Pre-School Overview by Performance Indicator

Pre School	Satisfactory or Better					Good or Better				
	09/10	10/11	11/12	12/13	13/14	09/10	10/11	11/12	12/13	13/14
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	11	10	5	7	1	10	9	5	7	1
Children's experiences	11	10	5	7	1	11	9	5	7	1
Meeting learning needs	11	10	5	7	1	11	8	5	7	1
Core Quality Indicators	33	30	15	21	3	32	26	15	21	3
The curriculum	11	10	5	6	1	10	7	4	5	1
Improvement through self-evaluation	10	9	4	5	1	9	5	4	4	1
All Quality indicators	54	49	24	32	5	51	38	23	30	5
Total Number of Quality Indicators	60	50	25	35	5					
Total Number of Inspections	12	10	5	7	1					
Total schools with positive evaluations*	11	10	5	7	1					

* Positive evaluation - all three core QI's are satisfactory or better.

Figure 1a: Summary of Grades Awarded (All Quality Indicators)

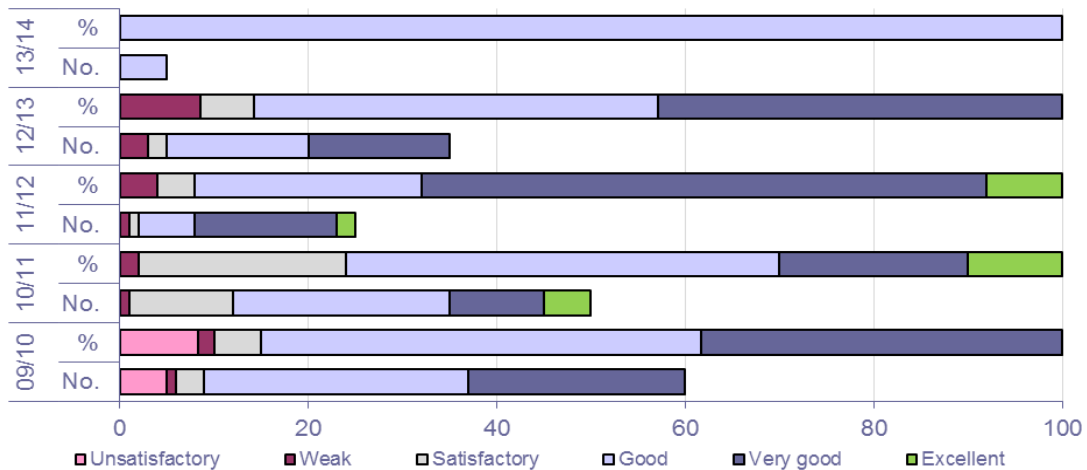
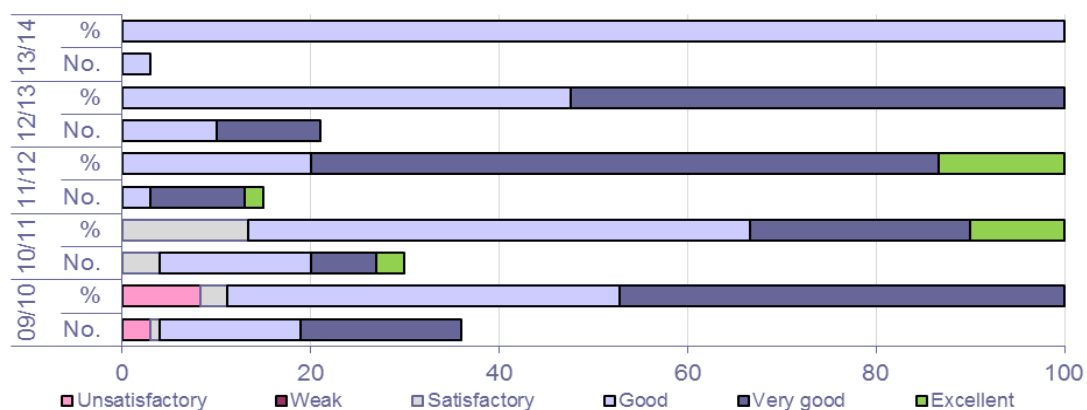


Figure 1b: Summary of Grades Awarded (Core Quality Indicators)



3.4 Table 2 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the primary sector. One primary school has been inspected during academic session 2013/14 and evaluated as good or better in relation to all five quality indicators.

Table 2: Primary Overview by Performance Indicator

Primary	Satisfactory or Better					Good or Better				
	09/10	10/11	11/12	12/13	13/14	09/10	10/11	11/12	12/13	13/14
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	10	8	5	6	1	9	4	5	5	1
Learners' experiences	11	8	5	6	1	10	6	5	5	1
Meeting learning needs	11	8	5	6	1	9	4	5	4	1
Core Quality Indicators	32	24	15	18	3	28	14	15	14	3
The curriculum	11	8	5	5	1	9	3	4	5	1
Improvement through self-evaluation	10	8	4	5	1	9	3	4	4	1
All Quality indicators	53	40	24	28	5	46	20	23	23	5
Total Number of Quality Indicators	55	40	25	30	5					
Total Number of Inspections	11	8	5	6	1					
Total schools with positive evaluations*	10	8	5	6	1					

* Positive evaluation - all three core QI's are satisfactory or better.

Figure 2a: Summary of Grades Awarded (All Quality Indicators)

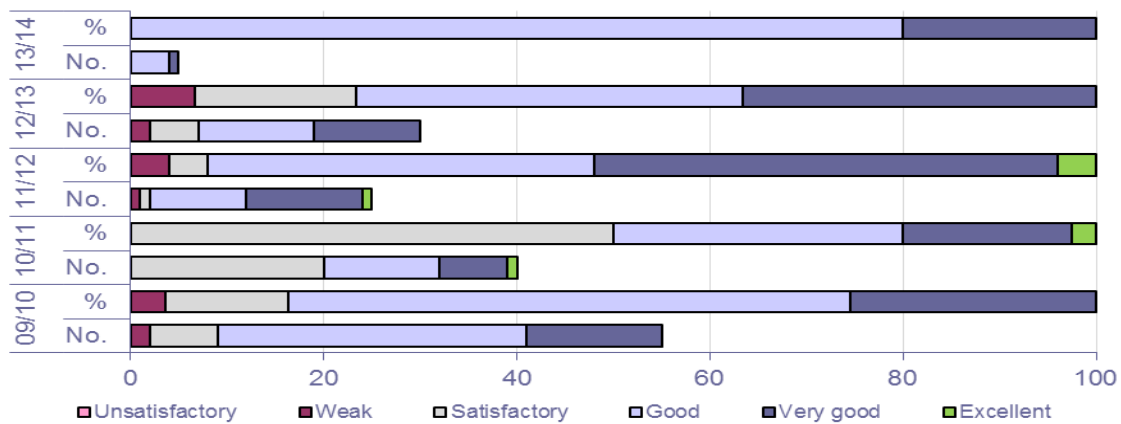
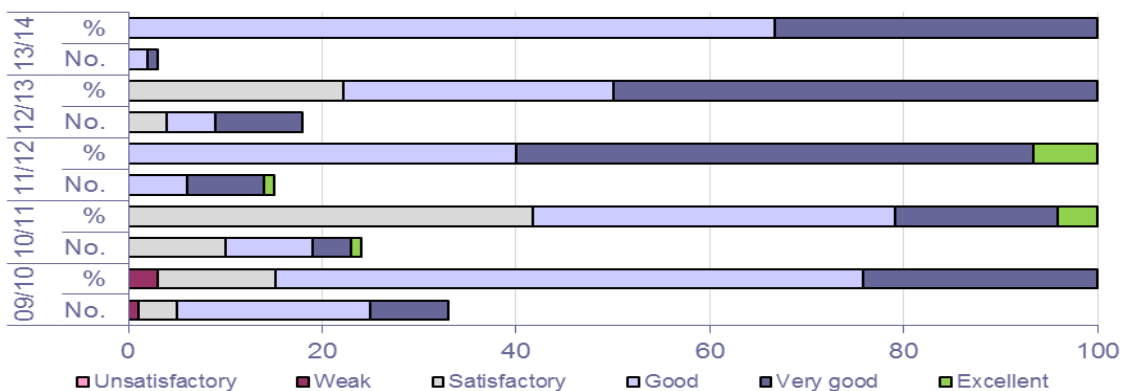


Figure 2b: Summary of Grades Awarded (Core Quality Indicators)



3.5 Table 3 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the secondary sector.

Table 3: Secondary Overview by Performance Indicator

Primary	Satisfactory or Better					Good or Better				
	09/10	10/11	11/12	12/13	13/14	09/10	10/11	11/12	12/13	13/14
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	1	0	2	2		0	0	2	1	
Learners' experiences	1	0	2	2		1	0	2	1	
Meeting learning needs	1	0	2	2		1	0	2	1	
Core Quality Indicators	3	0	6	6		2	0	6	3	
The curriculum	1	0	2	1		1	0	1	1	
Improvement through self-evaluation	1	0	1	1		0	0	1	1	
All Quality indicators	5	0	9	8		3	0	8	5	
Total Number of Quality Indicators	5	0	10	10						
Total Number of Inspections	1	0	2	2						
Total schools with positive evaluations*	1	0	2	2						

4 CONCLUSION AND RECOMMENDATION

Inspection reports provide further information on the standards and quality in our services and set out a clear agenda for continuous improvement.

4.1 It is recommended that the Executive Sub-Committee of Lifelong Learning Committee:

(i) scrutinises and comments as appropriate on the contents of the report.

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Approved

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Council Text Phone Number 01738 442573

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	No
Workforce	No
Asset Management (land, property, IST)	No
Assessments	
Equality Impact Assessment	No
Strategic Environmental Assessment	No
Sustainability (community, economic, environmental)	No
Legal and Governance	No
Risk	No
Consultation	
Internal	Yes
External	No
Communication	
Communications Plan	Yes

1. Strategic Implications

1.1 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:

- (ii) Giving every child the best start in life;
- (iii) Developing educated, responsible and informed citizens;
- (iv) Promoting a prosperous, inclusive and sustainable economy;
- (v) Supporting people to lead independent, healthy and active lives; and
- (vi) Creating a safe and sustainable place for future generations.

This report relates to Objective No (ii) Developing educated, responsible and informed citizens.

1.2 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area: Change and Improvement.

2. Resource Implications

Financial

2.1 Not applicable (n/a)

Workforce

2.2 Not applicable (n/a)

Asset Management (land, property, IT)

2.3 Not applicable (n/a)

3. Assessments

Equality Impact Assessment

3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The function, policy, procedure or strategy presented in this report was considered under the Corporate Equalities Impact Assessment process (Eq1A) with the following outcome: assessed as **not relevant** for the purposes of Eq1A.

However, it is anticipated that the work on the quality indicators will promote equality of access to care and support, learning and achievement and equality of access to the learning community. Where appropriate, improvement policies, procedures or strategies will require equalities assessments to ensure compliance with our duty to ensure there is no adverse impact on any community group.

Strategic Environmental Assessment

3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals. No further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

3.3 Not applicable (n/a)

Legal and Governance

3.4 Not applicable (n/a)

Risk

3.5 Not applicable (n/a)

4. Consultation

Internal

4.1 Relevant Heads of Service and Service Managers within Education and Children's Services have been consulted in the preparation of this report.

External

4.2 Not applicable (n/a)

5. Communication

5.1 In the case of an initial HMI inspection of a school, a public meeting is held after the publication of the inspection report with invitations going to parents, the local elected members and members of the Lifelong Learning Committee. These meetings give parents, carers and other members of the community the opportunity to discuss the findings of the inspection and to be consulted on the areas for improvement to be taken forward.

Where further inspection activity is carried out HMI will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Perth and Kinross Council will also be reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits and follow-up reports on the school's website and on each school's page on www.pkc.gov.uk

2. BACKGROUND PAPERS

Summary reports on Standards and Quality in Schools, Learning Communities and Pre-School Centres/Day Care of Children, Executive Sub-Committee of Lifelong Learning Committee on 13 November 2013 (13/538).

3. APPENDICES

	<u>Madderty Primary School</u>
Appendix 1a	Education Scotland Inspection Summary
Appendix 1b	Education Scotland Inspection Letter
Appendix 1c	Extended Learning and Achievement Visit Report, October 2010
	<u>City of Perth Early Childhood Centre</u>
Appendix 2a	Education Scotland and Care Inspectorate Inspection Summary
Appendix 2b	Education Scotland Inspection Letter
Appendix 2c	Extended Learning and Achievement Visit Report, January 2012
	<u>The Wendy House</u>
Appendix 3	Care Inspectorate Inspection Report on the Day Care of Children

**MADDERTY PRIMARY SCHOOL
EDUCATION SCOTLAND INSPECTION SUMMARY**

1 INTRODUCTION

This paper provides a summary of the key strengths, areas for improvement and evaluations against the quality indicators following the inspection of Madderty Primary School by Her Majesty's Inspectorate (HMI) in September 2013.

2 PARTICULAR STRENGTHS OF THE SCHOOL

HMI identified the following key strengths of the school:

- Confident, articulate children who are very proud of their school.
- Interesting and engaging learning experiences in school and in the wider community which help children to learn and experience success.
- The high quality of teamwork amongst the staff with children at the heart.
- The effective leadership of the headteacher in driving school improvement.

3 AREAS FOR IMPROVEMENT

The school, Education and Children's Services and HMI have agreed action in the following key areas to ensure continued improvement in the work of the school:

- Build on the approaches to meeting children's learning needs through establishing the right levels of pace and challenge in learning for all children.
- Continue to improve the curriculum through ensuring progression in children's learning throughout the school.
- Enable teachers to share practice and build on their evaluations of learning and teaching.

4 QUALITY INDICATORS

Evaluations for Madderty Primary School:

Madderty Primary School:

Improvements in performance	good
Learners' experiences	very good
Meeting learning needs	good

Evaluations of the following aspects of the work of the school:

The curriculum	good
Improvement through self-evaluation	good

5 CONCLUSION

HMI will make no further visits in connection with this inspection.

For further information contact:

Anne Dalziel, Quality Improvement Officer, Education Services (ext 76376).

5 November 2013

Dear Parent/Carer

**Madderty Primary School
Perth and Kinross Council**

Recently, as you may know, we inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the impact of 'literature circles' and the quality of learning in the outdoor environment. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Children are very proud of their school and are determined to do well. They feel valued because adults listen to what they have to say and consult openly with them about matters which affect their learning. Children are enthusiastic, motivated learners who work well independently and in groups. They like the active approach to their learning which they say helps them to remember things better. The new teachers are working together closely to build on the different kinds of feedback children receive from them about their learning. This is working well and is helping children recognise what they do well and plan to build on the areas they need more practice in. Children describe their school as one family and as a result, care for each other through being buddies both on the buses and in the school. All children take their roles on the action groups seriously and these groups are providing important leadership roles for older children. The health and eco groups are developing children's enterprising skills through working with staff to embed health and wellbeing and sustainability in the life of the school. Produce from the garden is used at lunchtime and children thrive on physical activity during the day. The Celebrating Success Group have made a very positive start to helping other children share their achievements from school and home at assembly time.

Across the school, children are making good progress in English language and literacy, mathematics and numeracy. They are articulate and engage very well in conversation using a wide range of vocabulary. Most children show a keen interest in books and read regularly for pleasure. Older children are benefiting from taking part in 'literature circles', which are improving their understanding of the techniques authors use. Teachers have made a start to improving children's writing skills further across the school. Children write for a wide range of purposes and staff are keen to ensure

children apply more of their skills in reading and conversation to their writing. In mathematics and numeracy, teachers have introduced a more active approach to learning and teaching to promote a deeper understanding of skills. Most children are good at written calculations and solving mathematical problems. They are less confident in mental calculations and staff are taking the right action to address this. Children across the school enjoy their learning in science, technologies and social studies. They worked in teams to solve problems and create a moving 'crazy car' and have presented visual representations of different animal life cycles. Children speak knowledgeably about their local area and its connections to farming. They can share what they know about ancient times and have reflected on the many themed days they organised to celebrate their learning with their community. Children take an active role in cultural life. They are proud of their success in musical and sporting events with other schools.

How well does the school support children to develop and learn?

Staff across the school share responsibility for how well children learn. They have high expectations and, alongside the children, are creating an ethos of ambition through the values of the school. Teachers are getting to know children in their classes and provide lessons and activities which are challenging for most children. They have identified that they can increase the pace and levels of challenge in learning for some children and enable a few others to have more practice in key skills. The headteacher is providing well-judged support to staff in taking this forward. Children who need extra help in their learning are making strong progress. This is due to the combined work of support staff, teachers, parents and other professionals. The headteacher has been instrumental in ensuring that adults work collaboratively around the needs of children and that children themselves have a say in their learning. The school provides interesting and engaging real-life experiences for children through Curriculum for Excellence. In all classes, staff plan experiences in literacy and numeracy which help children to see the relevance of their learning and use their skills, for example, to write scientific reports. Health and wellbeing is embedded across the school through healthy approaches to eating, outdoor learning and the work of the children's action groups. Representatives from the community and specialists enhance children's learning and there is scope to build on this. Teachers are providing increasing choice for children through the well-planned topics of study. In taking the curriculum forward, staff recognise they can plan more together this session to ensure children progress their learning across all of the curricular areas.

How well does the school improve the quality of its work?

The school has a very positive 'can do' approach to continuous improvement. The headteacher is relatively new to post and she has been joined this session by a completely new group of teachers. Children and staff have settled very well and are working as a team. Parents are pleased with the new start to the term and feel their views are being listened to. The headteacher is inspirational and has strong leadership qualities. Staff feel very well supported by her and are very clear about the priorities for improvement. There is scope to build on the ways in which teachers reflect on and take action to improve learning and teaching. They would also benefit from working closely with other teachers to share practice. This will enhance the quality of information teachers use to monitor and track children's progress.

Children are involved in leading many aspects of the school, and the pupil council play an active role in school improvement. The creativity group are making a visual representation of the school's vision and values. In using these and in working with the community as a basis for school improvement, the school is well placed to improve and continue to build on its strengths.

This inspection found the following key strengths.

- Confident, articulate children who are very proud of their school.
- Interesting and engaging learning experiences in school and in the wider community which help children to learn and experience success.
- The high quality of teamwork amongst the staff with children at the heart.
- The effective leadership of the headteacher in driving school improvement.

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

- Build on the approaches to meeting children's learning needs through establishing the right levels of pace and challenge in learning for all children.
- Continue to improve the curriculum through ensuring progression in children's learning throughout the school.
- Enable teachers to share practice and build on their evaluations of learning and teaching.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school'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 its arrangements for reporting to parents on the quality of education, the education authority will inform parents about the progress.

Shona E S Taylor
HM 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/primsec/MadertyPrimarySchoolPerthandKinross.asp>

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Perth and Kinross Council
Education and Children's Services
Madderty Primary School



6 & 7 October 2010

Extended Learning and Achievement Visit

BACKGROUND

To support the school in the process of self-evaluation, a team of two service managers from the Primary and Early Years team, a quality improvement officer from the Inclusion team and an educational development officer from the Early years team visited Madderty Primary School over 6 & 7 October 2010. The themes for the review were Achievement, Learning and Leadership. These themes were subject to scrutiny through core quality indicators from How Good is Our School? (3).

The school's self-evaluation pro forma and annual report for session 2009-10, the updated self-evaluation form completed in September 2010 and the school plan for 2010-11 formed the core documentation for scrutiny and discussion during the visit. Evidence of the on-going, routine work of the school was also made available to the team.

During the Extended Learning and Achievement Visit, the team carried out discussions with the headteacher and the support staff team, made classroom observations, reviewed documentation including children's work, and met with groups of learners and parents. The strengths and areas for development identified as a result of this visit and the school's self-evaluation process are recorded below under the three main themes of Achievement, Learning and Leadership.

ACHIEVEMENT

Strengths

- Over the past three years almost all children have achieved expected standards in reading and mathematics.
- At the early years, a significant number of children exceed expected levels of attainment.
- Almost all children are polite, confident and welcoming to visitors.
- The House Groups programme introduced this session is providing children with opportunities to demonstrate their roles as responsible citizens, effective contributors and confident individuals.
- Children are encouraged to participate in a range of cultural activities within the school and in a wide range of authority led sporting events.
- The school provides a caring and safe environment for children.

Areas for improvement

- Through a focus on tracking and profiling children's progress in learning, develop a consistent approach to raising attainment, across the school and particularly in the middle stages, and ensure that children make good progress from prior levels of attainment.

- Revise the School Improvement Plan to ensure that priorities identified will have a measurable impact on the attainment and achievement of learners; ensure that specific actions, responsibilities and timescales are included.
- In due course, use information derived from self-evaluation activities, classroom observations and a range of collated evidence to evaluate the success of the plan in impacting on progress.
- Provide all learners with increased opportunity to execute responsibility, contribute to the life of the school and develop leadership skills.
- Develop a process by which broader achievements are recognised and recorded across the whole school.

LEARNING

Strengths

- Teachers plan a broad range of learning experiences across the curriculum, including the use of ICT.
- Most lessons are well planned and prepared.
- In all lessons observed a supportive ethos was evident where interactions between teachers and learners were positive.
- Across the school, learners impressed as motivated; almost all children worked well, independently and in groups, and remained on task.
- Engagement with partner schools across the local management group supports effective transitions P7 to S1.

Areas for improvement

- Review teachers' planning to focus on learning outcomes and experiences in Curriculum for Excellence and ensure continuity, progression and coherence across stages.
- Match learning tasks, activities and resources to the needs of individual learners and groups.
- Develop class observations in line with the Perth & Kinross protocol for class visits
- Ensure discussions about learning and teaching between the headteacher and class teachers focus on the Perth & Kinross Standard for Learning
- Ensure Assessment is for Learning (AifL) approaches are embedded across all stages
- In consultation with all stakeholders, develop approaches to positive behaviour management which subsequently form the core of a school policy in this area
- Review Additional Support for Learning (ASL) approaches across the school
- With the support of the Inclusion team, define roles and responsibilities, devise a referral system, timetables and meeting times for support staff, develop understanding of the purpose and use of IEPs, and agree evaluation processes
- Use the Perth & Kinross Additional Support Needs manual, "Towards Excellent Support" to address identified development needs

LEADERSHIP

Strengths

- Children in the Pupil Council are proud of their school and welcome opportunities to engage in active learning
- The parents sampled during the visit speak very highly of their school. They acknowledge the welcoming atmosphere and consider the headteacher and staff to be approachable.

Areas for improvement

- Ensure that the provision of high quality learning and teaching experiences for children is the core business of the school
- Ensure a clear understanding of current developments in learning and teaching through a range of staff development opportunities
- Further develop approaches to peer observation
- Implementing a communications strategy to meet the needs of the staff team.
- Ensure that self-evaluation is planned, rigorous, based on evidence and leads to change and improvement.

This should include:

- Giving self-evaluation a high priority and involving all stakeholders in the process
- Reviewing the school's vision, values and aims
- Promoting collegiate working, collective responsibility and a consultative approach
- Providing staff with effective feedback on classroom observations
- Providing staff with feedback on, and opportunity to discuss, forward and weekly plans
- Ensuring peer evaluations have an impact on learning and teaching and on attainment
- Using the *Perth & Kinross Standard for Learning - Realising Potential* to support a self-evaluation process which will lead to improved outcomes for children

CONCLUSION

Madderty Primary School is a school where learners are happy and where most attain national standards. Parents sampled are confident in the care afforded to their children by the whole staff team. Madderty Parent Council serves the school well, engaging with issues that arise, promoting partnership and raising additional funds.

The headteacher should now, with the support and guidance of authority officers, work to establish a shared vision for the future of Madderty Primary School - focusing on the provision of high quality learning experiences, and the development of every learner to his or her full potential.

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**CITY OF PERTH EARLY CHILDHOOD CENTRE
EDUCATION SCOTLAND AND CARE INSPECTORATE INSPECTION SUMMARY**

1 INTRODUCTION

This paper provides a summary of the key strengths, areas for improvement, evaluations against the quality indicators and grades against the quality themes following the inspection of the City of Perth Early Childhood Centre by Her Majesty's Inspectorate (HMI) and the Care Inspectorate in September 2013.

2 PARTICULAR STRENGTHS OF THE PRE-SCHOOL CENTRE

HMI and the Care Inspectorate identified the following key strengths of the pre-school centre:

- Younger children's experiences in the Acorn Provision.
- Children's outdoor learning experiences.
- Staff's supportive relationships with parents which help children's learning.
- The centre's support for children and families, including with partners.
- The centre leader.

3 AREAS FOR IMPROVEMENT

The school, Education and Children's Services, HMI and the Care Inspectorate have agreed action in the following key areas to ensure continued improvement in the work of the pre-school centre:

- As a centre, agree expectations for children's behaviour to ensure further progress for children, including consistency in staff's interactions.
- Develop arrangements for self-evaluation to support further improvements, including analysis of children's progress.

4 HMI QUALITY INDICATORS

Evaluations for the City of Perth Early Childhood Centre:

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

Evaluations for work of the pre school centre:

The curriculum	good
Improvement through self-evaluation	good

5 CARE INSPECTORATE QUALITY THEMES

Gradings for the City of Perth Early Childhood Centre:

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

6 CONCLUSION

HMI and the Care Inspectorate will make no further visits in connection with this inspection.

For further information contact:

Kathleen Robertson, Quality Improvement Officer, Education Services (ext 76342).

3 December 2013

Dear Parent/Carer

**City of Perth Early Childhood Centre
Perth and Kinross 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 family learning and how staff are taking account of children's views. 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?

Your children clearly enjoy their learning and achieve well in both the Acorn and Oak Provisions. Younger children in the Acorn Provision learn well through various sensory experiences where they explore and investigate their world. Older children in the Oak Provision, help each other. The majority take turns. A few need to continue to learn to take turns and how to play and share with others. Your children make choices and take responsibility for their learning. Most concentrate for lengthy periods of time at their chosen activity. Your children learn well on their own, when exploring with friends or when interacting with adults in very small groups. Groups of children were highly motivated when learning and exploring colours with the visiting artist. They enjoy playing with friends. They are developing independence. They relate well to staff, in particular with their key worker. Most learn well when exploring and investigating outdoors. They like when staff take account of their individual interests. They enjoy planning and reviewing their learning. A few can discuss their learning. Children now need to continue being involved in planning their learning, building on existing effective practice.

Most children are making good progress in early language and are developing their understanding of early mathematics. The majority listen well, talk enthusiastically and share information with adults and each other. They enjoy looking at illustrations in books and having stories read to them. A few explore books on their own.

Children are interested in making marks and exploring different letters. They are developing their skills well, for example when writing down 'message lists' in the home corner. Most use their numeracy skills when playing. For example, a few enjoyed doing surveys of how adults and children came to the centre and recording the findings in graphs. They now need to use their numeracy skills more. They also need to use the language of numeracy and mathematics more when playing. The majority use their skills in literacy and numeracy well as part of their learning. To support their progress further, children now need to continue to develop and use these skills further, both inside and when playing outdoors.

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

Centre staff support your children to develop and learn. Most are sensitive to individual circumstances and engage well with children to help them learn and meet their needs. At times, a few staff missed opportunities to support and further children's learning. Staff now need to continue to support and further children's learning, particularly those who need more challenge. Developing staff's use of questions will help with them to further children's learning and understanding. Staff also need to be more consistent in implementing agreed routines and practices including, for example regular observations of children's learning. Visiting staff, provide valuable support to children and their families and help meet their needs, for example, assisting those for whom English is an additional language. Staff work hard to share learning with children. At times, staff can give too many instructions which children find confusing. In the busy centre, it is important that staff always pay attention to what children are doing around them. Overall, parents told us that they are pleased with what the centre offers their children. Others value help from other services, including speech and language, and family support. As a result, parents report that they see improvements for their children and their family.

Staff use national guidance in the Acorn Provision to provide the youngest children with varied experiences, including when outdoors. In the Oak Provision, staff use Curriculum for Excellence to plan varied learning experiences. They provide quality outdoor learning experiences on a daily basis which allow children to have regular access to fresh air. Staff have reviewed and are improving how they plan for children to support their progress. Effective arrangements are in place to support children and their parents when they first start at the centre. Appropriate arrangements are in place to support children when they move to P1. Staff recognise the need to enhance children's experiences in the wider community and have identified this as an area to improve. Children's experiences in science are varied. They are also developing their skills and understanding of how to use information and communications technology well through using various media, including digital cameras. Others are encouraged to be creative when painting and making models. Staff are now involved in reviewing how they plan and take forward more quality experiences in music. They recognise that there is scope to help children develop further their skills in this aspect of the learning.

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

The effective centre leader has a clear vision for the centre which she is taking forward to support further improvements. With staff, and in particular with support

from the principal teacher, the centre leader has reviewed and evaluated accurately aspects of nursery provision. The principal teacher is developing her role in providing clearer curricular direction for children's development and learning. The senior early years practitioner is relatively new to post. She is helping staff in the Acorn Provision to identify strengths and areas to improve. Most staff are reflective and review children's learning. The centre leader has taken forward training and professional development well to help develop staff's skills. Together with the principal teacher, she has taken positive action to improve children's experiences. Staff report that the centre manager has done much to improve children's experiences and the quality of provision. They also feel more valued as a staff team. To support further improvements, the centre leader now needs to develop further systems to ensure consistency in staff's interactions with children. This will help identify staff strengths and aspects which require to be improved. The principal teacher needs to develop further ways to track children's progress. Information gathered from all of the above points will be helpful in identifying future action and or any staff development needs. Parents and children are consulted regularly about centre provision and their children's experiences. Developing further the home jotter is one way to strengthen home/centre links. With staff, the centre leader wants to ensure that parents continue to play an active part in the centre development.

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

- Younger children's experiences in the Acorn Provision.
- Children's outdoor learning experiences.
- Staff's supportive relationships with parents which help children's learning.
- The centre's support for children and families, including with partners.
- The centre leader.

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.

- As a centre, agree expectations for children's behaviour to ensure further progress for children, including consistency in staff's interactions.
- Develop arrangements for self-evaluation to support further improvements, including analysis of children's progress.

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.

Moira Cummings
HM Inspector

Arlene Cattigan
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/CityofPerthEarlyChildhoodCentrePerthPerthandKinross.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 or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.



**Perth and Kinross Council
Education and Children's Services**

**Extended Learning and Achievement Visit
Crieff Road Pre School Centre
11 & 12 January 2012**



BACKGROUND

To support the centre in the process of self-evaluation, the centre's Quality Improvement Officer and the Service Manager (Business Change Early Years) visited the centre on 11 & 12 January 2012. The themes for the review were Leadership, Learning and Achievement. These themes were subject to scrutiny through core Quality Indicators from the *Child at the Centre 2*. During the visit the centre leader presented the self-evaluation findings undertaken by the centre. This, together with the Standards and Quality Report 2010-11 and the Centre Improvement Plan 2011-12 formed the core documentation for the visit.

During the Extended Learning and Achievement Visit, the team had discussions with management and staff. They carried out classroom observations, reviewed documentation and spoke with children and parents.

The strengths and areas for development identified as a result of the visit and the centre's own evaluations are recorded below under the three main themes of Achievement, Learning and Leadership.

ACHIEVEMENT

Strengths

- Almost all children enjoy learning through play and are developing skills appropriate to their age and stage of development.
- Most children are making good progress in developing early mathematical skills. They can talk about shapes and colours and can count in real life situations. Some children are beginning to recognise numbers that are important to them.
- Most children are developing good listening skills and engage well in focused activities and group times.
- Almost all children enjoy stories and older children contribute confidently during story telling sessions being able to predict, recall and learn new vocabulary.
- Most children are developing skills in early writing. They are forming an awareness of the purpose of writing and express themselves through mark making.
- Children enjoy healthy snacks and lunches and they are learning the rules of good hygiene. Children who stay all day benefit from freshly made, nutritious lunches.

- Teachers and key workers know children well and take an individualised approach to meeting their social and emotional needs.

Areas for development

- Embed the strategies identified within the I CAN (Early Talk) project to support the development of children's early communication skills.
- Continue to develop practice to ensure appropriate pace and challenge to ensure all children reach their potential.
- Continue to develop Learning Walls to evidence children's learning and progress and to share with children and parents.
- Continue to develop opportunities for children to take responsibility within the learning environment and further their independence particularly during snack and tidy up times.
- Ensure there is a focus on teaching children about how to keep themselves safe and ensure all members of staff are vigilant in their supervision of children using planned and agreed safety measures.
- Review progress with the centre improvement plan with a view to refocusing priorities to take account of the outcomes of recent internal and external evaluations.

LEARNING

Strengths

- Staff plan a wide range of activities to support children's learning across the curriculum.
- Children are motivated and older children confidently move between the rooms making choices from the variety of activities available.
- Most children are engaged in their learning and sustain interest when playing together and during adult supported activities.
- Staff involve children in planning their learning taking account of their needs and interests. This is resulting in children learning through relevant contexts for extended periods of time. For example they are developing skills in literacy and numeracy through the current interest in the story of Goldilocks and the Three Bears.
- Staff interact sensitively with children and work with them individually to support learning. Praise is used effectively to enhance children's confidence and to encourage them to be proud of their achievements.

Areas for development

- Review the afternoon session to ensure that tasks and activities provide sufficient support and challenge to meet the needs of full time children.
- Ensure consistency in staff expectations of children's learning and behaviour across all areas of the learning environment.
- Continue to develop children's profiles and review assessment procedures to tell the story of each child's progress and to consistently identify next steps in learning.
- Staff should continue to develop their knowledge and understanding of both Pre Birth to Three and Curriculum for Excellence taking account of

local and national advice. They should access all available training and networking opportunities to ensure a shared understanding of the desired outcomes for children.

- Continue to plan improved experiences for children during outdoor play both by accessing Balhousie Nursery garden and by providing more stimulating learning opportunities in the wider playground.
- Staff who are working with the younger children should review resources and incorporate more natural and everyday materials to create opportunities for discovery and investigation. They should also create areas where children can rest and enjoy quiet times.
- Working with staff, parents and the Pre School Home Visiting Service the Centre Leader should review the policy and procedures for supporting children with Additional Support Needs ensuring all children for whom there are concerns are reviewed and supported as required based on current legislation.

LEADERSHIP

Strengths

- Management and staff have developed very positive relationships with children and their families. The centre works closely with all families and provides additional support at times of particular need and sensitivity.
- The recently appointed Centre Leader knows the centre well and what requires to be done to improve the quality of provision further. Through working with staff and through her own observations she has already identified and made improvements which are beginning to have a positive impact for all concerned.
- Staff have opportunities to discuss their work and plan children's learning through regular planned meetings.
- Individual members of staff take responsibility for planning and developing learning opportunities in specific areas of the nursery.

Areas for development

- The Centre Leader should fully implement the monitoring of staff practice and identify where improvement is required as staff plan and develop the curriculum.
- The Centre Leader and staff should strengthen systems for self evaluation and use outcomes to progress centre improvements to increase the quality of provision overall.
- Ensure children and parents are fully involved in evaluating and improving the centre and receive regular progress updates.
- Continue to extend and provide further opportunities for parents to be involved in the day to day life of the centre.

CONCLUSION

Crieff Road Pre School Centre offers a supportive and caring service to children and their families. The centre provides an enhanced service through full time provision for three to five year olds and part time places for two year olds, accessed through Support for Children and Families criteria.

Staff are fully committed to working with families and children to ensure all needs are met particularly during times when they are most vulnerable. Parents appreciate the regular support from staff including the Family Support Worker who works with individual families as required.

Children at Crieff Road are happy and settled in the nursery environment. Staff look after their social and emotional needs well.

The view of parents sampled is that they are happy with the provision. They look forward to the centre's return to its home base in Crieff Road nevertheless they report their children are thriving and learning during their time at Crieff Road Pre School Centre in Balhousie PS.

Overall the centre provides a positive learning experience for children and with strong leadership the centre has the capacity to develop and improve.

Crieff Road Pre School Centre will continue to be a focus of attention for the local authority. The Centre Leader and staff should ensure the recommendations in this report are well embedded to provide the highest standard of education and care for the children in the centre.

[CRPSC HMI Report](#)

Responsible Officer: Kathleen Robertson

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Care service inspection report

The Wendy House

Day Care of Children

The Wendy House Private Nursery
51 Muirend Road
Burghmuir
Perth
PH1 1JD
Telephone: 01738 632885

Inspected by: Clare Cartwright

Type of inspection: Unannounced

Inspection completed on: 16 October 2013



HAPPY TO TRANSLATE

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Service provided by:

Catriona Davie trading as The Wendy House

Service provider number:

SP2008009883

Care service number:

CS2008179387

Contact details for the inspector who inspected this service:

Clare Cartwright

Telephone 01382 207200

Email enquiries@careinspectorate.com

Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

Quality of Care and Support	6	Excellent
Quality of Environment	6	Excellent
Quality of Staffing	6	Excellent
Quality of Management and Leadership	6	Excellent

What the service does well

The owner/manager and staff team have continued to build on excellent opportunities for parents, carers and children to be involved in the service.

The staff knew the children and their families very well. They offered excellent opportunities for them to develop and reach their potential as confident individuals and learners.

What the service could do better

The service should continue to further develop the outdoor learning environment to provide children with exciting and challenging opportunities to develop their numeracy skills.

What the service has done since the last inspection

Since the last inspection the service has continued to work very hard to fully involve all parents, carers and children in developing the service.

The service has continued to further develop their understanding and implementation of the curriculum of excellence and identifying learning intentions to support children's learning and development.

Conclusion

The owner/manager and staff team have worked very hard to provide an excellent level of care and support to the children and their families.

We found the entire staff team was committed to ensuring that the children were having the best possible experiences during their time in the service.

Who did this inspection

Clare Cartwright

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1st April 2011.

If we are concerned about some aspect of a service, or think it could do more to improve, we may make a recommendation or requirement. A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service but where failure to do so will not directly result in enforcement. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice. A requirement is a statement, which sets out what is required of a care service to comply with the Public Services Reform (Scotland) Act 2010 and Regulations or Orders made under the Act or a condition of registration. Where there are breaches of the Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

The Wendy House Nursery's conditions of registration state -

1. To provide a care service to a maximum of 35 children not attending primary school of which a maximum of 9 may be under 2 years.
2. The parts of the premises which may be used include the ground floor of the property and the garden to the rear and front of premises.
3. The appropriate number of staff:child ratio will be: 1:3 for children under 2 years & 1:5 for children aged 2 - 3 years. If 5% or less of the total children who attend the provision stay 4 hours or more then the staff:child ratio of 1:10 applies for the children 3 years and over. If more than 5% of the children stay for 4 hours or more then the staff:child ratios change to 1:8 for each child attending more than 4 hours.

The service aims to provide:

"A warm, welcoming atmosphere where trust, confidence and a caring ethos are evident throughout the nursery."

"A curriculum which enables children to be responsible citizens, confident individuals, effective contributors and successful learners."

"High quality learning experiences within a curriculum which promotes; personalisation and choice, challenge and enjoyment, breadth, depth, progression, coherence and relevance."

"The nursery is situated in a quiet residential part of town, close to local amenities. The nursery's owner is the manager of the nursery and is referred to as the manager throughout this report.

Based on the findings of this inspection this service has been awarded the following grades:

Quality of Care and Support - Grade 6 - Excellent

Quality of Environment - Grade 6 - Excellent

Quality of Staffing - Grade 6 - Excellent

Quality of Management and Leadership - Grade 6 - Excellent

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0845 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection

We wrote this report following an unannounced inspection. This was carried out by Inspector Clare Cartwright. The inspection took place on Wednesday 16 October 2013 between 10.15am and 4.00pm. Feedback was given to the owner/manager following the inspection.

As part of the inspection, we took account of the completed annual return and self-assessment that we asked the service to complete and submit to us. Seven completed care standards questionnaires were returned before the inspection.

During the inspection process, we gathered evidence from various sources, including the following:

- * Observations of staff working with children
- * What the service told us they do well in their self-assessment
- * Personal plans of the children using the service
- * Samples of policies and procedures
- * Accident and incident records
- * Administration of medication records
- * Staff records and training records

Discussions with the owner/ manager, children and staff.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firelawscotland.org

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The Care Inspectorate received a fully completed self-assessment document from the provider. We were satisfied with the way the provider completed this and with the relevant information included under each heading that we grade the services under. The provider identified what it thought the service did well, some areas for development and any changes it had planned.

Taking the views of people using the care service into account

We observed the children to be happy and confident in the nursery environment during the inspection visit. They were relaxed with staff and the manager. Some of the children asked us why we were at the nursery and told us what they did while they were there and what they liked to do. For example,

"I like drawing best and playing in the kitchen best too."

"I'm drawing princesses and frogs."

"I'm going to play with the Lego. Do you want to come?"

"We're making a volcano; I'll show you a better way, with a bucket."

Taking carers' views into account

We received seven completed Care Standards questionnaires from parents who use the service. Six parents "strongly agreed" and one "agreed" that they were happy overall with the quality of care their child receives.

Additional comments included:

"The Wendy House is like an extended part of my family. We work together in the progress of my daughter. I have continued to encourage (child's name) to use restorative practice in our house after it was introduced by the nursery. They know my little girl as an individual and give a high quality of care accordingly."

"A truly nurturing environment for our little boy. His needs are met on every level and he is thriving, especially his self confidence. He adores the staff and has been very happy here since he started last year."

"A wonderful and caring environment supporting my child's early education."

"The Wendy House Nursery is a fun filled rich environment to which any child can grow and learn and be prepared for school and beyond. There is no place I would put my child than the Wendy House Nursery as she feels safe and happy in this environment. She always looks forward to going to nursery to see her friends and the staff."

"Our son loves going to the Wendy House - his transition from baby to 'Big' room was smooth, he adores the staff who show genuine care, concern and interest in him and we never have a problem with him going through the doors. There is a lot of access to outdoor play during the summer (I'd be happy for him to get his warm clothes on and have a bit more in winter!) and the topics explored are wide and varied. Communication is good via email, facebook and displays on the walls, but it's hard to find time to read some of the walls at drop off/pick up. Catriona and her team have taken any guilt out of being a working mum as our son has developed in so many ways and at such a speed during his nursery time."

3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 6 - Excellent

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

Service strengths

Not all aspects of this quality statement were evaluated. Having looked at written records, spoken with children and staff, we found the service to have an excellent level of performance in this quality statement.

We found the Wendy House Nursery to be excellent at ensuring children and their parents and carers participate in assessing and improving the quality of care and support, environment, staffing and management and leadership provided by the service. The service had a wide and varied range of ways that children and their parents and carers could contribute to assessing these areas.

There was information shared through the noticeboards, newsletters, recordable photographic album, photographic slide show, questionnaires, and an achievement wall. Parents who are well informed are usually in a better position to judge the quality of the service and to make suggestions for improvement.

The service provided the children and their parents and carers with regular questionnaires asking for their thoughts on various subjects relevant to developing the nursery. Responses to these questionnaires were audited and feedback was provided in several ways.

In a service questionnaire, a parent commented: "It's sometimes difficult to get a clear picture of what's happening during the day as it's busy at collection time but normally get an idea from displays and feedback from child." The nursery responded "Ensure staff spend sufficient time with daily feedback with all parents. (Sept. staff meeting)"

The nursery displayed results of surveys and parental and child involvement within the nursery, for example, the staff team, children and parents and carers had considered how the GIRFEC principles were implemented within their service. Some of the children's comments included: "We practice doing things." And "I like kisses."

The nursery had established a Facebook page which provided general information about nursery life including updates about nursery themes and learning. This provided parents and carers with a more immediate access to nursery information.

Daily diary sheets were provided for the babies and gave details of how the child had been that day in the nursery, food eaten and activities they had been involved in. The diaries contributed to the continuity of care between home and nursery.

Throughout the nursery there were attractive displays of artwork and photographs of the children involved in a range of activities which helped parents see what their child had been doing at nursery.

A wow wall celebrated children's achievements in and outside the nursery, for example, "I can ride my bike without stabilisers" and "(Child's name) started street dance last week and enjoys it."

Parents and carers received regular newsletters from the nursery. Newsletters contained information about the parents committee, general nursery news and information on the themes and topics the children had been learning about. Information was also shared through emails and Facebook as appropriate, keeping parents up to date with what children were learning and what changes the nursery were making as a result of feedback.

The Friends of the Wendy House are a well-established parent's group which meet regularly to discuss nursery business. Many parents and carers are involved in the group and it is open to any parent or carer who wishes to attend. We saw minutes of a recent meeting and a lot of information was shared with parents including, the positive feedback from the local authority support visit. All parents and carers are provided with the minutes of the meetings to keep them informed of what is happening within the nursery.

Parents and carers are offered regular consultation with staff about their child's development and this was supported by an open door policy. The nursery provided progress reports for all the children and parents were invited to attend parent's evening twice per year to discuss their child's development and learning with staff. Parents and carers were therefore regularly involved in assessing children's learning experiences and the nursery was regularly seeking the views of parents and carers.

The nursery had a responsive planning approach to children's learning and outcomes were being identified using the relevant educational frameworks, such as pre-birth to 3 and Curriculum for Excellence.

We saw that nursery staff took the lead from children's interests and preferences during the day, in planning their learning experiences. We saw that staff involved the children reviewing their learning and this was evident in a very informative learning wall designed by the children focussing on Autumn and Scotland's big 5 animals, red squirrel, red deer, golden eagle, otter and harbour seal. A new member of staff had introduced the nursery to the concept of learning walls and this was an area which the manager told us they would develop further in the future.

Children were consulted in a variety of ways including circle time and the use of mind maps displayed around the nursery. A mind map identifying children's views on what makes a good staff member included "They are kind" and "Play batman stuff." Talking and thinking books are now embedded within the service and children were very eager to talk us through the books and recall past experiences.

We saw that staff encouraged the children to make choices and do things for themselves where they could and that this promoted their sense of independence.

All parents who completed care standards questionnaires and nursery questionnaires commented extremely positively on the care and support the children and families received from the manager and staff team.

One parent commented: "Everyday (my daughter) has been greeted with smiles, cuddles when she has hurt herself as well as encouragement and "thinking time" when this has been required."

Areas for improvement

The service should continue to develop the excellent practice demonstrated under this statement.

The nursery should continue to develop the learning wall and therefore give the children the opportunity to reflect on what they know and what they have learned about various themes and topics.

The manager identified the following ongoing areas for improvement, in the service's self assessment form:

"To ensure we ask visitors to complete our visitor's questionnaires to increase feedback."

"To embed the wellbeing wheel indicators into our next questionnaire with questions to ascertain the child's views of feeling safe, nurtured, respected, healthy and active within our centre.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

We ensure that service users' health and wellbeing needs are met.

Service strengths

Not all aspects of this quality statement were evaluated. Having viewed the children's environment, looked at appropriate records and had discussions with children and staff, we found the service had an excellent level of performance in this quality statement.

The nursery had an encouraging positive ethos, with friendly, knowledgeable staff. We found staff to be nurturing and warm towards the children. We saw that they were very responsive and caring and that children responded well to this. We found the staff team to be promoting positive behaviour in the nursery and they used positive language with the children throughout the inspection.

We sampled a range of children's personal plans from the two playrooms in the nursery. The plans contained care routines and "all about me" information which allowed staff to gather detailed information about the individual child's needs and how these could be met therefore providing continuity between home and nursery. The profiles also contained observations that had been carried out with the next steps in learning identified for the children. We saw that children are actively involved in assessing their own progress and development and assist staff in this assessing by colouring "smiley faces" to record their level of development. There were also photographs of the children involved in different activities and experiences in the profiles and samples of the children's artwork. The profiles were shared with parents to ensure the parents were involved in their child's life while they attended the service and also to keep parents informed of their child's progress and development.

Staff knew the children very well and were aware of individual children's dietary and medical needs. We observed information displayed near the snack area which identified children with allergies and dietary requirements. This ensured all staff were aware of individual children's needs.

Parents commented extremely positively about how the nursery met their children's needs.

A parent wrote in a testimonial: "My son has been cared for with time and compassion a mum could only hope for. He has been treated as an individual with respect always."

Staff had identified the children who needed additional support and worked very closely with a range of agencies to help support and meet the needs of the children.

The nursery promoted and encouraged healthy lifestyles by offering healthy snacks for the older children, providing opportunities for rest and sleep and physical exercise. The parents provided packed lunches for the children and all snacks for the babies. The older children were consulted on what they would like for snack and helped to prepare it. During the inspection, the children enjoyed spaghetti and toast, with some children helping to butter the toast.

The children participated in the national toothbrushing scheme which encouraged good dental hygiene.

The nursery had access to an enclosed garden area containing a very large sand pit, garden toys and raised beds for growing vegetables. We saw all the children had access to regular outdoor opportunities and fresh air throughout the session. During our visit we observed the children playing happily in the garden with a variety of age appropriate resources and socialising with their friends. There were opportunities to run and jump about, dig and explore and investigate.

The nursery had a strong policy in relation to infection control in the nursery. We saw aspects of this in practice, such as, personal protective equipment was used by staff when nappies were changed and the toilet area used by the 2-5 children was thoroughly cleaned after all the children had used it at lunchtime ready for the afternoon session.

The staff reminded and supported the children in good handwashing and we saw that there were cleaning schedules in place. This ensured that cleaning practices were not overlooked and that good handwashing minimised the risk of the spread of infection across the nursery. Alongside this, we saw that the service had a very good policy and procedure, which followed best practice guidance, for the storage and administration of medication. This minimised the risk of mistakes being made when administering medication to the children.

The service had a comprehensive child protection policy and procedure in place ensuring that children were monitored and that staff knew what to do if they had a concern about a child. Staff we spoke with had a very good knowledge of what would concern them and what actions they would take in response. We saw that staff kept very good records of accidents or incidents that took place within the nursery and that parents were given a copy of these also. Staff undertook a regular audit of both the accidents and incidents to help them monitor children's behaviour and the safety of the nursery environment.

Areas for improvement

The service should continue to develop the excellent practice demonstrated under this statement.

In the service's self assessment form the manager identified the following ongoing areas for improvement:

"Take forward restorative practice as a whole centre approach and embed into day to day practice."

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 6 - Excellent

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

Service strengths

Not all aspects of this quality statement were evaluated. Having looked at written records, spoken with children and staff, we found the service to have an excellent level of performance in this quality statement.

The evidence documented in Quality Theme 1, Quality Statement 1, was also used for this statement.

Areas for improvement

The service should continue to develop the excellent practice demonstrated under this statement.

Comments made in Areas for Improvement in Quality Theme 1, Quality Statement 1 also apply to this Quality Statement.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 2

We make sure that the environment is safe and service users are protected.

Service strengths

Not all aspects of this quality statement were evaluated. Having viewed the children's environment, looked at appropriate records and had discussions with staff, we found the service had an excellent level of performance in this quality statement.

There was a secure entry system in place on the door at the entrance to the nursery. The visitors book was completed by people visiting the nursery. This system helped make sure that the children were kept safe and staff were aware of who was in the building. There were registers kept of the children which ensured that staff knew what children were in the session and what children were not in that day. This information was also vital should an emergency situation arise and the building needed to be evacuated.

On the day of inspection the nursery was observed as clean and tidy throughout the day. Staff encouraged children to tidy up after themselves and show respect for the resources they were using. This ensured that the nursery was kept tidy and resources well maintained.

The spaces throughout the nursery were being well used and were well laid out. This has clearly been thought through to ensure the children used the space to its best potential. There was very good quality furniture throughout the nursery at child height and the children had access to a large range of easily accessible resources. The resources were in excellent condition and appropriate for the ages and stages of the children attending the nursery. We observed for example, children during the day, giggling and having fun playing with foam, investigating and exploring natural materials indoors and outdoors and making interesting pictures using collage.

A parent commented in a testimonial: "My 2 children have attended the Wendy House for a number of years now. It is a bright happy place for the children to play, with different areas full of interesting toys and activities to do."

The garden area was fully enclosed and offered the opportunity to run around with friends, play on the outdoor equipment and dig in the sand pit. The children had daily access to the garden and played outside at different times in their age groups. This allowed the younger children to settle into the environment away from the more boisterous children and allowed for staff to offer them the close support they needed.

We found the service had comprehensive risk assessments for all areas of the service. We found these to be robust and took account of a wide breadth of issues. This ensured that staff were aware of potential risks, assessing them regularly and ensuring that the environment and outings were safe for the children using the service.

The nursery had begun to encourage the 2-5 children to think about risk and involved them in risk assessing some activities and experiences they were to be involved in, such as, making soup and going to the pet shop to buy the pet fish.

Areas for improvement

The service should continue to develop the excellent practice demonstrated under this statement.

The manager identified the following ongoing areas for improvement, in the service's self assessment form:

"Continue developing the environment to ensure it maintains a high standard."

"Take forward parents feedback and suggestions from their group evaluation on the wellbeing indicator from The Friends of The Wendy House meeting."

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 6 - Excellent

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

Service strengths

Not all aspects of this quality statement were evaluated. Having looked at written records, spoken with children and staff, we found the service to have an excellent level of performance in this quality statement.

The evidence documented in Quality Theme 1, Quality Statement 1, was also used for this statement.

Areas for improvement

The service should continue to develop the excellent practice demonstrated under this statement.

Comments made in Areas for Improvement in Quality Theme 1, Quality Statement 1 also apply to this Quality Statement.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

Service strengths

Not all aspects of this quality statement were evaluated. Having observed staff working with the children, sampling records and discussions with staff, we found the service to have an excellent level of performance in this quality statement.

We observed staff at the nursery to be confident, motivated and enthusiastic. We also observed them to be friendly and approachable and children responded well to them. The children were observed to be relaxed and comfortable being supported by staff. Staff were warm when children needed reassurance and children sought staff out when they needed additional support. We found that staff were positive in their interactions and language with children and each other.

Staff employed in the nursery were qualified in childcare and education and registered with the Scottish Social Services Council. One staff member was awaiting registration. Staff were observed encouraging children to learn, using best practice documentation and were seen to be skilled in this to assess children. We found staff were given designated areas of leadership to share their knowledge and skills, for example, literacy and additional support needs.

All new staff starting at the service underwent an induction process which ensured they were aware of the health and safety procedures in the nursery and allowed the new staff to get to know the children and families using the service. One staff member we spoke with during the inspection told us the process covered everything she needed to know and she felt prepared for starting at the service. She also said that the service was the most comfortable place she has worked.

The staff held regular room meetings, staff meetings and planning meetings where they talked about all aspects of the provision as well as plan and share best practice. These meetings had minutes taken to accurately reflect what was discussed.

We found that staff were given regular supervision and an annual appraisal which were comprehensive and supported their development plans for the year. One staff member was involved in her appraisal when we arrived at the service on the day of inspection.

Staff had access to appropriate training and professional development through Perth and Kinross Council and an identified training service. They made excellent use of these opportunities to support children and their specific needs. The nursery also provides opportunities for in-house training, with staff showing their dedication to the service and attending training sessions at the weekend. The staff team had recently been involved in gender inequality and the sexualisation of children. We spoke to staff who told us that they felt they had very good opportunities for professional development.

Staff have worked closely with the visiting teachers to embed co-operative play approaches in the playrooms and have received training on rhyme time, active stories and play at home which ensured that children have a wide range of experiences provided to them.

We found the staff team to be working exceptionally well together and saw that parents acknowledged the very supportive relationships that had been developed between the children, parents and staff.

A parent commented in a care standards questionnaire:

"The Wendy House nursery has provided high level quality care for our son. The environment has been a loving and supportive one for him and he has developed further by attending this nursery."

Areas for improvement

The service should continue to develop the excellent practice demonstrated under this statement.

The manager identified the following ongoing areas for improvement, in the service's self assessment form:

"Continue keeping abreast of new developments in the area of childcare and being a continual self evaluating and forward thinking nursery service."

"Continue being proactive and creative when seeking out training opportunities for staff."

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 6 - Excellent

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

Service strengths

Not all aspects of this quality statement were evaluated. Having looked at written records, spoken with children and staff, we found the service to have an excellent level of performance in this quality statement.

The evidence documented in Quality Theme 1, Quality Statement 1, was also used for this statement.

Areas for improvement

The service should continue to develop the excellent practice demonstrated under this statement.

Comments made in Areas for Improvement in Quality Theme 1, Quality Statement 1 also apply to this Quality Statement.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 4

We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide

Service strengths

Not all aspects of this quality statement were evaluated. Having looked at written records, spoken with children and staff, we found the service to have an excellent level of performance in this quality statement.

We saw that the nursery was led by a dedicated and supportive manager. We found that the entire staff team were committed to ensuring that children had the best possible experiences whilst they were at nursery.

The service had excellent quality assurance systems in place which underpinned the nursery's continuous development.

We saw that self-evaluation was part of the ongoing routine of the nursery. The system of evaluation was based in part on "The Child at the Centre 2", a framework of quality indicators developed for use in settings providing early education and childcare and GIRFEC (Getting It Right For Every Child).

Through regular and robust evaluation, the service had prioritised areas of improvement which they focussed upon within an ideal improvement plan. Having an improvement plan means the service is monitoring very closely its provision of care and support. The improvement plan was shared with parents to keep them informed of the nursery's improvements and how the nursery had responded to their feedback and suggestions.

There were various ways of obtaining the views of parents, carers and children as detailed in Quality Theme 1, Statement 1.

Parents and carers have been asked for their views about all aspects of the service. The nursery analyses the responses and feedbacks the analysis and any action taken to the parents and carers in a variety of ways, such as newsletters, Facebook and displayed on the noticeboard.

In a service questionnaire, a parent commented:

"The Wendy House is a lovely, homely environment for my daughter to feel safe and comfortable in. She loves to come to nursery and play with her friends and learn new things. She also has a special bond with all the staff. The staff and owner have always been very approachable and supportive with my daughter and myself since starting the nursery."

The service's system for staff development allowed the service to reflect on their practice and support their continued learning, for example, by means of training. We spoke with staff who commented extremely positively on the accessibility of their training and how their development needs were met.

The manager works very closely with the staff team and implements a rigorous monitoring programme to evaluate children's achievements, staff interactions and future training needs.

The manager talked passionately about her staff team and the knowledge and skills they contribute to the support of the children and the improvement of the service. She supported them exceptionally well through regular supervision and support in all areas. Staff had time to reflect on their practice and the opportunity to discuss practice issues and concerns with the manager. The staff we spoke with all said the manager was approachable and very supportive. They felt their views and opinions were always considered and they felt valued.

The nursery had excellent audit systems in place which supported the care and protection of the children attending the nursery. All areas had risk assessments which were dynamic working documents. This ensured that the environment was being looked at in relation to any risks that may be present for the children. The nursery ensured that policies and procedures were relevant and meaningful to the service, followed best practice guidance and were reviewed regularly to keep them updated and current. The policies and procedures were shared with parents and available for them to look through as they wished ensuring they were aware of the policies and procedures which underpin the service.

The Friends of the Wendy House held regular meetings and a great number of parents were involved. They are a great support to the service which the manager and staff valued.

The manager attends managers meetings for partner providers where discussions take place on many subjects including practice issues. The manager shares this information with the staff team to ensure they keep abreast of developments and best practice in childcare and education.

The nursery had a complaints policy in place which detailed how a complaint could be made and how the nursery would respond to it. This was displayed at the entrance to the nursery to keep parents informed of procedures.

Areas for improvement

The service should continue to develop the excellent practice demonstrated under this statement.

In the service's self assessment form the manager identified the following ongoing areas for improvement:

"Encourage parents/visitors/children to input frequently into our "How Good is our Service" Folder."

"Continue to implement creative ways to involve all our stakeholders in the assessment of the quality of our service."

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

4 Other information

Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

Enforcements

We have taken no enforcement action against this care service since the last inspection.

Additional Information

None noted.

Action Plan

Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).

5 Summary of grades

Quality of Care and Support - 6 - Excellent	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
Quality of Environment - 6 - Excellent	
Statement 1	6 - Excellent
Statement 2	6 - Excellent
Quality of Staffing - 6 - Excellent	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
Quality of Management and Leadership - 6 - Excellent	
Statement 1	6 - Excellent
Statement 4	6 - Excellent

6 Inspection and grading history

Date	Type	Gradings
20 Oct 2011	Unannounced	Care and support 6 - Excellent Environment Not Assessed Staffing Not Assessed Management and Leadership 6 - Excellent
4 Oct 2010	Unannounced	Care and support Not Assessed Environment Not Assessed Staffing 5 - Very Good Management and Leadership Not Assessed
3 Jul 2009	Unannounced	Care and support 6 - Excellent Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good

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هذه باي تسد سىم دون ابز رگىد روا رول ككش رگىد رپ شرازگ تعاشرا هى

ਬੈਨੜੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

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