

**Integrated Inspection by the  
Care Commission and  
HM Inspectorate of Education of  
Arngask Primary School Nursery Class  
Perth and Kinross Council**

**9 March 2005**

**Arngask Primary School Nursery Class  
Main Street  
Glenfarg  
Perthshire  
PH2 9NT**

The Regulation of Care (Scotland) Act, 2001, requires that the Care Commission inspect all care services covered by the Act every year to monitor the quality of care provided. In accordance with the Act, the Care Commission and HM Inspectorate of Education carry out integrated inspections of the quality of care and education. In doing this, inspection teams take account of *National Care Standards, Early Education and Childcare up to the age of 16*, and *The Child at the Centre*. The following standards and related quality indicators were used in the recent inspection.

<b>National Care Standard</b>	<b>Child at the Centre Quality Indicator</b>
Standard 2 – A Safe Environment	Resources
Standard 4 – Engaging with Children	Development and learning through play
Standard 5 – Quality of Experience	Curriculum Children's development and learning
Standard 6 – Support and Development	Support for children and families
Standard 14 – Well-managed Service	Management, Leadership and Quality Assurance

Evaluations made using HMIE quality indicators use the following scale, and these words are used in the report to describe the team's judgements:

- Very good : major strengths
- Good : strengths outweigh weaknesses
- Fair : some important weaknesses
- Unsatisfactory : major weaknesses

Reports contain Recommendations which are intended to support improvements in the quality of service.

Any Requirements refer to actions which must be taken by service providers to ensure that regulations are met and there is compliance with relevant legislation. In these cases the regulation(s) to which requirements refer will be noted clearly and timescales given.

## HOW TO CONTACT US

Copies of this report have been sent to the headteacher, staff and the education authority. Copies are also available on the Care Commission website: [www.carecommission.com](http://www.carecommission.com) and HMIE website: [www.hmie.gov.uk](http://www.hmie.gov.uk).

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# **Integrated Inspection by the Care Commission and HM Inspectorate of Education of Arngask Primary School Nursery Class Perth and Kinross Council**

## **Introduction**

Arngask Primary School Nursery Class was inspected in October 2004 as part of the integrated inspection programme by the Care Commission and HM Inspectorate of Education. The nursery catered for pre-school children from age three to five years. At the time of the inspection the roll was 11.

## **The environment**

### **Standard 2**

The nursery was situated in a modern, purpose-built, detached building close to the primary school. It was shared with an infant class. The accommodation was safe, secure and clean. It was in a good state of repair and decoration. Staff made very good use of photographs and children's work to make the playroom and corridors attractive. The outdoor area was well maintained and secure. Children using it were appropriately supervised. Space was effectively used to allow children to play independently or in groups.

The good range of resources and equipment was well maintained, organised and accessible. The nursery promoted a healthy eating policy. All staff had undertaken a food hygiene course.

Effective systems were in place for health, safety and security. Staff supervised children's admission to and collection from nursery. A policy for administration of medication was in place but staff needed to ensure that written parental permission was given.

## **Quality of children's experience**

### **Standard 4 & 5**

Staff were very welcoming and had developed very good relationships with children. They were skilled in intervening to support and extend children's learning. Staff had a very good knowledge of children's development and play and had high expectations of children's learning and behaviour. Children were observed sustaining interest and persevering in a chosen activity for lengthy periods of time.

Planning was in place for long, medium and short term. Observations were carried out regularly and informed the progress files for individual children. Early literacy and numeracy activities were set firmly in the context of play.

Features of the programmes for children included the following.

- The programme for emotional, personal and social development was very good. Children were confident and comfortable with the rules of the nursery. Staff had developed a caring and purposeful environment where children were developing friendships and positive relationships. Staff used praise and encouragement to promote children's self esteem.
- The programme for communication and language was very good. Children were confident talking to others and listened well. They were able to share ideas and feelings. Staff supported the use of the computer to develop children's language. Children were enthusiastic listeners at story time. Staff had provided a very good range of resources to promote emergent reading and writing. A number of children were writing letters, names and words.
- The very good programme for knowledge and understanding of the world provided a wide range of activities to promote interest in science, technology and mathematics. Children were developing good skills in information and communications technology (ICT). They were learning about the care of pets, plants and themselves. Visitors to the nursery and visits out were also arranged with the help of parents. Staff provided activities to help children develop observation skills using their senses. Good attention was given to developing early number skills and problem solving.
- The programme for expressive and aesthetic development was very good. Children had very good opportunities to investigate and use a variety of art and craft materials. The digital camera was used well by the children and gave them opportunity to record their own work and ideas. Children were learning about the world through role-play. They used puppets effectively to express themselves with freedom and imagination. Children had very good opportunities to learn about rhythm and to make music using a wide range of instruments. They knew a variety of songs and rhymes.
- The programme for physical development and movement was very good. Children were developing very good hand and finger control by using small construction toys, threading, model making and the computer mouse. Staff provided opportunities for children to explore movement and energetic activity in the outside area and in the school gym.

## **Support for children and families**

### Standard 6

Staff knew families and children very well. All parents responding to the pre-inspection questionnaire were very satisfied with the service. They were encouraged to participate in the life of the nursery and had formed a strong partnership with staff. A range of information was available for parents and a notice board in the entrance kept them informed of curricular and other initiatives in the nursery. Curriculum workshops had been arranged for parents. Work portfolios for children contained dated samples of work and photographs which identified progress and were shared with parents. Children's transition to primary school was eased by the sharing of nursery premises with the P1 and 2 classes.

## **Management**

### Standard 14

The headteacher was very approachable and had developed good relationships with staff, parents and children. He valued the staff team and their commitment to the nursery. Staff had opportunity to participate in good staff development courses. Systems were in place for staff development and review but not all staff had participated in the process yet.

Clear written policies and procedures were in place and were implemented by staff. The nursery had a child protection policy and staff were able to demonstrate an understanding of their roles and responsibilities.

Staff, parents and children were involved in informal evaluation of the work of the nursery and planning for improvement. The headteacher had not yet developed formal, rigorous and systematic monitoring of the nursery. He now needed to introduce formal self-evaluation procedures to ensure the continuing high quality of children's experiences.

### **Key strengths**

- The very good interaction between staff and children.
- The very high quality of experiences across the five key areas of the curriculum.
- The very positive relationships among parents, staff and children.
- The commitment and expertise of the staff to improve the quality of experience for the children.

### **Recommendations for improvement**

- The headteacher should put formal procedures in place to monitor and evaluate the work of the nursery.
- The weekly planning format should be further developed to reflect next steps in learning based on the observations made and recorded.
- Procedures for the administration of medicine should be improved as outlined in this report.

Care Commission Officers and HM Inspectors have asked the pre-school centre and education authority to prepare an action plan indicating how they will address the main findings of the report. Where requirements are made, the action plan should include timescales to deal with these. The plan will be available to parents and carers. In liaison with the pre-school centre and education authority, Care Commission Officers and HM Inspectors will monitor progress to ensure improvements are in line with the main findings of the report.

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