

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

**7 December 2005**

**Errol Primary School Nursery Class  
Station Road  
Errol  
Perth  
PH2 7QB**

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**

### **If you would like an additional copy of this report**

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).

### **If you wish to comment about integrated pre-school inspections**

Should you wish to comment on any aspect of integrated pre-school inspections, you should write in the first instance to Dr Bill Maxwell, HMCI, at HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

### **Our complaints procedure**

If you have a concern about this report, you should write in the first instance to either:

Complaints Coordinator	Hazel Dewart
Headquarters	HM Inspectorate of Education
Care Commission	Denholm House
Compass House	Almondvale Business Park
Riverside Drive	Almondvale Way
Dundee	Livingston
DD1 4NY	EH54 6GA

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman. The Scottish Public Services Ombudsman is fully independent and has powers to investigate complaints about Government departments and agencies. You can write to The Scottish Public Services Ombudsman, 4-6 Melville Street, Edinburgh EH3 7NS. You can also telephone 0870 011 5378 or e-mail [enquiries@scottishombudsman.org.uk](mailto:enquiries@scottishombudsman.org.uk). More information about the Ombudsman's office can be obtained from the website: [www.scottishombudsman.org.uk](http://www.scottishombudsman.org.uk).

A copy of the HMIE complaints procedure is available from the HMIE website at [www.hmie.gov.uk](http://www.hmie.gov.uk) or by telephoning 01506 600 258.

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

## **Introduction**

Errol Primary School Nursery Class was inspected in September 2005 as part of the integrated inspection programme by the Care Commission and HM Inspectorate of Education. HMIE carried out this inspection on behalf of both organisations and consulted the Care Commission about its findings. The nursery catered for pre-school children aged three to five years. It was registered for 20 children. At the time of the inspection the roll was 14.

## **The environment Standard 2**

The purpose-built nursery was situated to the rear of the primary school and provided high-quality accommodation. It had a secure entry system and was very well decorated and maintained. Ramped access, disabled toilet, parents' room, spacious playroom and enclosed outdoor play area ensured very good provision for all service users. The nursery was welcoming and attractive with children's work and photographs displayed in the playroom and entrance hall. Space in the nursery was well used and discrete play areas created a purposeful learning environment. Children had very good opportunities to play individually and in small and larger groups. Regular use of the outdoor area, the school gym, library and garden enhanced children's experiences. Good storage facilities enabled staff easy access to resources. These were of good quality, appropriate and well organised.

Staff ensured children's care and welfare. Infection control policies and procedures were in place and risk assessments were used routinely to identify hazards and safeguards. Safety records, equipment testing and fire precautions were appropriately undertaken and maintained.

## **Quality of children's experience Standard 4 & 5**

Staff had created a supportive, caring and calm ethos in the nursery. They used praise and encouragement effectively to raise children's self esteem, acknowledge their successes and promote positive behaviour. Staff valued children's contributions and used questioning well to extend children's learning and development. Children were confident, motivated and involved in play.

Staff planned a broad range of experiences for children and took good account of their interests. There was a good balance between free play and more structured activities. Staff regularly

observed children and compiled useful profiles with examples of children's work. They had identified the need to further develop assessment to ensure effective use of information gathered to plan the next steps in learning for groups and individuals. Parents received informative written reports annually.

Features of the programmes for children included the following.

- The programme for emotional, personal and social development was very good. Children were secure with nursery routines and rules. They were learning about hygiene, tooth brushing and healthy eating at snack time. They were becoming independent and were able to make choices and take care of many of their own needs. Children took simple responsibilities for preparing snack and tidying resources. They followed safety rules when using equipment and moving through the school. Staff enabled children to get to know each other well. Children were becoming aware of others' needs and developing friendships. They were cooperative and took turns sharing equipment.
- The programme for communication and language was good. Children listened and responded well to stories and staff information at gym time and snack. They were able to initiate conversations, ask and answer questions and contribute confidently in group discussion. A teddy bear children took home helped them develop skills in relaying information to the group. Staff used regular story telling, library facilities, displays and story area to encourage children's interest in books. They effectively developed children's knowledge of the language of books. Children used name cards for registration and snack competently and staff praised their efforts in the writing area. Staff did not always provide enough opportunities in play and routines to extend children's early reading and writing skills.
- The programme for knowledge and understanding of the world was very good. Staff organised useful outings to parks, shops and garden centre to extend children's knowledge of their environment. The nursery took part in local festivals and flower shows. Visits by police, fire and health personnel enhanced children's experiences. Children were developing an awareness of nature, seasons and a range of cultures. They talked knowledgeably about sea creatures and showed interest in the growth of plants. Staff provided very good opportunities for children to learn about weighing, measuring and time. Children were able to sort objects into sets and identify simple shapes and numbers. They enjoyed using technology and explored varied materials such as magnets, wood and water.
- The programme for expressive and aesthetic development was good. Staff provided a good range of art activities including painting, drawing, modelling and collage. Children used the home corner and dolls house well for role-play. Children enjoyed singing and rhymes and experienced regular music and movement activities. Few children used musical instruments displayed in the entrance. Children would benefit from increased access to stimulating art and music materials to further encourage their self-expression and creativity.

- The programme for physical development and movement was very good. Staff made daily use of the outdoor area to provide a wide range of energetic activities for children. Doors leading directly from the playroom enabled children to make choices and move independently between the two areas. Children used a variety of physical equipment confidently to develop skills such as riding bicycles, running, sliding, balancing, throwing and catching. Regular group sessions in the school gym hall further developed coordination skills such as hopping, rolling and jumping and an awareness of space. Use was also made of the local park for further energetic play. Children were developing hand control using tools, puzzles, construction and threading materials.

## **Support for children and families**

### **Standard 6**

There was good support for children and families. Staff knew children and their families well and had formed positive relations with them. Parents had good informal and more formal opportunities to discuss their children with staff. Staff were sensitive and responsive to meet their differing needs. Parents were kept informed of nursery practice and events through the informative handbook, notice boards and newsletters. A parents' room offered opportunities to meet and further access nursery and community materials. Story sacks were used by parents and children at home. Parents who responded to the pre-inspection questionnaire were very positive about the service.

There were good arrangements in place to support children entering nursery and transferring to P1. Prior visits and good contact with other pre-five services helped prepare children to enter nursery. Children moving to primary were already familiar with the school and personnel. Regular meetings with the P1 teacher and classroom and playtime experiences ensured a smooth transition for children. Information was shared appropriately with parents, staff and other agencies involved with children requiring additional support in learning.

## **Management**

### **Standard 14**

Management of the nursery was good. The headteacher had been in his post for a year and had very recently also become the nursery teacher. He viewed the nursery as an integral part of the school and was involved in all aspects of its work. He had a very good understanding of early years, was a positive role model for practice and was approachable and supportive. He led the nursery well and highly valued the support given by the nursery nurse. Both were hard working and committed.

A comprehensive range of policies ensured consistent practice. Child protection information and training had recently been updated. The headteacher was aware of the Scottish Social Services Council Codes of Practice and was making this available to staff. The nursery nurse took up additional training to further develop her skills. The staff development and review system had not yet been extended to the nursery nurse. A development plan was in place and progressing. The headteacher and nursery nurse met regularly, and the nursery nurse took part in evaluating some aspects of the nursery. However, communication, monitoring and evaluation

arrangements were informal and did not yet sufficiently involve parents and children, where appropriate.

## Key strengths

- The high quality of the accommodation, the positive ethos of the nursery and the well-organised learning environment.
- The very good relations and the positive interaction of staff to extend children's learning and development.
- Children's confidence, motivation and involvement in play.
- The very good programmes in emotional, personal and social development, knowledge and understanding of the world and physical development and movement.
- The welcoming, supportive and positive relations with parents and carers.
- The lead provided by the headteacher and the hard work and commitment of staff.

## Other Issues

Response to recommendations or to requirements made at previous inspection

Recommendations made at the previous inspection had been progressed.

## Recommendations for improvement

- The headteacher and staff should continue to develop assessment to ensure further use of information gathered to plan the next steps in children's learning.
- The headteacher should continue to develop more systematic and rigorous procedures for monitoring and evaluating the work of the nursery to ensure continuous improvement.

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.

Gillian Milne  
HM Inspectorate of Education