

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

**16 March 2005**

**Invergowrie Primary School Nursery Class  
4 Errol Road  
Invergowrie  
by Dundee  
DD2 5AD**

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).

Should you wish to comment on or make a complaint about any aspect of the inspection or about this report you should write either to the Care Commission or to HM Inspectorate of Education at the address below. If you are still dissatisfied with our services, you can contact your member of the Scottish Parliament (or, if you prefer, any other MSP). You can also contact the Scottish Parliamentary Ombudsman. The Ombudsman is fully independent and has powers to investigate complaints about Government departments and Agencies.

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Care Commission  
Compass House  
Riverside Drive  
Dundee  
DD1 4NY

Hazel Dewart  
HM Inspectorate of Education  
Denholm House  
Almondvale Business Park  
Almondvale Way  
Livingston  
EH54 6GA

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

## **Introduction**

Invergowrie 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 34.

## **The environment**

### **Standard 2**

The nursery accommodation in a pre-war building in the school grounds was in an acceptable state of repair and was safe and secure. Space and storage facilities were limited. The cloakroom was particularly small for changing and restricted opportunities for staff to provide parents with information about nursery provision. However, staff used the limited space in the nursery very well and provided children with an attractive and stimulating environment which allowed children to work independently or in groups. Very attractive displays of children's art work had been created despite the limited area available for display. There was a good range of attractive and well-maintained resources. Shortage of storage facilities restricted the opportunity to extend the range of resources further.

The nursery had direct access to a well-developed outdoor area and had regular use of the adjacent school gym.

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

### **Standard 4 & 5**

Staff had developed a very welcoming ethos and very good relationships with children. They interacted very effectively to support and extend learning. Interaction between staff and children was of a high quality. The pace of the session was very good. The outdoor area was used daily but staff should now consider making more regular use of the area for longer periods of time. There was a very good balance of free and more structured play in the playroom. Very good use was made of observations to inform next steps in learning. Planning was efficient and closely related to the five key aspects of the curriculum. Folios of children's work were kept but these were not shared regularly with parents.

Features of the programmes for children included the following.

- The programme for emotional, personal and social development was very good. Children were developing

confidence and independence whilst being aware of the needs of others. Children persevered in tasks which were, at first, quite challenging. They had good opportunities to make and express choices, and plan and make decisions. They helped with snack preparation and took some responsibility for tidying around the nursery.

- The programme for communication and language was very good. Children were able to describe, predict and develop ideas. Books were attractively displayed in the book corner and linked well to various activities. Children had opportunities to borrow books from the lending library on a weekly basis and to visit the school library. They used books to find information and enjoyed storytelling with staff. Early writing skills were being developed through use of a range of writing tools, papers and cards. They were using marks and scribbling to portray writing. Children talked purposefully for a range of purposes. They confidently listened and responded to adults and children. The computer was used very effectively for listening to stories.
- The very good programme for knowledge and understanding of the world gave opportunity for children to explore the world around them. They were developing powers of observation through use of their senses. Staff provided very good activities to help children understand about the properties of materials. They were experimenting with light and dark in a made-up den. Early scientific skills were being developed in sand and water play, observation of natural materials and changes in the weather. Early mathematical and number skills were being developed through appropriate learning activities and situations. Information and communications technology (ICT) was being used well to promote awareness of same and different. A good variety of visitors was invited into the nursery and visits were made to the local community.
- The programme for expressive and aesthetic development was very good. Children had opportunities to experiment with a variety of art and craft media including painting, printing and modelling. Staff had provided clay which children were using to design and make their own hedgehogs. Children sang together in groups and played musical instruments to accompany their singing. They sang a wide range of traditional and modern songs and rhymes enthusiastically. Children took part in singing games. Role-play and puppets were used to invent situations and make sense of the real world very effectively.
- The programme for physical development and movement was very good. Children were developing an awareness of space in the outside area and in the gym hall. They played confidently on the large wooden boat climbing frame in the outside area. They used large wheeled toys to ride, push and pull. They took part confidently in energetic play and were developing the ability to run, skip, balance, throw and catch. Finger and hand control was being developed through use of scissors, computer mouse, construction toys, writing and drawing tools.

## Support for children and families

### Standard 6

Staff had very good relationships with children and were sensitive to individual needs. Profiles of children's progress and folios of their work were shared with parents at formal parents' evenings. Staff should consider how this important information could be shared informally with parents to give more regular information about children's progress.

Appropriate transition arrangements were in place to allow children the opportunity to become familiar with staff and accommodation in the infant department. There was a good exchange of information.

In the pre-inspection questionnaire a number of parents identified a need to improve partnership with the nursery and the information they received about their children's progress. A variety of information was on the notice board in the entrance to the nursery but, because space was limited, many were unable to access this. Two parents' evenings were held annually. Staff needed to involve the parents in identifying ways to develop the partnership.

Staff liaised with other agencies appropriately and knew how to support children with additional support needs when necessary.

## Management

### Standard 14

The headteacher provided strong leadership of the nursery and displayed a high level of professional knowledge and skills. She was open and approachable and supported staff very well. Through regular monitoring of the nursery provision, she identified, valued and made good use of the interests and skills of team members. The nursery team was enthusiastic and committed to the nursery. They worked very effectively as a team. Their contributions to the work of the nursery were enhanced by good opportunities for professional and personal development.

The headteacher monitored the provision regularly and provided verbal and written feedback to staff on planning and suitable activities for learning. However, the process of self-evaluation was in the early stages and the nursery staff needed to work together to evaluate the work of the nursery more effectively.

The nursery had a range of appropriate policies and procedures. The headteacher was aware of the Scottish Social Services Council Codes of Conduct but should now raise awareness of these in the nursery.

## Key strengths

- The effective leadership of the headteacher and the commitment of the nursery team to further improve and develop the work of the nursery.
- The high quality of the curriculum in each of the five key aspects of children's learning.
- Very good interaction between staff and children.

- The attractive and welcoming environment created in a very challenging building.

## Other Issues

Response to recommendations or to requirements made at previous inspection

There was one requirement at the previous inspection. This had been met in full.

## Recommendations for improvement

- In partnership with parents, staff should identify ways in which they can contribute more fully to the work of the nursery.
- The headteacher should continue to use self-evaluation as an integral part of the process of improvement.
- As funds allow, the education authority and school should develop ways to provide better storage facilities and to extend the entrance to the nursery for parents and children.

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.

Lesley Toner  
Care Commission

Margaret Stirling  
HM Inspectorate of Education