

**PERTH AND KINROSS COUNCIL****Executive Sub-Committee of Lifelong Learning Committee****27 April 2016****Standards and Quality In Schools, Learning Communities And Pre-School Centres/Day Care Of Children****Report by Director (Education and Children's Services)****PURPOSE OF REPORT**

This report sets out the key findings following inspections of pre-school centres and schools undertaken and reported by Education Scotland (formerly known as HMI) and, by exception, Care Inspectorate inspections on the day care of children since the Executive Sub-Committee of Lifelong Learning Committee on 25 November 2015.

**1. BACKGROUND****1.1 Education Scotland 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 25 November 2015 (Report No: [15/546](#) refers).

**Pre-School Centres/Schools**

- 1.1.4 As indicated by [Education Scotland](#) in June 2015, inspections carried out from August 2015 onwards will take account of national expectations of progress in implementing Curriculum for Excellence (CfE). The key priorities will focus on raising attainment for all, and on using the curriculum to close the gap in attainment between the most and least advantaged children and young people. The priorities are:

- Progression in learning and evaluating achievement from 3-18
- Supporting improvement
- Literacy and numeracy including Scottish Survey of Literacy and Numeracy
- Career-Long Professional Learning (CLPL)
- Support for engaging parents and carers
- Senior phase pathways
- Developing the young workforce (DYW) – employability and skills
- Using data to support improvement
- Tackling bureaucracy
- Supporting the new National Qualifications

Education Scotland outline updated expectations in relation to QI 5.1 (the curriculum) and QI 5.9 (improvement through self-evaluation), to reflect developing best practice and national expectations of progress in implementing aspects of CfE.

- 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](http://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.

## 2. RECENTLY PUBLISHED REPORTS

### 2.1 Education Scotland Inspections

2.1.2 Since the Executive Sub-Committee of Lifelong Learning Committee on 25 November 2015 (Report No: [15/546](#) refers), the following reports have been published by Education Scotland<sup>1</sup>:

- **Inspection of Kinnoull Church Nursery.** HMI will make no further visits in connection with this inspection. The evaluations against the quality indicators are shown in Appendix 1a, together with a copy of the inspection letter in Appendix 1b. At the time of the September 2015 Census, Kinnoull Church Nursery had 21 funded children.
- **Joint Inspection of ABC Day Nursery.** HMI and the Care Inspectorate will make no further visits in connection with this inspection. The evaluations against the quality indicators are shown in Appendix 2a, together with a copy of the inspection letter in Appendix 2b. At the time of the 2015 Census, ABC Day Nursery had 53 funded children.
- **Joint Inspection of Errol Primary School and Nursery Class.** HMI and the Care Inspectorate will make no further visits in connection with this inspection. The evaluations against the quality indicators are shown in Appendix 3a, together with a copy of the inspection letter in Appendix 3b. At the time of the 2015 Census, Errol Primary School had 201 primary school children and 38 nursery children enrolled. The primary school has a staffing complement of 12 FTE teachers and 6.3 FTE non-teaching staff and the nursery has 1 FTE nursery teacher and 3.9 FTE non-teaching staff.
- **Joint Inspection of Abernethy Primary School and Nursery Class.** HMI and the Care Inspectorate will make no further visits in connection with this inspection. The evaluations against the quality indicators are

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<sup>1</sup> As at 8 March 2016

shown in Appendix 4a, together with a copy of the inspection letter in Appendix 4b. At the time of the 2015 Census Abernethy Primary School had 148 primary school children and 25 nursery children enrolled. The primary school has a staffing complement of 9.6 FTE teachers and 5.2 FTE non-teaching staff and the nursery has 2.4 FTE non-teaching staff.

- **Follow-up Inspection of Blairgowrie High School.** HMI will make no further visits in connection with the follow-up report of December 2015. A summary of the follow-up report is shown in Appendix 5a together with a copy of the inspection letter in Appendix 5b. At the time of the 2015 Census, Blairgowrie High School had 801 pupils enrolled. The school has a staffing complement of 66.8 FTE teachers and 20.5 FTE non-teaching staff.
- **Follow through Visit of Viewlands Primary School.** Viewlands Primary School was inspected in October 2014 and reported to the Executive Sub-Committee of Lifelong Learning Committee on 2 September 2015 (Report No [15/347](#) refers). An Education and Children's Services Follow Through Visit took place in November 2015. As requested by the Executive Sub-Committee, a summary of progress made in the Areas for Improvement, and the impact of the planned developments is shown in Appendix 6. This report has also been distributed to parents.

## 2.2 Care Inspectorate Inspections

2.2.1 18 inspections (including the joint inspection of Errol Primary School and Nursery Class and the joint inspection of Abernethy Primary School and Nursery Class) have been undertaken and published<sup>2</sup> by the Care Inspectorate since the Executive Sub-Committee of Lifelong Learning Committee on 25 November 2015 (Report No [15/546](#) refers). Of these 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 was awarded one excellent evaluation and a copy of this report is included in Appendix 7.

## 3. PERFORMANCE SUMMARY

This section provides a summary of inspection performance over the last five academic years.

### Pre-School Centres/Schools

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

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<sup>2</sup> As at 8 March 2016

- 3.1 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.
- 3.2 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. Four pre-school centres have been inspected during academic session 2015/16 and evaluated as good or better in relation to all five quality indicators. Annual performance relative to our comparator authorities and also Scotland is shown.

**Table 1: Pre-School Overview by Performance Indicator<sup>3</sup>**

Pre-School	Satisfactory or Better					Good or Better				
	11/12	12/13	13/14	14/15	15/16	11/12	12/13	13/14	14/15	15/16
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	5	7	5	3	4	5	7	5	3	4
Childrens' experiences	5	7	5	3	4	5	7	5	3	4
Meeting learning needs	5	7	5	3	4	5	7	5	3	4
<b>Core Quality Indicators</b>	<b>15</b>	<b>21</b>	<b>15</b>	<b>9</b>	<b>12</b>	<b>15</b>	<b>21</b>	<b>15</b>	<b>9</b>	<b>12</b>
	<b>(100%)</b>	<b>(100%)</b>	<b>(100%)</b>	<b>(100%)</b>	<b>(100%)</b>	<b>(100%)</b>	<b>(100%)</b>	<b>(100%)</b>	<b>(100%)</b>	<b>(100%)</b>
The curriculum	5	6	5	3	4	4	5	4	3	4
Improvement through self evaluation	4	5	5	3	4	4	4	4	3	4
<b>All Quality indicators</b>	<b>24</b>	<b>32</b>	<b>25</b>	<b>15</b>	<b>20</b>	<b>23</b>	<b>30</b>	<b>23</b>	<b>15</b>	<b>20</b>
	<b>(96%)</b>	<b>(91%)</b>	<b>(100%)</b>	<b>(100%)</b>	<b>(100%)</b>	<b>(92%)</b>	<b>(86%)</b>	<b>(92%)</b>	<b>(100%)</b>	<b>(100%)</b>
<i>Comparator Proportions</i>	<b>95%</b>	<b>93%</b>	<b>89%</b>	<b>94%</b>	-	<b>73%</b>	<b>71%</b>	<b>65%</b>	<b>70%</b>	-
<i>National Proportions</i>	<b>94%</b>	<b>94%</b>	<b>90%</b>	<b>92%</b>	-	<b>74%</b>	<b>73%</b>	<b>67%</b>	<b>65%</b>	-

  

Total Number of PKC Quality Indicators	25	35	25	15	20
Total Number of PKC Inspections	5	7	5	3	4

### Primary Schools

- 3.3 Table 2 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the primary sector. Two primary schools have been inspected and reported during academic session 2015/16 to date and evaluated as satisfactory or better in relation to all five quality indicators.

<sup>3</sup> Comparator Authorities Aberdeenshire, Argyll & Bute, Highland, Scottish Borders and Stirling. Comparator Data for 2015/16 will be available at the end of the academic year.

**Table 2: Primary Overview by Performance Indicator<sup>4</sup>**

Primary	Satisfactory or Better					Good or Better				
	11/12	12/13	13/14	14/15	15/16	11/12	12/13	13/14	14/15	15/16
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	5	6	3	4	2	5	5	3	3	2
Learners' experiences	5	6	3	4	2	5	5	3	4	2
Meeting learning needs	5	6	3	4	2	5	4	3	4	1
<b>Core Quality Indicators</b>	<b>15</b> <b>(100%)</b>	<b>18</b> <b>(100%)</b>	<b>9</b> <b>(100%)</b>	<b>12</b> <b>(100%)</b>	<b>6</b> <b>(100%)</b>	<b>15</b> <b>(100%)</b>	<b>14</b> <b>(78%)</b>	<b>9</b> <b>(100%)</b>	<b>11</b> <b>(92%)</b>	<b>5</b> <b>(83%)</b>
The curriculum	5	5	3	4	2	4	5	3	4	2
Improvement through self evaluation	4	5	3	4	2	4	4	3	4	2
<b>All Quality indicators</b>	<b>24</b> <b>(96%)</b>	<b>39</b> <b>(93%)</b>	<b>15</b> <b>(100%)</b>	<b>20</b> <b>(100%)</b>	<b>10</b> <b>(100%)</b>	<b>23</b> <b>(92%)</b>	<b>23</b> <b>(77%)</b>	<b>15</b> <b>(100%)</b>	<b>19</b> <b>(95%)</b>	<b>9</b> <b>(90%)</b>
<i>Comparator Proportions</i>	<b>94%</b>	<b>93%</b>	<b>76%</b>	<b>89%</b>	-	<b>75%</b>	<b>61%</b>	<b>46%</b>	<b>60%</b>	-
<i>National Proportions</i>	<b>94%</b>	<b>95%</b>	<b>87%</b>	<b>92%</b>	-	<b>77%</b>	<b>72%</b>	<b>63%</b>	<b>67%</b>	-

  

Total Number of PKC Quality Indicators	25	30	15	20	10
Total Number of PKC Inspections	5	6	3	4	2

## Secondary Schools

- 3.4 Table 3 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the secondary sector. There have been no inspections in 2015/16 to date.

**Table 3: Secondary Overview by Performance Indicator**

Secondary	Satisfactory or Better					Good or Better				
	11/12	12/13	13/14	14/15	15/16	11/12	12/13	13/14	14/15	15/16
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	2	2	2	0	0	2	1	2	0	0
Learners' experiences	2	2	2	0	0	2	1	2	0	0
Meeting learning needs	2	2	2	0	0	2	1	2	0	0
<b>Core Quality Indicators</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>0</b>
The curriculum	2	1	2	0	0	1	1	2	0	0
Improvement through self evaluation	1	1	2	0	0	1	1	2	0	0
<b>All Quality indicators</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>0</b>

  

Total Number of PKC Quality Indicators	10	10	10	0	0
Total Number of PKC Inspections	2	2	2	0	0

<sup>4</sup> Comparator Authorities Aberdeenshire, Argyll & Bute, Highland, Scottish Borders and Stirling. Comparator Data for 2015/16 will be available at the end of the academic year.

#### 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 considers and comments as appropriate on the contents of the report.

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## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

<b>Strategic Implications</b>	
Community Plan / Single Outcome Agreement	<b>Yes</b>
Corporate Plan	<b>Yes</b>
<b>Resource Implications</b>	
Financial	<b>None</b>
Workforce	<b>None</b>
Asset Management (land, property, IST)	<b>None</b>
<b>Assessments</b>	
Equality Impact Assessment	<b>None</b>
Strategic Environmental Assessment	<b>None</b>
Sustainability (community, economic, environmental)	<b>None</b>
Legal and Governance	<b>None</b>
Risk	<b>None</b>
<b>Consultation</b>	
Internal	<b>Yes</b>
External	<b>None</b>
<b>Communication</b>	
Communications Plan	<b>Yes</b>

### 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:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) 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. 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](http://www.pkc.gov.uk)

## **2. BACKGROUND PAPERS**

The following background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report:

- Education Scotland inspection reports, published by [Education Scotland](#)

## **3. APPENDICES**

Appendix 1a	<u>Kinnoull Church Nursery</u> Education Scotland and Care Inspectorate Inspection Summary
Appendix 1b	Education Scotland and Care Inspectorate Inspection Letter
Appendix 1c	Extended Learning and Achievement Visit Report, June 2012
Appendix 2a	<u>ABC Day Nursery</u> Education Scotland and Care Inspectorate Inspection Summary
Appendix 2b	Education Scotland and Care Inspectorate Inspection Letter
Appendix 2c	Extended Learning and Achievement Visit Report, November 2010
Appendix 3a	<u>Errol Primary School and Nursery Class</u> Education Scotland and Care Inspectorate Inspection Summary

Appendix 3b	Education Scotland and Care Inspectorate Inspection Letter
Appendix 3c	Extended Learning and Achievement Visit Report, January 2014
	<u>Abernethy Primary School and Nursery Class</u>
Appendix 4a	Education Scotland and Care Inspectorate Inspection Summary
Appendix 4b	Education Scotland and Care Inspectorate Inspection Letter
Appendix 4c	Extended Learning and Achievement Visit Report, June 2011
	<u>Blairgowrie High School</u>
Appendix 5a	Perth & Kinross Council and Education Scotland Follow-up Report
Appendix 5b	Education Scotland Inspection Letter
	<u>Viewlands Primary School</u>
Appendix 6	Follow Through Procedures: Progress Report to Parents
	<u>The Wendy House</u>
Appendix 7	Care Inspectorate Inspection Report on the Day Care of Children



Quality indicators help early learning and childcare settings, education authorities and inspectors to judge what is good and what needs to be improved in the work of the early learning and childcare setting. You can find these quality indicators in the publication *Child at the Centre(2)*<sup>1</sup>. Following our inspection of each early learning and childcare setting, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish early learning and childcare settings are doing.

Here are the evaluations for **Kinnoull Church Nursery**

<b>Improvements in performance</b>	<b>good</b>
<b>Children's experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

We also evaluated the following aspects of the work of the early learning and childcare setting

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>good</b>

Here are the Care Inspectorate's gradings for **Kinnoull Church Nursery**

<b>Quality of care and support</b>	<b>good</b>
<b>Quality of environment</b>	<b>good</b>
<b>Quality of staffing</b>	<b>good</b>
<b>Quality of management and leadership</b>	<b>good</b>

As a result of this inspection there are no requirements and one recommendation.

### Recommendation

- The service should review children's personal plans at least every six months as is required through legislation.  
National Care Standards, Early Education and Childcare up to the age of 16:  
Standard 3 – Health and wellbeing

<sup>1</sup> *The Child at the Centre, Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/TheChildattheCentreSelfevaluationintheEarlyYears\\_tcm4-684267.pdf](http://www.educationscotland.gov.uk/Images/TheChildattheCentreSelfevaluationintheEarlyYears_tcm4-684267.pdf)

A notification from the Care Inspectorate will be sent to the provider to complete an action plan to address the recommendation made as a result of this inspection.

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/KinnoullChurchNurseryPerthPerthandKinross.asp>

[http://www.careinspectorate.com/index.php?option=com\\_content&view=article&id=7644&Itemid=489](http://www.careinspectorate.com/index.php?option=com_content&view=article&id=7644&Itemid=489)



19 January 2016

Dear Parent/Carer

**Kinnoull Church Nursery  
Perth**

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

**How well do children learn and achieve?**

Children are making good progress in their learning. There is a sense of community in the setting and everyone is welcomed. Children play well together and are happy and confident at the setting. They are motivated by the experiences available and make independent choices when deciding what they are going to do. Staff respond well to the interests children have and plan experiences that take account of them. They recognise that they now need to build consistently on the good practice of establishing what children already know and what they want to find out about next. Children's learning is recorded and celebrated in many ways. Attractive 'Talking and Thinking' books, wall displays and children's portfolios help children discuss and revisit their learning. E-journals are at the early stages of being introduced and you, as parents, told us that you like this approach. Staff are keen to develop this further. Children enjoy exploring outdoors, both in the church grounds and in the wider local community. During a walk in the local community, children learn about and recognise the different types of houses in the area and how they are built.

Children are making good progress in early language and mathematics. Most children are articulate and use a wide range of vocabulary to express themselves. They listen well and particularly enjoy stories being read by the adults who care for them. Children confidently re-tell the story of 'The Three Little Pigs' using props and puppets. They can describe their favourite part of the story and identify characters. Outdoors they enjoy the challenge of building a house made of sticks and ask challenging questions such as "What is cement?". In the pretend café, children explore mark-making such as taking orders from customers. A few children are beginning to form letters correctly and show a particular interest in writing. In early numeracy and mathematics children are making good progress. Most children count confidently. They enjoy exploring a range of interesting natural materials to represent quantities, sort, match and order by size. Skills in problem-solving are being developed through challenges such as building a house for the three pigs using a range of cardboard boxes. Real-life experiences such as baking are helping children to understand measurement. Across literacy and numeracy staff recognise that a few children could be even more challenged to help them make even brisker progress in their learning.

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

Staff provide a very caring and nurturing ethos which helps children feel safe, secure and ready to learn. They work very hard to provide a stimulating environment that allows children to be independent in their learning. Together, these help staff support children well in their development and learning. They identify what children need to develop next and provide appropriate learning experiences to help learning progress. Staff work very well with other professionals who support children who may have a barrier to their learning. They use advice given to them to provide the best support to children they can. Staff recognise that they now need to, with other professionals involved with children, record this in simple plans for children. This will help ensure that children's needs are met and measure the progress they make in their learning.

Staff make good use of local and national guidance to help them provide a broad and stimulating curriculum that reflects children's interests. They take appropriate account of the needs of the younger children in the setting. Creative use is made of the grounds to provide learning across the curriculum outdoors. Effective use is also made of the local area to explore the natural environment as well as local businesses such as shops and cafés. This provides children with real-life, purposeful experiences. Children are very well supported as they start at the setting. As children move on to school they are already familiar with the school environment as a result of regular visits, for example to use the gym hall. Using the very positive relationship they have with the local authority, school staff are keen to develop how they can support children. For example, to help ensure that children build on what they have already experienced and learned at the setting.

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

The manager, with staff, has developed a vision for the work of the setting. She demonstrates a high level of commitment and is keen to develop further her skills in leading and managing a high quality setting. She is ably supported by a team of experienced staff who are keen to secure the very best outcomes for young children. Together, they reflect on the quality of what they provide and identify aspects that could be even better. They are well supported by the management committee and visiting teachers. The views of parents and families are sought and acted upon. You, as parents, told us how you very much appreciate how responsive staff are to your comments. A good example of this is the increase in number of opportunities for you to 'stay and play' at the setting. Staff have begun to observe each other's practice and give each other suggestions on how to improve. Processes used to monitor and evaluate all aspects of the setting now need to be more focused and planned. This will help ensure the quality of new developments such as the e-journals. With their enthusiasm and the continued support of everyone involved with the setting, staff are very well placed to continue to improve the quality of what they provide for children at Kinnoull Church Nursery.

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

Our inspection of your early learning and childcare setting found the following key strengths.

- Confident, happy children who are becoming increasingly independent in their learning.
- Welcoming, caring and nurturing environment for children and families.
- Effective use of the local community to support children's learning.
- Motivated and enthusiastic management and staff who show commitment to ongoing improvement.

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

- Continue to develop ways of planning and recording children's learning.
- Develop further the approaches to monitoring and evaluating the quality of the setting.

## **What happens at the end of the inspection?**

We are satisfied with the overall quality of provision. We are confident that the early learning and childcare setting'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 early learning and childcare, the local authority will inform parents about the setting's progress.

Barbara Daly  
HM Inspector

Clare Cartwright  
Care Inspector

Additional inspection evidence, such as details of the quality indicator evaluations for your setting can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/KinnoullChurchNurseryPerthPerthandKinross.asp>.

If you would like to receive this letter 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 0131 244 4330, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto: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  
Kinnoull Church Nursery  
19<sup>th</sup> and 20<sup>th</sup> June 2012**

## **BACKGROUND**

To support the centre in the process of self-evaluation, a team of one Quality Improvement Officer and one Education Development Officer (School Improvement) visited Kinnoull Church Nursery on the 19<sup>th</sup> and 20<sup>th</sup> of June 2012. The themes for the review were Achievement, Learning and Leadership. These themes were subject to scrutiny through core Quality Indicators from the *Child at the Centre 2*. Prior to the visit the centre manager submitted a self-evaluation undertaken by the centre. This, together with the Centre Report for 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 carried out discussions with the manager, discussions with staff, observed in the playroom, reviewed documentation and spoke with children and parents.

Positive practice 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**

### **Positive practice**

- Almost all children aged three to five years are confident in their learning and are developing skills appropriate to their age and stage of development.
- Most children are making good progress in developing skills in early numeracy and mathematics. Most children can sort, match, count and they are beginning to recognise numerals. Most children can identify shapes and colours. They are beginning to make comparisons and are developing mathematical language.
- Most children are developing very good skills in listening and talking. They talk confidently in smaller groups and are able to express their thoughts and feelings. Almost all children are making marks and older children are beginning to write letters and words with confidence.
- The behaviour of all children is very good. They are confident and respectful of each other; they play together well and are making friendships.
- The centre focuses on promoting healthy lifestyles. Snack is carefully planned to ensure it is well balanced and nutritious and takes account of children's dietary requirements. Children are developing their physical skills throughout the nursery environment.

### **Areas for development**

- Develop children's folders to record progress and identified next steps in learning to ensure appropriate pace and challenge for all children.
- Provide opportunities for children to further develop their skills in literacy and numeracy to ensure all children experience depth in their learning in meaningful, real life contexts.
- Develop opportunities to share and celebrate children's achievements in nursery and at home.

## **LEARNING**

### **Positive practice**

- Staff plan and provide a good variety of opportunities for children to learn through play. Children are encouraged to make choices, explore and investigate throughout the learning environment.
- Almost all children make choices confidently and play together in small and larger groups. They engage in their learning and sustain interest for significant periods of time displaying high levels of independence.
- Staff have created a warm, friendly ethos where children are treated fairly and respectfully. Children feel confident, valued and secure and praise is used effectively to promote learning.
- Staff involve children in planning their learning taking account of their needs, interests and prior knowledge. The learning wall is used effectively to record thinking and to plan learning.
- The nursery benefits from positive relationships with Kinnoull PS. There are effective strategies in place to support children's transition to school through playground and class visits. The nursery has also supported the transition process with Robert Douglas Memorial School.

### **Areas for development**

- Develop staff confidence in the planning and delivery of the curriculum. Planned learning should be balanced between child led, topical and seasonal interests.
- Revisit assessment strategies including the use of learning intentions to ensure staff and children are aware of the learning taking place and how to evaluate its success. For example use child friendly language to help children to understand the purpose of their learning, making it more meaningful.
- Review the storage of children's folders to make them more readily accessible to parents and children. This will provide opportunities for children to revisit and talk about their learning.

- Provide more opportunities for staff to strengthen their understanding of Curriculum for Excellence by engaging in continuous professional development including good practice visits, training and professional reading.
- Ensure tasks and activities provide sufficient challenge to meet the needs of all children by being more alert to opportunities to encourage more learning in depth. Improve the balance between adult led activities and free play to ensure children have more time to play without interruptions and review the number and make up of large group times.
- Develop outdoor learning to include daily opportunities for children to develop their skills whilst exploring and investigating the natural world.

## **LEADERSHIP**

### **Positive practice**

- The manager has a clear vision for the nursery based on providing high quality education and care.
- The staff team work well together and aim to provide a positive, nurturing experience for children.
- The manager ensures all staff are aware of the centre's policies and procedures with regard to children's care and welfare and staff ensure children's care and welfare needs are met.
- There are regular opportunities for staff to engage in collegiate activities to support their work in delivering a quality service for children and families.

### **Areas for development**

The manager should:

- Fully involve staff, children and parents in shaping the vision, values and aims for the nursery to develop a shared understanding of what is involved in providing high quality education for children.
- Strengthen the involvement of all staff, children and parents in evaluating and improving the centre. Further develop monitoring activities including peer monitoring as planned.
- Ensure all staff and parents have ownership of and are familiar with the centre improvement plan, ensuring the pace of change is well managed to support and challenge staff appropriately.
- Provide further opportunities for children and staff to take leadership roles within the centre.

## **CONCLUSION**

Kinnoull Church Nursery is a centre at the heart of its community. Children are happy, settled, confident and enjoy their learning. The manager is focused on providing a quality service for children and their families and is working hard to support the nursery through a process of change.

The location of the nursery in the church hall requires staff to set up the playroom every day. They work extremely hard and successfully provide a stimulating learning environment, planning a variety of experiences to support children's learning across the curriculum. Children are motivated and they are making good progress in their learning.

The view of parents/carers sampled is that they find the management and staff very approachable and that their children are very happy in the nursery.

The management and staff should now, with appropriate support from the local authority, focus the Centre Improvement Plan by prioritising and grouping the recommendations in this report. Our advice is to start with the areas for development noted under the Learning section, planning improvements within realistic timescales.

Our expectation is that significant progress will have been made by December 2012. Ongoing monitoring by the management and the local authority will take place to ensure continuous and sustainable progress.

Reporting Officer: Kathleen Robertson, QIO  
Tel: 01738 4763245  
Email: krobertson@pkc.gov.uk

Quality indicators help early learning and childcare settings, education authorities and inspectors to judge what is good and what needs to be improved in the work of the early learning and childcare setting. You can find these quality indicators in the publication *Child at the Centre(2)*<sup>1</sup>. Following our inspection of each early learning and childcare setting, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish early learning and childcare settings are doing.

Here are the evaluations for **ABC Day Nursery**

<b>Improvements in performance</b>	<b>good</b>
<b>Children's experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

We also evaluated the following aspects of the work of the early learning and childcare setting

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>good</b>

Here are the Care Inspectorate's gradings for **ABC Day Nursery**

<b>Quality of care and support</b>	<b>very good</b>
<b>Quality of environment</b>	<b>very good</b>
<b>Quality of staffing</b>	<b>very good</b>
<b>Quality of management and leadership</b>	<b>good</b>

As a result of this inspection there are no requirements and three recommendations.

## Recommendations

- The provider should ensure that medication procedures fully comply with best practice guidance.  
National Care Standards early education and childcare up to the age of 16:  
Standard 3 - Health and wellbeing and Standard 14 - Well managed service.

<sup>1</sup> *The Child at the Centre, Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/TheChildattheCentreSelfevaluationintheEarlyYears\\_tcm4-684267.pdf](http://www.educationscotland.gov.uk/Images/TheChildattheCentreSelfevaluationintheEarlyYears_tcm4-684267.pdf)

- The provider should ensure that all checks are completed prior to the start date of any new employee, to ensure that recruitment procedures comply with best practice guidance (Safer Recruitment through Better Recruitment, Scottish Government 2007).  
National Care Standards early education and childcare up to the age of 16:  
Standard 12 - Confidence in staff and Standard 14 - Well managed service.
- The provider should ensure that a personal plan is developed for each child. Plans should demonstrate how children's needs are identified and addressed in consultation with parents.  
National Care Standards early education and childcare up to the age of 16:  
Standard 3 - Health and wellbeing and Standard 14 - Well managed service.

A notification from the Care Inspectorate will be sent to the provider to complete an action plan to address the recommendations made as a result of this inspection.

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/ABCDayNurseryPerthPerthandKinross.asp>.

[http://www.careinspectorate.com/index.php?option=com\\_content&view=article&id=7644&Itemid=489](http://www.careinspectorate.com/index.php?option=com_content&view=article&id=7644&Itemid=489)



23 February 2016

Dear Parent/Carer

**ABC Day Nursery  
Perth**

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

**How well do children learn and achieve?**

Children are making good progress in their learning. Across the setting we observed happy, confident children who enjoy learning. There is a welcoming atmosphere where children are greeted by warm, caring staff who know them well. Babies and toddlers feel secure and content as they share books and rhyming songs with a member of staff. Older children play well with their friends and are confident as they move between rooms and the outdoor area. They are motivated to learn and enthusiastically make their own choices from the good range of experiences on offer. Staff take good account of children's interests, responding well to children's ideas, for example, working with children to plan and organise a party for the three bears. Staff record children's learning in many ways and we saw that new e-journals, floor books, scrapbooks and wall displays help children to talk about their learning. We saw that new e-journals were at an early stage of being used to show children's progress in full. We have asked the team to continue with their work to build more effectively on what children already know and help all children engage in more discussions about their own next steps in learning. Children of all ages enjoy time outdoors both in the courtyard area and in the local community. In the outdoor area

a group of children cooperated well as they explored natural materials and discussed how best to fill containers. They explore rhythm using pots and pans in the mud kitchen. Babies and toddlers enjoy their walks in 'the Inch' while older children visited a venue to assess if it is suitable for their party.

Children are making good progress in their early language, mathematics and health and wellbeing. Babies and toddlers use gestures, eye contact and their developing early language skills to express their thoughts and feelings. Most older children are confident communicators and use a wide range of vocabulary to share ideas with adults and one another, appropriate to their stage of development. Children are developing good listening skills as they work in small groups or one-to-one with staff. Most children confidently use their knowledge of a familiar story to retell it using puppets and soft toys as an 'audience'. Children are developing a love of books and stories and frequently join in with songs or stories with staff throughout their day. Most children are interested in mark-making and write for a purpose in their play, for example, writing lists in notebooks in the shop area. In early numeracy and mathematics, children are making good progress. Most children count confidently in their play or when helping staff with tasks such as organising tables and fruit for snack. They enjoy exploring volume when playing with sand and water. Real-life experiences such as visiting a local supermarket are helping children develop an early understanding of money. A few children are very interested in large numbers and can count beyond twenty and order numbers in different sequences. Staff recognise that a few children could be even more challenged to help them make the best progress in their learning. In health and wellbeing, most children show a good understanding of their nursery rules and confidently discuss the ways they can keep themselves and their friends safe.

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

The setting supports children well to develop and learn. Across all age groups staff have created a caring and nurturing ethos which supports children to feel safe and secure throughout the setting. Across the playrooms staff are patient, responsive and skilful in interacting with children. They know individual children and their families very well. They use this knowledge to adapt routines, activities and support to sensitively meet individual children's needs and encourage them to be independent. Staff supporting younger children have worked hard to support children in the transition to the downstairs rooms. Increased sensory and open-ended activities are supporting children to settle in at their own pace. Staff record brief observations of children's play and learning on the new e-profiles. Staff recognise that at times some of the information on the new system about children's learning is too general. We saw that some of you have commented on these records and enjoy seeing your children's progress. However, not all parents are able to fully access this new system. We have asked the management team to continue to support staff to develop specific next steps in learning for every child. Children who require additional support with their learning are identified quickly and supported effectively by staff. Staff work with other professionals such as speech and language therapists who support children who may have a barrier to their learning. Staff recognise that they now need to record these discussions in more detail in clear

plans for children. This will help ensure that children's needs are recorded and measure the progress they make in their learning.

We could see that parents are keen to support children in their learning. A few children shared creative and imaginative homes for the three bears they had made with their families. We have asked the setting to continue to develop ways they can involve and support working parents in learning within the setting.

Staff working with children under three years use national and local guidance to help them to plan children's learning and development. We could see they had benefited from working closely with the local authority support teacher to take account of the needs of the youngest children. Staff working with older children use Curriculum for Excellence as a framework to plan a wide range of interesting and appropriate play based learning experiences which build on children's interests. Effective use is made of the Inch and local community to explore the natural environment as well as local shops, library and museums. This provides children with motivating real-life experiences where they can apply and develop their skills. Younger children are well supported as they settle into the setting or move between rooms. As children move on to a wide range of schools good arrangements are in place to support children to get to know teaching staff. Using the very positive partnership they have with the local authority, staff are beginning to work even more closely with teaching staff. For example, to share expectations and knowledge about children's learning. We have asked management to increase information shared with parents about transitions.

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

All of the staff at ABC Day Nursery are extremely committed to continually improving their work. We saw that the experienced manager works very effectively with the capable deputies to manage the service well. The whole team have worked hard to take on board advice and guidance to help them to improve their work. We saw that they use national tools and guidance such as *Building the Ambition* to reflect on and improve experiences for children. The team benefit from their effective partnership working with the local authority. Together, they reflect on the quality of what they provide and identify aspects that could be even better. This is beginning to show a positive impact on outcomes for children. Staff take part in regular training they need to carry out for their role such as child protection and develop their skills further by studying for additional qualifications. A few staff are beginning to take on lead roles within the setting. We have asked the management team to continue to support leadership at all levels within the setting. We could see that some new systems and strategies such as 'Two Stars and a Wish' had been piloted to gather children and parents' views. Some of your ideas and responses had been used to improve the work of the setting. This needs to continue to develop. Processes used to monitor and evaluate all aspects of the setting now need to be more focused on the quality of learning and teaching. We believe that with continued support of the local authority and involvement of children and parents the setting is well placed to continue to improve and develop.

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection three recommendations have been made.

Our inspection of your early learning and childcare setting found the following key strengths.

- Motivated, confident children who enjoy their learning.
- Nurturing, caring relationships with staff which support children to make good progress and develop their independence.
- Effective teamwork with a clear focus on improving outcomes for children.

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

- Continue to develop ways of planning and recording next steps in children's learning that build effectively on prior learning.
- Continue to develop records of strategies to support children who require additional support for their learning.
- Develop further approaches to self-evaluation which ensure that children and parents can shape future improvements.

### **What happens at the end of the inspection?**

We are satisfied with the overall quality of provision. We are confident that the early learning and childcare setting'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 early learning and childcare, the local authority will inform parents about the setting's progress.

Margaret Paterson  
HM Inspector

Ruth Orrock  
Care Inspector

Additional inspection evidence, such as details of the quality indicator evaluations for your setting can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/ABCDataNurseryPerthPerthandKinross.asp>

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

**Extended Learning and Achievement Visit  
ABC Nursery  
24/25 November 2010**



## **BACKGROUND**

To support the centre in the process of self-evaluation, a team of one Quality Improvement Officer and one Education Support Officer (School Improvement) visited the ABC Nursery on the 24<sup>th</sup> and 25<sup>th</sup> of November 2010. 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*. Prior to the visit the centre manager submitted a self-evaluation undertaken by the centre. This, together with the Centre Report for 2009-10 and the Centre Improvement Plan formed the core documentation for the visit.

During the Extended Learning and Achievement Visit, the team carried out discussions with the management team, discussions with staff, 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**

- Most children recognise colours, simple shapes and can sort and match for a variety of criteria.
- The majority of children can count and recognise numbers to ten. They are beginning to make comparisons and are developing mathematical language.
- Most children are developing good skills in listening and talking. They listen carefully to stories, a few 'read' books to each other and the majority of children can recognise their name.
- Most children are developing early writing skills through mark making and a few can write their name.
- Most children play well together and are making friendships.
- The centre operates a key worker system to ensure continuity for children and parents. Staff take good account of parent's wishes regarding their children's care needs.

## **Areas for development**

- Develop a system for recognising and celebrating the achievements of all in the centre community.
- Provide children with more opportunities to use their developing numerical skills in real life situations for example measuring in construction, using coins in the shop etc.
- Build on the good start made to integrating the age groups ensuring appropriate support and challenge for all children.

## **LEARNING**

### **Strengths**

- Staff make good use of the local environment to enhance experiences for children. For example they regularly visit the local park, the library, museum and sports centre.
- Staff plan and provide a variety of learning opportunities for children, taking account of the experiences and outcomes in Curriculum for Excellence. They change activities appropriately to vary experiences between the morning and afternoon sessions.
- Staff have made good progress in consulting with children. They now more fully involve children in planning their learning taking account of their needs and interests.
- Most children are engaged in their learning. They work well independently and sustain interest in activities.
- The centre values the input of the Partner Provider Support teacher which impacts positively in developing learning opportunities for children.
- The centre has created positive links with a number of receiving schools to support children's transition to primary school.

### **Areas for development**

- Continue as planned to develop staff understanding of Curriculum for Excellence including taking a deeper look at the four capacities and seven principles of curriculum design.
- Develop assessment practices in line with Assessment is for Learning principles.
- Continue to develop peer evaluation focusing on the use of open questioning and providing children with sufficient thinking time before answering questions.
- Ensure tasks and activities provide sufficient challenge and depth to meet the needs of all children.
- Ensure daily opportunities for all children to enjoy fresh air, be energetic and experience learning outdoors including the centre's garden area.
- Continue to review and develop the learning environment ensuring all areas are well resourced to support extended learning experiences.

- Audit the current resources with a view to refreshing and extending to support learning across the curriculum.
- Change the rota for staff to allow sufficient time in each room to provide continuity and extension of learning for all children.
- Continue to develop planning ensuring a clear focus for learning with evaluations and next steps identified for individuals or groups of children.
- Provide opportunities for children to self regulate activities and be sensitive to interrupting play unnecessarily.

## **LEADERSHIP**

### **Strengths**

- The centre plan sets out clear priorities for development and takes account of local and national advice.
- The manager is approachable and knows children and their families well.
- The manager works with staff and ensures they attend relevant training opportunities. Staff feedback to colleagues and share their learning.
- Parents are involved in evaluating the centre through regular questionnaires. A parent committee has been created to further improve consultation with parents.

### **Areas for development**

- The manager should continue to progress the Improvement Plan within agreed timescales, ensuring staff's understanding of the process.
- Ensure staff have a good understanding of the Child at the Centre and its value as a tool to support self evaluation.
- Build on current practice to develop more rigorous approaches to ensure a strong culture of self evaluation is embedded within the ethos of the centre.
- Further develop the involvement of all staff; children and parents in evaluating and improving the centre.
- Develop the role of management to ensure clear leadership for curriculum development, learning and teaching.
- Provide opportunities for staff to take leadership roles within the centre.
- Provide strong leadership through this period of change ensuring staff are aware of their collective responsibility to secure improvement.

## **CONCLUSION**

ABC is a centre where children are happy, confident and enjoy learning through play. Staff provide an active learning environment and plan a variety of experiences across morning and afternoon sessions. Children aged three to five are enjoying recent changes to the learning environment which allows them to access the curriculum together as they move freely between rooms. They play well together and are learning from each other. Management and

staff are positive about this move and recognise the social and learning advantages of children aged three to five working together. Staff will build on their current experience to extend their skills and knowledge in supporting all children in developing their learning.

The view of parents sampled is that parents are generally positive with the care and education provided by the nursery. Many families have been using the centre for several years often returning with siblings.

The manager, staff and parents should continue to work together to further develop the work of the centre. A plan for action should be prepared with clear timescales for improvement with support from the local authority.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>1</sup>. Quality indicators for the nursery class can be found in the publication *Child at the Centre*<sup>2</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

The Care Inspectorate publishes quality grades to inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure its inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland's evaluations for Errol Primary School and Nursery Class.

<b>Improvements in performance</b>	<b>good</b>
<b>Learners' experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>satisfactory</b>

Nursery class

<b>Improvements in performance</b>	<b>very good</b>
<b>Children's experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>good</b>

We also evaluated the following aspects of the work of the school and nursery class.

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>good</b>

Here are the Care Inspectorate's gradings for the nursery class.

<b>Quality of care and support</b>	<b>very good</b>
<b>Quality of environment</b>	<b>very good</b>
<b>Quality of staffing</b>	<b>good</b>
<b>Quality of management and leadership</b>	<b>good</b>

<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf)

<sup>2</sup> *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey\\_tcm4-712692.pdf](http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf)

Please note that the term "adequate" in these documents has been replaced with "satisfactory".

## **Nursery class**

At the last inspection that was conducted by the Care Inspectorate, there were three recommendations and two requirements. All recommendations and requirements have since been met or partially addressed. Outstanding issues relating to medication are carried forward in this letter.

### **Recommendations**

1. The appraisal system could be used more effectively to demonstrate:

- Staff achievement from the previous year
- Particular strengths, skills and experience
- Address any issues
- Assessment of staff practice by the manager.

National Care Standards – Early education and childcare up to the age of 16 –  
Standard 12.2 – Confidence in staff  
Standard 14.7 – Well-managed service.

2. The manager should further develop the monitoring and self-evaluation systems within the nursery to include all staff members.

National Care Standards – Early education and childcare up to the age of 16 –  
Standard 13.1 – Improving the service  
Standard 14.7 – Well-managed service.

A notification from the Care Inspectorate will be sent to the Provider to complete an action plan to address the Recommendations made as a result of this inspection.

A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at

**<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primary/ErrolPrimarySchoolPerthandKinross.asp>** and

<http://www.scswis.com/>

1 March 2016

Dear Parent/Carer

### **Errol Primary School and Nursery Class Perth and Kinross Council**

Recently, as you may know, my colleagues and I 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 visual curriculum, assessment for learning approaches and procedures to meet learners' needs. 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?**

Across the nursery class and the primary stages, children learn well. They are happy and keen to learn. They respond well to positive, respectful relationships with staff. In the nursery class, almost all children are motivated and enthusiastic about their learning. Children are confident, independent and move between activities with ease. Staff listen very well to children and take very good account of their views. For example, children's ideas are used to develop a toy shop and to identify areas of interest for the outdoor learning space. Floor books are well used to record children's ideas and to help children reflect on what they want to learn and how they might do this. Across the primary stages, most children are motivated and keen to take part in a range of learning activities. Children show good levels of interest, particularly in relation to topic work such as bridges, Vikings and the Blitz. Children respond well to opportunities to make decisions about what they are learning. They are developing skills to reflect on their learning through use of their learning logs. We have asked the school to develop further this work to better support children to identify and review their own targets and next steps. The school should continue as planned to develop teaching and learning approaches in order to further improve children's motivation and engagement. Children contribute to the life of the school through undertaking a range of roles. For example, the house captains recently supported a house group discussion which led to the creation of the new school values. Children's achievements are recognised and celebrated. The school now needs to develop more robust approaches to track and monitor children's wider achievements to help them to be more aware of the skills they gain through learning activities.

In the nursery almost all children are developing and applying their early literacy and language skills very well. They communicate confidently and listen well in group

situations. They have a good understanding of early writing skills and enjoy spending time looking at books and having stories read to them. Most children in the nursery are developing their early numeracy and mathematics skills well. For example, children are developing their counting skills when involved in gym activities. Children regularly make effective use of the outdoor area to extend their learning. Across the primary stages, children are making good progress in their learning in literacy and English and numeracy and mathematics. Children enjoy reading and are benefitting from the substantial increase of reading materials across the school. They are able to discuss their favourite authors and identify features of different types of books. Children can write for a range of purposes. For example, writing reports about climate change, diary entries and letters to the 'man on the moon'. The school has identified that writing is a priority for improvement. We have discussed with the school ways of supporting children to develop skills to better analyse and evaluate texts. Overall children listen well to staff and to each other and are improving their discussion skills. Across the school children are developing a good understanding of numeracy and mathematics. For example, they demonstrate good knowledge of multiplication facts and can apply this to solve simple problems. We have asked the school to increase opportunities for children to apply their knowledge to solve increasingly more complex problems. Across the school, children are developing confidence in applying their skills to other areas of the curriculum such as creating a bar chart with collected data and understanding profit and loss through their enterprise project with Glendoick Garden Centre. Across the school, children are developing their skills in physical education and have good knowledge about the need for a balanced diet and regular physical exercise.

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

Overall, the school provides appropriate support for children to develop and learn. In the nursery class, staff know their children well, observe children in their play and use this knowledge to provide well matched learning activities. Staff are developing their abilities in identifying and recording next steps in learning for individual children. We have asked them to continue to identify ways of involving children and parents in planning these next steps. Across the school, most tasks and activities are appropriately matched to the needs of the majority of children. Staff have a good understanding of the strengths and abilities of children. Teachers should now make better use of this information to plan opportunities that meet the needs of all learners and ensure there is a sufficient level of challenge for all children. Appropriate processes are in place to help teachers identify the needs of children who require additional support with their learning. Senior managers should continue to work in collaboration with partners and support for learning staff to identify the most effective ways of meeting these needs within the classroom.

In the nursery class, the curriculum is clearly based on play and children's interests. Across the nursery class and primary stages, children are experiencing a broad and balanced curriculum. Good account is taken of national advice and this has been used to develop and continuously review the 'visual curriculum'. This is helping staff to better plan learning across a range of experiences for children within the classroom, school and wider community. For example, children are learning about the importance of orchards in the local area and using this learning to look after the trees in their school garden. The school works well with partners to develop children's

understanding of their local area. For example, working with the Tay Landscape Partnership, children learned about the importance of clay houses in the area and took part in the 'Clayfest' festival. In mathematics and English, programmes of work ensure effective progression in children's learning from stage to stage. We have asked staff in the nursery and school to plan more effectively together to ensure children continue to build on their strengths as they move into Primary 1 and progress their learning as well as possible. The very well planned science curriculum enables children to progressively develop core knowledge and skills of investigation. The school has a number of partnerships to support the health and wellbeing curriculum and as a result, children are able to apply what they are learning in meaningful contexts.

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

The headteacher has a clear vision and is committed to continuously improving the school. He has recognised key areas for improvement and has led the school effectively towards achieving a number of planned priorities. He has encouraged a collegiate approach to evaluating the work of the school and as a result, staff now work effectively together as a team to bring about improvements. A number of staff undertake leadership roles and they speak positively about the opportunities they have to lead improvements across the school. Staff value the support of the headteacher and depute headteacher and the opportunities they have to work together to improve their practice. As a result, they are more skilled in reflecting on their current practice and identifying key strengths and areas for further improvement. We have asked staff to build on this work to ensure that evaluation activity always focuses on improvements to children's learning. The school recognises that it now needs to involve parents and their children more effectively in the evaluation of its work. The recently developed monitoring and tracking arrangements now in place will help the headteacher and staff to continue to raise attainment and achievement.

During the previous Care Inspectorate inspection, the school had two requirements and three recommendations which have been met/or partially addressed. Outstanding issues relating to medication are carried forward in this inspection. As a result of this inspection, there are no requirements and two recommendations.

This inspection found the following key strengths.

- Happy children who have a positive attitude to learning.
- High quality team work of staff and their commitment to improving the work of the school.
- Children's skills in science as a result of the well-planned programme.

We discussed with staff and Perth and Kinross Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Develop approaches to teaching and learning to ensure the learning needs of all children across the school are met fully.
- Develop further approaches to ensure that self-evaluation consistently leads to improvements in children's learning.

## **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, Perth and Kinross Council will inform parents about the school's progress.

Louise Turnbull  
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations and national care standards gradings, for your school can be found on the Education Scotland website at  
<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/ErrolPrimarySchoolPerthandKinross.asp>

If you would like to receive this letter 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](mailto: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 Report  
Errol Primary School  
8 and 9 January 2014**

## **BACKGROUND**

The purpose of this visit was to support the school in the process of self-evaluation and was conducted by a Service Manager and four Quality Improvement Officers from Education and Children's Services. The themes subject to scrutiny were based on core Quality Indicators from 'How good is our school?' and reflected the most recent advice note from Education Scotland which outlines raised expectations in relation to schools' implementation of all aspects of Curriculum for Excellence.

Errol Primary School has a pupil roll of 200 pupils organised in eight classes and a Hub Nursery which currently has 47 children. Seven of the children have full time places. The acting headteacher has been in post since August 2013 and is supported by a principal teacher.

During the visit, the team gathered information from observing learning and teaching during class visits; scrutiny of data; documentation and examples of children's learning; discussions with staff, Senior Leadership Team (SLT) and groups of pupils and parents/carers.

## **ACHIEVEMENT**

Pupils benefit from a wide range of opportunities which promote learning and the development of their skills. These include events when pupils are able to engage with children from other schools such as the St. Andrews Day of Dance, the Commonwealth Games themed Expressive Arts Day and a variety of sporting events. Parents/carers report that, this session, they are particularly pleased their children are accessing a greater range of sporting activities and competitions. Pupils also have opportunities to learn through planned activities as part of local partnerships such as, 'Take a Pride in Errol'; 'Junior Carsonians' and through Active Schools. Parents and pupils consulted spoke enthusiastically of the range of clubs and activities available.

Pupils are encouraged to record their wider achievements through their newly created learning logs. Their achievements are celebrated in a variety of ways including weekly assemblies, through displays on the special achievement boards and by being featured in the school's newsletter and on the school's new website.

Pupils throughout the school are friendly and polite and report that they enjoy being at school and feel safe and protected. The school actively promotes a nurturing approach throughout.

In the nursery, warm established relationships between staff and children are evident. Staff know the children well and their progress is carefully monitored. Children's plans are reviewed regularly by staff and parents to support pace of learning and development.

### **Areas for improvement**

Across the school, most learners are making good progress against national expectations. However, a more consistent and rigorous approach to gathering and recording information about each pupil's progress needs to be developed. This will help staff to plan more effectively for children's next steps in learning and to identify where further challenge and support may be needed.

Attention should now be given to ensure that:

- robust arrangements for tracking learners' progress are developed and consistently used across the school so that that the school can demonstrate improvements in performance and individual learner's rate of progress
- the consistent use of Perth and Kinross indicators informs teachers' professional judgements about the progress of pupils in literacy and numeracy
- dialogue with pupils about their progress in learning enables them to have more involvement in identifying and progressing their individual and specific learning targets which are appropriately challenging

### **LEARNING**

Pupils benefit from opportunities to learn across the four contexts of learning. Pupils described their learning as fun and interesting' citing P4-7 current learning theme on China and a recent film project as particularly motivating.

Learning in the early years is being enhanced through shared work where some learning activities are being planned across nursery and P1 and also P1 and P2.

Teaching and learning opportunities observed across the school were mostly active, relevant and well- paced. Learners were seen to be engaged in their learning delivered through a blend of direct teaching approaches, group work including cooperative group learning and individual tasks. Assessment for learning approaches are being used to good effect.

The curriculum at Errol Primary School has been enhanced through recent joint curricular initiatives with staff from other schools in the Local

Management Group e.g. learning opportunities in science and in the use of active approaches in mathematics.

The school has been successful in improving its approaches to identifying and supporting individual learning needs and has recently extended the range of provision to support pupils who have barriers to learning. e.g. motor skills group. There is now much greater focus on the early identification and support of learning needs by targeting children in early years' classes.

In the nursery, integrated working approaches are established and children and families are being supported to overcome any challenges or barriers.

Staff across the school know their pupils very well and seek to provide for their individual learning and support needs working in partnership with other agencies when necessary.

### **Areas for Improvement**

Teachers are starting to plan learning together and this practice should now be promoted consistently across the school. This shared work needs to be evidenced through:

- planned and regular opportunities for teachers to engage in professional dialogue to:
  - plan and evaluate children's learning together (sometimes working in level groups to focus on progression within levels)
  - explore effective learning and teaching in order that a shared understanding of pedagogy and practice is evident across the school to ensure consistency for learners
- more planned opportunities for pupils to personalise their learning by focussing on the development of pupils' skills as described in Perth and Kinross Skills Framework
- shared approaches to planning and assessment that take full account of the totality of the curriculum. e.g. by taking account of the opportunities for learning in activities such as committees, assemblies and outings

### **LEADERSHIP**

There has been significant change in the school's Senior Leadership Team in the last year. The acting headteacher appointed in August, has been successful in building positive relationships both in and beyond the school and is working with the principal teacher and staff to improve the school's work.

Pupils are given a range of opportunities to be involved in improving their school such as their roles in the eco group, pupil council and by being buddies. Pupils consulted are proud of their school and believe that the pupil council is effective in its role to represent them. The pupil council recently

worked to raise awareness of safety on the internet by running a poster competition.

In the nursery, well established talking/thinking approaches and use of floor books are used to capture children's ideas in identifying both what and how they would like to learn and their responses to their learning opportunities.

Teachers have been involved in leading school developments through working with colleagues from other schools to improve aspects such as writing, science and skills development.

Those parents consulted, believe that there is effective home/school communication through newsletters, homework diaries and the ease of access to teachers when required. They report that they feel there is good opportunity to be involved in the work and life of the school. Some parents help with activities including running after school clubs. The Parent Council works effectively to support the work of the school and promote partnership with parents/carers.

### **Areas for improvement**

In order to move forward, the school needs to give higher priority to self-evaluation for improvement. This should be evidenced through:

- a process of monitoring of learning and teaching that highlights and shares positive practice and also demonstrates that key aspects for improvement have been identified and subsequently improved
- the gathering of information from a wide range of sources to inform the school's evaluation of its work to identify good practice and aspects for improvement
- mechanisms whereby the views of more pupils are heard and taken into account when evaluating aspects of the work of the school so that pupils genuinely influence decisions that affect them

### **CONCLUSION**

The positive, welcoming and caring ethos in Errol Primary School supports its pupils well. Pupils, parents and staff have a great pride in their school and believe it has been successful in promoting a strong sense of community both in and beyond the school.

There is evidence of some progress in addressing the areas for improvement identified at the last extended Learning and Achievement visit in January 2012 and the subsequent follow up visit in January 2013.

However, there continues to be a number of significant areas for improvement where the pace of change has been too slow or the practice not embedded sufficiently, so as to now show the necessary impact. These now need to be taken forward by the staff team in a well-planned and considered way demonstrating a clear understanding of shared accountabilities, specific remits and responsibilities. This process will be supported by officers from ECS.

A whole-school focussed approach will be required to:

- Ensure rigorous approaches to self-evaluation are in place so as to inform school improvement planning for May/June 2014.
- By April 2014 and onwards, all teachers should be engaging in shared professional dialogue when planning and evaluating learning and teaching. This is in order that learners' needs are more fully met across the school and opportunities to develop and deliver the curriculum are maximised.
- Ensure pupils' progress in learning is robustly tracked and evaluated using Perth and Kinross Indicators and other sources so as to:
  - support professional dialogue and judgements made (from May 2014)
  - inform discussions about progress in their learning with pupils and parents (from August 2014)

### [Errol HMI Report](#)

Responsible Officer: Karen Young  
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Telephone no: 01738 476203



Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>1</sup>. Quality indicators for the nursery class can be found in the publication *Child at the Centre*<sup>2</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

The Care Inspectorate publishes quality grades to inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure its inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland's evaluations for Abernethy Primary School.

<b>Improvements in performance</b>	<b>good</b>
<b>Learners' experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>good</b>

Nursery class

<b>Improvements in performance</b>	<b>good</b>
<b>Children's experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

We also evaluated the following aspects of the work of the school and nursery class.

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>very good</b>

Here are the Care Inspectorate's gradings for the nursery class.

<b>Quality of care and support</b>	<b>very good</b>
<b>Quality of environment</b>	<b>very good</b>
<b>Quality of staffing</b>	<b>good</b>
<b>Quality of management and leadership</b>	<b>very good</b>

<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf)

<sup>2</sup> *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey\\_tcm4-712692.pdf](http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf)

Please note that the term "adequate" in these documents has been replaced with "satisfactory".

During the previous Care Inspectorate inspection, the centre had no requirements and no recommendations.

As a result of this inspection, there are no requirements and 3 recommendations.

## **Recommendations**

- **Recommendation (1)**  
Children's care records should hold sufficient information to ensure staff effectively meet the individual needs of the children.  
Reference: National Care Standards Early Education and Day Care up to the age of 16: Standard 6 Support and Development.
- **Recommendation (2):**  
The provider should ensure that nappy changing facilities respect the children's privacy and dignity.  
Reference: National Care Standards Early Education and Day Care up to the age of 16: Standard 2 A safe environment.
- **Recommendation (3)**  
Training and development should be recorded in line with requirements of Scottish Social Service Council.  
Reference: National Care Standards Early Education and Day Care up to the age of 16: Standard 12 Confidence in Staff.

A notification from the Care Inspectorate will be sent to the Provider to complete an action plan to address the Requirements and Recommendations made as a result of this inspection.

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and

<http://www.scswis.com/>

8 March 2016

Dear Parent/Carer

**Abernethy Primary School and Nursery Class  
Perth and Kinross Council**

Recently, as you may know, my colleagues and I 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 active learning, the school's approach to developing writing and how teachers are working together to develop the curriculum. 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's experiences in the nursery are good. Across the primary stages, children's experiences are very good and they are learning and achieving well. In the nursery, children are relaxed and confident, and are treated fairly and with respect. They play well together, take turns and help each other in their learning. We have asked staff to provide children with more opportunities to investigate and explore in their play. There is scope to enrich the opportunities for outdoor learning. Across the primary, children are keen to talk about their learning. They work well on their own and when asked to work on a group activity. Children benefit from planned opportunities to reflect on what they are achieving. The wide range of out-of-class activities are extending children's interests and include clubs in science, film and sporting activities. Children also benefit from visits to places of interest and there is a residential experience for older children. Children are developing their leadership skills, for example, in providing lunchtime clubs for younger children such as the craft club run by primary 7 girls. House captains are being supported in organising and running a range of activities. Children speak with enthusiasm of their roles and responsibilities as members of the school's action groups and committees. Wider achievements are recognised and celebrated in displays throughout the school, at assemblies and in the local press.

Across the nursery and primary stages, children are making good progress in developing their skills in numeracy and literacy. In numeracy, most nursery children are developing well their understanding of early number and counting through sorting and matching objects in their play. Most children listen well to adults and to each other. Most children are becoming confident in expressing preferences about stories and show a love of books. They are developing early literacy skills through songs and

rhymes. Most children are developing their early writing skills through mark making in their play and a few are beginning to recognise and write their name. Staff are aware of the need to increase opportunities to develop early literacy skills more fully across all areas of the playroom.

Across the primary stages, most children are making good progress in literacy and numeracy. Children are developing well their skills in talking and listening. Across all stages, children are attentive and express their ideas in answer to questions asked by their teachers and in group situations. Across the school children write well for a variety of purposes. For example, in early years, children are developing their skills in letter writing as part of a space project. Most children are making good progress in their spelling and their understanding of letter combinations through group spelling activities. By primary 7, most children can explain confidently what makes their reading and writing more interesting and effective. Most children are making good progress in developing and applying their numeracy skills. In primary 1/2, children can add two single digit numbers when playing simple board games. By primary 5, most children are applying their skills in more advanced calculations. Older children use fractions, decimals and percentages well. They can apply their mathematical skills in interpreting and transferring information to graphs and charts. Across the school children have a good understanding of shape and symmetry, for example, children in primary 2/3 can identify symmetrical patterns and shapes in the local Powrie Park. Older children are able to talk about strategies to solve complex problems. They can describe their thinking and reasoning when working on numeracy-based problem solving activities. Most children are making good progress from their prior learning across the curriculum areas. Children are developing well their skills in digital technologies to enrich their learning and take forward a confident use of the internet and social media. For example, in primary 2/3, children can explain with confidence how they are developing their animations as part of their study of technology. In expressive arts, older children combine their understanding of drawing, tone and texture to research Mesolithic art and produce their own cave paintings. Children are making good progress in their knowledge and understanding about how to keep themselves healthy and safe.

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

Across the school and the nursery, children are well supported in their learning. Strong positive relationships between teachers, children and their families are supporting children in their development. Staff are aware of their responsibilities in meeting all children's needs. In the nursery, staff know children well and meet their emotional needs effectively. Across the primary stages, activities appropriately challenge most children. In the best lessons, children are motivated through well-paced and engaging learning. Children work well together on the creative challenges which teachers are setting them. Children with additional support needs are supported well in class. The school works closely with external agencies and services to address barriers to learning.

In the nursery, staff are planning learning around play. They are confident in using national guidance to plan opportunities for children to develop their skills in literacy, numeracy and health and wellbeing. Staff should continue to improve activities to ensure children build on their knowledge and skills over time. Greater use should be

made of digital technologies to extend children's learning. Staff in the nursery work well with colleagues in primary 1 to ensure children can build on their successes from nursery. Across the primary stages, staff are using national guidance to take forward the school's aim of 'Learning Today for Tomorrow'. The school is sharing what children will learn through well designed 'learning trees'. Across the stages in primary, well-planned programmes are allowing children to build on what they have already learned. The school is providing children with a range of opportunities to develop positive attitudes, skills and talents. Whole-school events, for example, the school's recent performance of 'Joseph' helped improve their self-confidence. Children are developing their skills such as problem solving and working with others through planned programmes of outdoor learning. Children are successfully applying their learning in community projects, for example, planting trees in the local park and successful fundraising activities to support national causes. Children develop their understanding of the wider world through their international links with Bongani in South Africa. The school makes effective links with the local community through projects such as 'Abernethy the Movie'.

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

Across the school and nursery, staff work effectively together in evaluating the quality of children's learning. The headteacher has shared well her vision for the school. She provides clear leadership and is supported well by her colleagues in taking forward developments. She has the respect of staff, children and parents. Staff work closely with other schools to plan programmes of learning. The Parent Council is fully engaged in the life of the school. The school seeks the views of parents and children to help the school identify areas for improvement. The headteacher and staff have made a good start to improving how children are challenged consistently in their learning as they move through the school. They should continue with their plans to track the skills children are developing in the different areas of the curriculum. This will provide the school with more detailed information on which to plan learning and support for children further.

During the previous Care Inspectorate inspection, the school had no requirements and no recommendations. As a result of this inspection, there are no requirements and 3 recommendations.

This inspection found the following key strengths.

- Well behaved, conscientious and respectful children who are keen to learn.
- Teamwork shown by staff under the leadership of the headteacher in taking forward developments.
- Effective links with the community which are enriching the life and work of the school.
- Positive relationships between staff, children and their families.

We discussed with staff and Perth and Kinross Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Continue with planned improvements to raise the attainment and achievement of all children.

- Within the curriculum provide further opportunities for children to take a leading role in their learning and in the life of the school.

### **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, Perth and Kinross Council will inform parents about the school's progress.

Charles Rooney  
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations and national care standards gradings, for your school can be found on the Education Scotland website at;

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

**Extended Learning and Achievement Visit  
Abernethy Primary School  
15, 17 June 2011**



## **BACKGROUND**

To support the school in the process of self-evaluation, a team of one Service Manager, two Quality Improvement Officers and an Education Additional Support Officer visited Abernethy Primary School on 15 and 17 June 2011. 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?*

The school's Standards and Quality Report 2009-2010, the School Improvement Plan 2010-2011 and the school's own self evaluation proforma formed the core documentation for scrutiny and discussion during the visit.

During the Extended Learning and Achievement Visit, the team carried out discussions with the management team and other staff, observed learning and teaching in classes, reviewed documentation including children's work and met with groups of children and parents/carers.

The strengths and areas for improvement identified as a result of the self evaluation process are recorded below under the three main themes of Achievement, Learning and Leadership.

## **ACHIEVEMENT**

### **Strengths**

- The school is continuing to maintain high standards of attainment in reading, writing and mathematics with most children making good progress in their learning.
- Attainment in writing was recognised as an area for improvement and good progress has been made with this, with all classes using agreed strategies as part of teaching writing and also using a range of contexts for writing.
- Children's wider achievements are celebrated in a variety of ways, including within classes and at weekly whole school assemblies.
- There are good opportunities for children in P1-7 to engage in a range of group activities which develop the life and ethos of the school and to take responsibility within the school, for example pupil council, eco committee, health committee, P6 playground leaders and Junior Road Safety Officers.
- Children have valuable opportunities to represent the school in a variety of sporting and cultural events which build confidence and give the children enjoyment and the opportunity for success.

- There is good joint working with other schools in the Local Management Group resulting in effective curriculum developments.
- Very effective transition arrangements from pre-school to P1 are in place. These include joint learning opportunities for pre-school and P1 children which are collaboratively planned by staff from both settings. Pre-school children who do not attend the nursery class are also included in this initiative.
- The well established transition procedures from P7 to S1 include a joint primary/secondary curriculum project in French and additional arrangements for children who require an enhanced transition programme.
- Positive inter-agency working effectively supports children and their families.
- Children feel safe, protected and valued at school and are confident that they are listened to.

### **Areas for improvement**

- Further develop children's group activities to link with planned learning.
- Continue to develop the 'Bounce Back' programme to enhance children's health and wellbeing and ensure that this is fully embedded by June 2012.

## **LEARNING**

### **Strengths**

- All lessons were well planned and well structured.
- Most children responded well to each other in co-operative learning situations.
- In all lessons observed the learning intentions were shared with the children. In the best lessons observed, children were involved in determining what the success criteria should be, leading to increased involvement in their learning.
- Across the school cooperative learning impacts positively on the quality of the learners' experiences and all children are well supported in their learning within a variety of activities.

### **Areas for improvement**

- Develop a strategic plan for Curriculum for Excellence (CfE) by December 2011.
- Ensure consistently high quality learning and teaching by:
  - developing effective arrangements for tracking progress, planning and assessment;
  - ensuring that tasks and activities meet the needs of all children and provide appropriate challenge consistently across the school taking account of the seven principles for curriculum design;
  - developing the consistent use of appropriate learning intentions and success criteria;

- continuing to develop moderation approaches using a range of evidence across learning;
- ensuring that the monitoring of learning and teaching already in place consistently results in improved outcomes for children.

## **LEADERSHIP**

### **Strengths**

- The headteacher is developing a very clear vision for the school and this is shared with all stakeholders.
- The Senior Management Team (SMT) work well together to drive forward the improvement agenda.
- The SMT demonstrate a comprehensive knowledge of staff and pupils, their strengths and areas for development.
- Collegiate time is utilised effectively to support the School Improvement Plan and a well planned range of opportunities is provided for staff to engage in debate and discussion.
- The views of staff, parents and children are regularly sought about the quality of the work of the school and areas for further development identified.
- Parents have confidence in the school, its leadership and its staff and they appreciate the approachability of the staff.

### **Areas for development**

- Ensure that priorities for improvement identified through self-evaluation impact effectively on all stages consistently across the school.
- All staff now need to respond to a brisk paced, well planned programme of change to bring about demonstrable improvements.
- Continue to develop team working and leadership opportunities for all staff and children.
- Continue to look for ways to promote the involvement of support staff and ensure they have a clear understanding of their role.

### **Conclusion**

Abernethy Primary School is a well-led school where children are successful in their learning. Parents feel positive about their children's educational experience and welcome the planned physical improvements that will further enhance the quality of education already provided by Abernethy Primary School.

The headteacher, staff, pupils and parents should continue to work together to support future improvements in order to enable all children to develop and achieve their full potential.

This should include ensuring that developments impact consistently across all stages of the school to ensure a positive outcome for all learners.

The school should now use the information from this report to develop the School Improvement Plan for session 2011-2012.

**Responsible Officer: Gillian Thomson**  
**Email: [gthomson@pkc.gov.uk](mailto:gthomson@pkc.gov.uk)**  
**Telephone no:01738 476371**



## Blairgowrie High School

### Perth and Kinross Council and Education Scotland Follow-up Report

Tuesday 8<sup>th</sup> – Thursday 10<sup>th</sup> December 2015

Perth and Kinross Council, in partnership with Education Scotland, recently visited Blairgowrie High School as part of the school inspection process. The visit focused on three areas of school improvement - Learning, Leadership and Achievement - and this report will consider the key strengths and areas for further development in each.

#### LEARNING

##### *Key strengths*

Learning, in the main, is effective with well organised lessons, clear objectives and outcomes which are shared with young people. Tasks and activities are relevant and interesting to young people and the overall pace of learning ensures progress across lessons. Relationships between staff and pupils are friendly and purposeful. Young people speak positively about their learning experiences and are generally happy, well-motivated, engaged and hardworking. They perceive that almost all staff are caring and committed.

Support for learning specialists provide highly effective services for young people experiencing additional support needs. Staff are aware of the learning needs of young people in their classes and appreciate the information they get from pupil support staff to help them to make appropriate provision. They are increasingly making use of a range of differentiation techniques including the provision of different levels of work, differentiated success criteria and access to appropriate technological resources.

The curriculum offers a widening range of learning opportunities for wider achievement, in which formal accreditation was typically a feature. The school is increasingly well connected to local businesses and agencies and almost all departments have developed positive links with external partners which enhance learning. Departments are continuously monitoring the curriculum and its impact and are revising as appropriate.

Young people are generally positive about their school and balance many positive comments with a lesser number of areas of concern.

##### *Areas for Development*

Parents, pupils and staff have concerns about staffing difficulties and discontinuities affecting a number of departments and specifically Mathematics. The school should continue to

communicate openly about the steps it is taking to try to address issues of staff absence and supply cover.

Pressures on the Support for Learning department to meet the needs of those with more complex needs means that there is little time available to support other young people in their mainstream classes.

The school needs to find ways to encourage young people who can attain well to perform even better than they do at present and it should continue to focus on encouraging growth mind sets and tracking learner progress at all levels.

The “Every Good Lesson Has” approach is not yet consistently applied and there is an opportunity to revisit and refresh the features with staff and young people. Tasks and activities chosen for young people are sometimes less well structured to meet different needs and a greater consistency of approach and expectations across departments is required.

## **LEADERSHIP**

### *Key strengths*

The Headteacher knows her school, and the young people within it, well. She is committed to improving the school so that young people can achieve to the best of their ability. Young people and staff offered strong, corroborating evidence that the Headteacher’s purposeful leadership is central to the school’s sense of direction. The senior management team work well together to lead the school and they have ensured that the school has an increasingly extensive set of data to allow staff to monitor and track the progress of young people.

Principal Teachers are generally enthusiastic about their role in the improvement of the school and acknowledge that staff have worked particularly hard over the past few years to effect change. They are positive about the improvement priorities in the school. Teachers are committed to helping young people to achieve as well as they can and are clear that a main priority is to improve learning and teaching in the school. They appreciate the professional learning opportunities which have been organised to support this, including Tapestry and Learning Rounds. Some teachers play a lead role in school development priorities, for example through chairing working groups and leading on Restorative Approaches across the school.

Young people have many opportunities to contribute to leadership in the school, for example through house duties, prefects, buddy initiatives, class support activities and specific programmes including one senior pupil taking the lead in a course in Cardiac Pulmonary Resuscitation (CPR). Young people perceive the senior management team as highly visible and readily approachable, and that any contacts with them demonstrate senior staff’s close interest in their views.

### *Areas for Development*

Young people highlight that while they are consulted on areas for improvement in their school, it is not felt that they are always listened to or that the impact of their voice is clearly

evident in change. They would benefit from more open and regular feedback. There is scope for the recently reorganised Pupil Council to achieve greater impact on the school improvement plan.

The vertical house system continues to develop and should provide an opportunity to embed citizenship and identity and to build a sense of community across the school.

Opportunities to be more proactive in building curricular links with associated Primary schools could strengthen P7-S1 transition and ensure that all staff can plan for pupil progress on the basis of prior attainment.

## **ACHIEVEMENT**

### *Key Strengths*

The school has an emerging curriculum model for the senior phase that has been rigorously planned and prepared for, and this is supported by robust tracking and monitoring processes of achievement and attainment in the Broad General Education and Senior Phase.

The school has continued to broaden the opportunities for young people to achieve accreditation, both through the curriculum and also through increasing the wider achievement and vocational education (WAVE) options, including partnership with Perth College.

Attainment in S5 and S6 through SQA examinations has an improving trend, particularly at Higher.

Young people demonstrate impressive achievement of their skills in contributing to group debate. They are confident, thoughtful, respectful of others' views and resilient in sticking to their opinion as necessary.

### *Areas for Development*

The school should ensure that it is not disadvantaging a small number of young people in S5 by the timing of changing their course from Higher to National 5. It would be helpful to track outcomes for those who transferred from Higher to National 5 last year to ensure that they achieved appropriately.

The S4 results for examinations in 2015 were comparatively disappointing, although they were largely in line with expectations. The school should ensure it understands why these results were not at least in line with their virtual comparator and what needs to happen to improve this situation.

The school should build on its success in Employability and Enterprise by exploring how all curriculum areas can make more effective contributions and developing this further.



16 February 2016

Dear Parent/Carer

**Blairgowrie High School  
Perth and Kinross Council**

In February 2013, Education Scotland published a report on your child's school. We returned to the school in November 2014 and published a further report on progress. In December 2015, as part of the council's ongoing support, officers from Perth and Kinross Council carried out a review of the school, in partnership with HM Inspectors from Education Scotland, including the Area Lead Officer. The detailed findings of the review will be presented to the Perth and Kinross Council Lifelong Learning Executive Sub Committee on 27 April 2016. Council officers found that the school was continuing to improve and identified several areas for action. The report on the review can be found on the school website.

**What happens next?**

Overall, under the leadership of the headteacher, the school continues to improve. In lessons, almost all pupils are motivated and have increasing responsibility for how they learn. Learning activities are better matched to the needs of young people. Staff are developing the curriculum to improve the continuity of young people's learning and are revising the senior phase. Across the school, teachers now track and monitor young people's progress more effectively and self-evaluation activities are increasingly leading to improvements in the school.

The school has made significant progress in the last year across a range of priority areas. We are confident that the school has the capacity to continue to improve and therefore will make no more visits in relation to the original inspection.

Ken McAra  
HM Inspector

If you would like to receive this letter 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 0131 244 4330, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.



## Education & Children's Services

### HMI – Follow Through Procedures Progress Report to Parents

#### 1 Introduction:

**Viewlands Primary School** was inspected in October 2014. The report on the inspection by Her Majesty's Inspectorate of Education (HMI) was published in January 2015.

Staff have worked with officers from Education Services to take forward the areas identified in the original HMI report as requiring development. With support from Education Services, the school prepared a plan for improvement which has had a positive impact on a range of aspects within the school. This report provides information about progress made and the impact of the planned developments.

Further information about the broader achievements of the school is contained in the school's annual Standards & Quality Report published in June 2015.

#### 2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published on 13<sup>th</sup> January 2015 identified two main points for action. The Education and Children's Services (ECS) Follow Through Visit took place on 17,18 November 2015 and was undertaken by a team of three Quality Improvement Officers, an Inclusion Manager and a peer Headteacher. This section evaluates the progress made to date in addressing each of the action points and the resulting improvements for children and other stakeholders.

##### **Area for improvement 1 – Continue to develop the curriculum to bring about improvements in children's learning and to raise attainment**

##### **Evaluation of progress and impact:**

- Planning and tracking meetings focus specifically on pupil attainment, progress in learning and planned assessment. These discussions enable senior managers and teachers to identify and agree priorities for additional support and challenge. Staff are making effective use of available resources and guidance from ECS and Education Scotland to review and improve planning formats. This is enabling teachers to be more flexible and responsive in their planning to meet a range of learning preferences and needs. Baseline assessment information for reading, spelling and numeracy is used in tandem with teachers'

professional judgements. This use of such data is helpful in identifying where additional learning support is needed and where the level of challenge in learning should be increased.

- Whole school learning themes have enabled staff to plan together across curriculum levels ensuring there is a clear pathway and progression of skills identified from Nursery to P7; for example the work in Scottish Food Week and the recent focus on Anti-Bullying and Internet Safety. This approach is taking cognisance of children's previous and intended future learning experiences. Staff have worked together to produce curriculum frameworks for literacy and health and wellbeing and are using these to improve progression in children's learning.
- In most classes children now have frequent opportunities to contribute to the planning and evaluation of their learning. They are able to talk confidently about the progress they are making and almost all can identify their next steps for improvement in literacy and numeracy. They also understand what they need to do to achieve this.
- The improved quality and content of children's extended writing is evident at all stages. Children are able to discuss the purpose and audience for their written work. Across the school there is evidence that children are using a variety of writing genre.
- Feedback from children and the findings from the recent audit of resources are being used to enhance the range of reading resources used across the school. Children now have a greater selection of non-fiction texts. Teachers are using the recently created Viewlands' literacy curriculum framework to focus on key reading skills at each stage, for example when developing comprehension skills. Across the school children are engaging with a range of texts and approaches to reading.
- Across the school there is an improved briskness to the pace of lessons. Children have increased opportunities to work independently and for uninterrupted lengths of time. Almost all teachers structure activities to provide appropriate support to groups of children as required.
- Children are responding positively to the structure and routine of daily mental agility activities. Regular assessment of core numeracy skills and raised expectations for each learner are further improving children's ability to retain and apply key skills and concepts.
- Vertical groupings of children have been successfully created across all curriculum levels providing planned opportunities for all children to work together and offer achievements beyond classroom learning. Recent activities have focused on health and wellbeing. Many children are also developing their leadership skills in taking responsibility for

organising and leading a variety of clubs including art, drama, singing, netball and construction.

### **Next Steps**

- Continue the focus on developing reading skills including a focus on vocabulary acquisition and phonics within the early years.
- Maintain rigorous approaches to tracking and monitoring children's attainment.
- Further develop children's involvement in planning and evaluating their learning experiences.
- Continue to review and refine contexts for learning with a focus on relevance, local interests and skills development across the school Nursery – Primary 7.
- Incorporate staff and children's ideas to increase contribution to, and leadership of, the whole school community improvements.

### **Area for improvement 2 – Continue to use self-evaluation approaches to implement agreed improvements effectively,**

#### **Evaluation of progress and impact:**

- Through the Teacher Learning Community (TLC) model, teachers have successfully worked together to focus on providing quality feedback for children. This has impacted positively on children's learning.
- Across the school, the range and consistency in use of assessment for learning strategies has improved. Children have increased opportunities to reflect on their work and peer-assess the work of others. They are able to give examples of how this helps them to understand their progress and can identify skills that they have improved and those they need to work on.
- The Senior Management Team (SMT) have continued to talk with children about their learning and have reviewed the quality of their work. This approach has influenced teachers' planning and practice, for example in how teachers provide written feedback to children which is now more specific to how well children have met success criteria and details what is required for improvement.
- Staff are openly discussing their reflections of their practice; they value the opportunity to work together across levels and as a whole staff. Frequent moderation activities in both whole staff and smaller groups

are enabling staff to discuss attainment, progression in learning and achievement in more depth.

- Senior managers provide staff with the opportunity to attend additional collegiate sessions which focus specifically on facilitating the sharing of good practice and to discuss the progress and impact of the school improvement plan.
- Key themes have been identified from feedback provided by parents; for example more opportunities to share in their children's learning. As a result all classes have continued to provide showcase afternoons. These sessions enable parents to work on activities, often led by children, which are designed to show the range of learning experiences and skills covered within a planning block. Evaluations have been extremely positive. They highlight how valuable the experiences have been in supporting parental understanding of curriculum development, learning and teaching approaches and how they can support their child's learning at home.
- The school website is now more regularly updated with information for parents about the life and work of the school. The school plans to develop and use the skills of staff and pupils to populate class pages.

#### **Next Steps**

- Continue to ensure that all stakeholders are clear in the purpose and connection to school improvement of all self-evaluation activities.
- Continue to build regular time into collegiate schedules to revisit and review the impact of improvement and development work.
- Continue to develop leadership across the school utilising the skills and interests of staff and children.
- Use the findings from senior managers' consultations with children and visits to classes as a focus for collegiate discussion. This will lead to a sharing of areas of strength in learning and teaching, and for focusing further improvement in this area.

Headteacher:

Mrs Claire Allan



# Care service inspection report

Full inspection

## The Wendy House Day Care of Children

The Wendy House Private Nursery  
51 Muirend Road  
Burghmuir  
Perth



Service provided by: Catriona Davie trading as The Wendy House

Service provider number: SP2008009883

Care service number: CS2008179387

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

### Contact Us

Care Inspectorate  
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11 Riverside Drive  
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0345 600 9527

[www.careinspectorate.com](http://www.careinspectorate.com)

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## 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	5	Very Good
Quality of staffing	5	Very Good
Quality of management and leadership	5	Very Good

### What the service does well

We found that the service provided excellent opportunities for parents and children to participate in assessing and improving the quality of the service offered. Management and staff had developed very positive relationships with children, parents and the local community. We found that the service provided very good support to children and families.

Management and staff worked in partnership with parents to ensure that children's individual needs were met.

### What the service could do better

We made a suggestion for improved practice in relation to the sleeping arrangements for children. The service should continue to self evaluate and make further improvements as identified within their self assessment.

### **What the service has done since the last inspection**

The service is in the process of completing a variation to extend the accommodation currently used for the children. The upper floor of the property will be used to provide a new 2 -3 room and another baby room. This means that the downstairs playroom will now be used for children aged from 3 - 5 years and not children aged 2 - 5 years.

### **Conclusion**

The service had continued to provide excellent opportunities for parents and children to evaluate and improve the quality of the nursery. The management and staff demonstrated a positive approach towards ensuring the nursery provided children with a high quality of care and learning experiences. There was a pleasant, happy atmosphere throughout the nursery. Parents who returned our questionnaire told us they were very happy with the service provided.

# 1 About the service we inspected

The Wendy House is a service operated by a private provider who works in partnership with Perth and Kinross Council to provide pre-school education. The service provider is also the manager of the service. The nursery accommodation is a two storey building with a good sized outdoor play area. At present the ground floor of the accommodation is used to provide the childcare service. The service had submitted an application to the Care Inspectorate for a variation which would allow them to use the upper floor of the premises. The service is currently registered to care for a maximum of 35 children not yet attending primary school, of which a maximum of 9 may be under 2 years.

Through viewing the nursery aims and objectives it was noted that the service aimed to provide a "warm, welcoming atmosphere where trust, confidence and a caring ethos are evident throughout the nursery."

## Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

## Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

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 5 - Very Good**

**Quality of staffing - Grade 5 - Very Good**

**Quality of management and leadership - Grade 5 - Very Good**

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](http://www.careinspectorate.com) or by calling us on 0345 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 one Inspector. The inspection took place over two days Monday 12 & Tuesday 13 October 2015.

As part of the inspection, we took account of the completed annual return and self- assessment forms that we asked the provider to complete and submit to us.

We sent fifteen care standard questionnaires to the service to distribute to parents. Eight were completed and returned before the inspection. We had the opportunity to speak with a further eight parents during the inspection.

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

We spoke with:

- Ten children
- Manager
- Nine staff
- Eight parents

We looked at:

- minutes of staff meetings
- newsletters
- policies and procedures
- the environment and equipment

- children's personal plans
- partnership with parents
- staff training
- Staff recruitment

### **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.firescotland.gov.uk](http://www.firescotland.gov.uk)

## 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 completed self-assessment document from the provider. We were satisfied with the way the service had completed this and with relevant information they had given us for each of the headings that we grade them under.

The service identified what they thought they did well, areas for development and any changes they planned.

## Taking the views of people using the care service into account

During the inspection we found that the children were very happy and settled within the service. Children were confident and enthusiastic in their play and their interaction with staff and each other. Children were happy to chat with the Inspector and include her in their play. Some of the children told the Inspector what they enjoyed best about nursery.

## Taking carers' views into account

We sent out fifteen questionnaires, eight of which were returned before the inspection and we had the opportunity to speak with a further eight parents during the inspection. Parents felt that they had the opportunity to be involved in the service and that their ideas were listened to. All parents spoken with and those who returned our questionnaires confirmed that they were very happy with the service their child received. Parental comments included:

"The nursery is a very positive environment that I am happy to send my child to."

"I get daily feedback on my child's day."

"I really enjoy the friends of The Wendy House meetings and progress reports at parent's night."

"Staff know my children well and are kind and caring."

"The Wendy House Nursery is an exceptional childcare provider."

"The nursery are fantastic at keeping parents updated and seeking their input."

"My child thoroughly enjoys her learning at this nursery."

"Both my children are confident and secure and we have no doubt that the nursery contributed greatly to this."

"The nursery provides a positive and stimulating environment for children."

### 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

At this inspection, we found that the performance of the service was excellent for this statement.

We found that children's needs and wellbeing were at the centre of this provision and its ethos. Children benefitted from a respectful, warm and inclusive approach from staff and management. They were encouraged to make their own choices and express their opinions and views. The nursery recently achieved the Investors in Children Award. This award recognises and celebrates imaginative and inclusive practice of involving children in childcare services. Children were fully involved throughout the process as they contributed to the accreditation visit, report findings and membership report.

Children were listened to as staff encouraged them to express their views in a variety of ways including talking and thinking books, mind maps, circle time and daily consultation. A voting system was used to involve children in the purchasing of new equipment, what to grow in the garden and changes to the playroom.

Staff used their knowledge of younger children and their observation skills of each child's individual needs to plan daily activities and experiences which were responsive and inclusive.

Partnership with parents is a major strength of the service. This included Friends of the Wendy House which meet three to four times a year. All parents had the opportunity to be part of this group. Minutes of these meetings are sent to all parents to keep them updated about what was discussed. Parents were encouraged to share their skills and knowledge with the children. This resulted in visits from a postman, farmer, policeman, nurse, teacher and podiatrist. These experiences helped the children to learn about the wider community and people who help them. After a visit from the postman and a nurse who talked about new born babies the children decided to send a card they made to Princess Charlotte and Prince George. The children were very excited to receive a thank you from the Duke and Duchess of Cambridge which is proudly displayed in the nursery entrance.

The nursery evaluated how they were implementing the Scottish Government initiative Getting it Right for Every Child (GIRFEC) and the eight wellbeing SHANARRI indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included). Children, staff and parents were involved in the evaluation. As a direct result of this process the Friends of the Wendy House invited a parent who was a dietician to talk to them. Parental feedback was very positive about this session as it increased their knowledge in relation to healthy eating. One parent commented "quite an eye opener knowing how much sugar is in supposed health snacks". The outcome of this topic was that children's lunch boxes were more varied and healthier.

Another example of the service listening to parents and taking on board their views was that staff had undertaken Talking, Listening and Communication training and pledge to sing more in practice. Parents commented that they didn't always know the songs that their children sang at nursery. This resulted in children and staff making a songbook of their favourite songs as an enterprise initiative.

Children also put on a concert for parents which helped them to gain confidence and boosted their self-esteem. This ensured that children were included, respected, responsible and achieving.

### **Areas for improvement**

The service should continue to maintain the current excellent standard of this Quality Statement.

### **Grade**

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 2

“We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.”

### Service Strengths

At this inspection, we found that the performance of the service was excellent for this statement.

Children were observed to be settled and happy within the nursery environment. The Inspector observed that the children were fully engaged in their learning both inside and outdoors. Staff were very respectful of the children's feelings and always asked permission before undertaking any personal care.

We undertook observations within the playroom during the visit. These observations highlighted that there were excellent opportunities for the children to play with their friends, independently or be part of a larger group. We noted that children could make choices in their play. Resources were displayed at children's level to help facilitate this.

Children had a variety of opportunities to learn and be active. All children were positively engaged during the inspection. We saw children of all ages enjoying activities inside and outdoors. Children's learning experiences were extended through French lessons and visits to the local toy library.

There were lots of opportunities for fresh air and exercise as children enjoyed daily access to a secure garden space. The garden promoted a range of physical play as well as opportunities to connect and learn about nature. This helped develop the children physical and emotional wellbeing. Younger children were taken for walks to the local park to stimulate their interests in the community around them.

The service promote inclusion for all with staff working in partnership with other agencies involved in children's lives to ensure that their individual needs were being met. This enabled staff to provide activities and resources to assist children to reach their full potential. An example of this was to assist a child who found it difficult to say certain sounds, the service developed sound sacks. These included items starting with the same sound that the child could take home and practice with their parents in a fun way. Children with dietary or medical requirements had these recorded in their personal plan with all staff made aware of them.

A staff in-service day was used for exploring gender equality which raised awareness of the importance of this issue. This was then rolled out to parents through the Friends of the Wendy House Group. This helped parents to evaluate how they provided gender equality at home.

Each child attending the service had an individual profile which recorded observations of children's learning, next steps, artwork and photographs. Parents and children could access these at any time. Parents had the opportunity to comment on their child's progress with feedback viewed observed to be very positive with one parent writing to the manager "you and your staff have been excellent in helping my child reach her goals with speech and behaviour "with a grandparent commenting "The Wendy House meets all the educational and daily living skills for my grandchildren."

The nursery operated a keyworker system which ensured that staff knew the children well including likes, dislikes, interests and abilities. Children were involved in planning their learning. Staff used the WALT (what I'm learning today) and WIFT (what I'm looking for) paperwork. This encouraged staff and children to agree and share learning goals and acknowledge achievements.

Young children's individual care routines were displayed within the baby room which ensured continuity of care between home and nursery. Daily diaries and communication ensured that children's changing needs were noted.

Staff working with the younger children had become members of Sing and Sign group. Parents asked to be shown the signs which led to a parent, child and staff Sing and Sign session. This has improved the outcomes for younger children by allowing them to communicate non verbally their needs to staff and parents.

To assist children with the transition from nursery to school, the service had developed links with a local nursery class. Staff took the children who would be attending this primary school to spend time in the nursery class. This had helped to develop friendships prior to children starting school. Staff have also been able to share information with the school. Due to the success of this project other schools had asked to be involved.

Parents provided excellent feedback to the service about their child's time at nursery. Comments included:

"Excellent liaising with parents"

"Children are cared for and treated as individuals."

"The encouragement and assistance they receive is first class and any concerns we have are dealt with very quickly and to our satisfaction."

"Excellent displays and feedback."

Of the eight parents who completed our questionnaire seven "strongly agreed" and one "agreed" that they were very happy with the quality of care their child received. One parent told us staff communicate well with us and give daily feedback" with another commenting "my child has only been attending for a short time but has thrived at nursery."

### **Areas for improvement**

The service should continue to maintain the current excellent standard of this Quality Statement.

**Grade**

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 3

"The environment allows service users to have as positive a quality of life as possible."

#### Service Strengths

At this inspection, we found that the performance of the service was very good for this statement.

We found that the children benefitted from a very welcoming and well-resourced environment with staff and management who continually strive to improve and enhance the setting for the enjoyment of the children.

There was a secure entry system at the entrance to the service. This was monitored by staff. This prevented any unauthorised people entering the nursery. Visitors were required to sign in/out of the nursery so that the service had a clear record of who was in the building and the reason for their visit. This resulted in the children being protected in relation to security.

We observed children being dropped off at the service and collected. During this time a member of staff was there to greet the children and parents. This not only made the children and parents feel welcome it also provided the opportunity to communicate anything important relating to the child's care needs. Relationships were observed to be positive between staff, parents and children. This contributed to children feeling safe and secure, which in turn helped them to be relaxed and comfortable with the nursery.

Children's needs were being met and they were able to thrive because there was a wide range of activities suited to each stage of development and each child's interests. We observed that the equipment was easily accessible to children within each of the rooms.

This meant that the children could freely choose activities to meet their changing needs and interests. Children experienced comfort as furniture was at low-level and designed to their individual needs and to promote independence. The baby room layout enabled young children's mobility. Each room was very well resourced with play materials and natural resources to extend children's learning and support exploration and investigation.

The service had developed a partnership with Dobbies Garden Centre. Through a visit from their community worker the children learned where their food came from, how to grow their own food and which foods are healthy. This partnership has provided the nursery with practical and financial support which resulted in developing a vegetable area.

Children frequently access resources within their community including local shop to buy snacks and the post office for sending letters. This helps children's understanding about road safety, money and community services.

### Areas for improvement

During the inspection visit it was noted that most children within the nursery slept in buggies. The Inspector asked that this practice be reviewed to allow older children and parents the choice of where to sleep so as not to restrict their movement and provide a more comfortable sleeping position.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 5

"The accommodation and resources are suitable for the needs of the service users. "

### Service Strengths

At this inspection, we found that the performance of the service was very good for this statement.

We observed that there was a very good range of activities and play materials to support and extend children's learning and development. Children had the opportunity to participate in activities that developed their sensory and tactile functions. They also had fun while experimenting with sand, water and technology. Children were encouraged to express themselves through the mediums of art, drama and music.

Children were encouraged to be active by having daily access to the large outdoor area. This provided opportunities for the children to take part in gardening, physical and educational activities

Children spoke enthusiastically to the Inspector about the activities and resources they enjoyed at nursery. The favourites being outside, painting and arts & crafts.

Children's photographs and artwork was displayed attractively throughout the service to acknowledge their achievements and promote their interests.

Parents, children and staff had been fully consulted regarding the extension of the upstairs of the property to provide another baby room and a 2 - 3 room. Parents had the opportunity to visit the upstairs then provide suggestions for resources. Ideas included chalkboard areas on walls and musical instruments. These ideas were actioned and are now in place. Children looked through catalogues to help pick resources which included wooden tea and coffee set, building bricks, lion heart castle, knights and dragons and wild life finger puppets. Staff viewed photographs of a range of playrooms to help them set up the new rooms.

This process ensured that everyone felt included, respected and involved in the development of the service.

Staff carried out visual risk assessments and completed a checklist to record areas checked on a daily basis to keep the children, parents and staff safe whilst on the premises. Risk assessments were found to be updated when a hazard was identified and measures put in place to reduce the risk factor. A satisfactory procedure was in place for recording and dealing with maintenance issues.

We could see that children had developed a very good understanding of risks associated with their personal safety for example, recognising how high they can build the bricks safely and how fast they can go on the bikes outside. Children were comfortable approaching staff for help and support when needed.

Of the eight parents who completed our questionnaire four "strongly agreed", and four "agreed" that the service had a suitable range of equipment, toys and materials for the children. One parent told us "children's views and child centred planning means my son is highly motivated to participate in all play and learning opportunities" with another writing "the range of activities are fantastic."

### Areas for improvement

Through their self-assessment document the service highlighted that they would develop an outdoor sensory shed and fire pit to take forward forest type activities. The Inspector agreed that this would further develop children's learning opportunities.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

### Statement 2

"We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff."

#### Service Strengths

At this inspection, we found that the performance of the service was excellent for this statement. We concluded this after we looked at staff files, induction programme, training records, recruitment policy.

The service provider had a range of policies and procedures to assist the recruitment process. The recruitment policy covered good practice and included Protection of Vulnerable Group Scheme (PVG), references of which one must be from previous employer, medical information and checking of qualification and Scottish Social Services Council (SSSC) registration. This robust recruitment procedure was carried out by the service provider.

We audited the files of two staff members who had been employed since the last inspection and to check that the recruitment procedure had been followed. A checklist was included in each file which made it easy to see when specific information had been requested and when it was received. We found that the recruitment procedure had been fully completed in each case before the staff members began employment in the nursery.

The service provider had developed job descriptions and contracts of employment for each role within the nursery. All staff had been given clear guidance on what their expected role within the nursery would be. This enabled both staff and management to have clear lines of accountability.

To ensure that staff employed within the service were committed to training and being part of a professional workforce, SSSC membership registration was checked prior to employment. The SSSC is the body that registered care staff and sets qualifications required for different posts, for example, manager practitioner and support worker. Copies of qualifications were kept on file.

Each new staff member takes part in an induction process which covers fire safety, infection control, child protection, first aid, expectations of staff, support available, policies and procedures, best practice documents.

The management operates an open door policy and has developed an ethos of trust, honesty and transparency which ensures any concerns about poor practice will be reported. This is supported by a formal whistle blowing policy.

Parents, children and staff are involved in the recruitment process. During the last recruitment drive one parent trained the manager and a staff member to conduct a group interview. Applicants were invited to take part in an ice breaker exercise and a set curriculum task. From the group interview individuals were invited back for an individual interview. Prospective candidates spent time working in the playroom with children and staff who then had the opportunity to provide feedback to the manager. The manager felt that this process helped the service to employ a staff member who fitted in extremely well and upheld the values and ethos of the nursery.

Prior to the interviews taking place children were asked through a mind map what made a good staff teacher. Children's comments included:

"They help me hang my coat up."

"They play with me."

"They help me in the bathroom."

"The ladies are always smiley."

"The ladies play with us."

"The ladies cook and bake with us."

"They give us cuddles."

After prospective candidates had spent time working with the children, they revisited their mind map to see if new staff members met their criteria.

A yearly staff appraisal and six monthly supervision allow staff to reflect on their practice and be active in making suggestions to improve the service. This could be a request for particular training which the staff member felt would benefit the nursery and children. An example of this was that a staff member identified during this process that more children were using sing and sign at home to communicate and that it would be beneficial for staff working with the young children to do. This was taken on board by the manager and training provided.

### Areas for improvement

The service should continue to maintain and build upon the existing robust standards in the area of staff recruitment.

### Grade

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 4

"We ensure that everyone working in the service has an ethos of respect towards service users and each other."

### Service Strengths

At this inspection, we found that the performance of the service was very good for this statement.

The service ethos is "your child is our priority" which we observed to be evident throughout the inspection visit. The children's rights, interests and needs are at the centre of the staff practice.

We observed staff encouraging and supporting children in their play and learning. They were skilled at knowing when to encourage independent play, and when to step in to support and guide children. The staff displayed nurturing approaches towards the children who were observed to be having lots of fun. Staff spoke to the children in a caring, positive manner and clearly knew the children and their families well. This demonstrated the inclusive, nurturing and respectful relationships staff had developed with children.

Children were encouraged to make choices, discuss their feelings and look after their friends. This was observed by the Inspector as she witnessed children taking turns with resources and helping each other to put on their coats and shoes. Children had developed "Golden Rules" which were displayed to remind them what was agreed. This meant that children felt valued and involved in decision making and had ownership of the rules.

Children's behaviour was very positive. Staff dealt with any issues effectively and thoughtfully. Staff got down to the children's level and gave explanations and support to resolve conflict. Staff shared their restorative approach to managing behaviour with parents and provided them with details of their traffic light system. Many parents are using this approach at home which provides continuity for the children. This inclusive and restorative approach to behaviour allowed children to learn how to manage their emotions and situations of conflict.

The Inspector witnessed very good interaction between the staff and parents. Parents were welcomed warmly into the nursery and had the opportunity to discuss their child's care with staff. Staff were observed to respect parents as their child's prime carers and took their views and requests into account to ensure children's care is personalised. Parents who returned our questionnaire told us that "the nursery actively support and encourage parental involvement" and that they are "child centred and organise excellent parent information evenings."

All parents who completed our questionnaire and those spoken with during the inspection felt very strongly that their child was treated fairly and with respect by the staff. One parent told us "the nursery encourages partnership caring" with another writing "I feel the staff listen to me regarding my child's care and that my views are respected".

Staff were observed to demonstrate through their practice the principles of the National Care Standards and the Scottish Social Services Councils Codes of Conduct. Their interaction with each other was very respectful and supportive. We received six completed staff questionnaires which all contained written positive comments on how much the staff enjoyed working in the service. They felt their opinion was respected and valued by both management and their peers.

Staff had a shared understanding of the service aims and the vision of the nursery. Staff achievements were recognised and celebrated which supported the overall ethos of respect within the nursery.

Staff had accessed training in relation to gender equality and explored the principles of equality at an in-service. This allowed staff to reflect on their practice to ensure that all children experience equality. This training helped staff to recognise and celebrate diversity.

Through their self-assessment document the service highlighted that they would use the Scottish Social Services and the Social Care Institute for Excellence as another means for staff and nursery evaluation and reflection on dignity, respect and leadership with staff. The Inspector agreed that this

continued reflection and improvement would have a positive impact on the outcomes for children attending the service.

**Areas for improvement**

The manager and staff should continue to build upon the very good practice observed in relation to this statement.

**Grade**

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

### Statement 2

"We involve our workforce in determining the direction and future objectives of the service."

#### Service Strengths

At this inspection, we found that the performance of the service was very good for this statement.

We viewed minutes of staff meetings, which provided a record of communication methods used to formally and informally monitor nursery improvements. Staff had the opportunity to influence the agenda prior to meetings taking place. Staff therefore had opportunity to clarify changes to practice and any nursery issues.

Staff took part in a yearly appraisal. This process encouraged staff to review their current performance, reflect on what they could do better and request training to help their professional development.

Both the manager and staff confirmed that it was a team approach that was adopted to engage staff in assessing the quality of the service and that a holistic approach was used to improve the outcomes for children and their families.

The staff team worked well together and staff retention was very good. This had a positive impact on taking forward a whole team approach as staff had the opportunity to influence the direction and future improvements of the nursery.

Staff were fully involved in the variation to extend the accommodation used for children. They were encouraged by the manager to share their ideas on layout of rooms, resources, decoration and furnishings. This ensured that staff were involved in decision making and improvements to the service.

Staff are fully involved in the self-evaluation process and use Child at the Centre 2 and the National Care Standards as tools to help them in this task.

Staff had undertaken training in relation to Getting it Right for Every Child (GIRFEC) and Building the Ambition. The staff had used the knowledge and information gained from training to review and update their practice. This had improved the outcomes for the children attending the service.

### Areas for improvement

The management should continue to involve staff in the development of the service.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

### Statement 3

“To encourage good quality care, we promote leadership values throughout the workforce.”

#### Service Strengths

At this inspection, we found that the performance of the service was very good for this statement.

We found a high level of recognition of staff achievements promoted their confidence in taking on further responsibilities. Staff members had lead roles throughout the nursery including Eco, French lessons, and Pre-school activities. One staff member had very neat handwriting and had the responsibility of the nursery signs. We found all staff had the opportunity to take on various roles. As part of this, staff were required to feedback on progress and development of these areas to their colleagues, which supported others to learn and develop. These varied areas of responsibility supported staff to extend their understanding and knowledge. This enhanced knowledge supported positive outcomes for children.

Staff were positively encouraged and supported to access further training and professional development. We found that they had access a range of training opportunities both in-house and through Perth and Kinross Council.

Individual staff were involved in the day to day management of the service and worked effectively and supportively as a team to ensure the smooth operation of the service. Senior staff had added responsibilities which were clearly defined. This ensured that everyone was aware of their roles and responsibilities.

Management and staff were aware of the Scottish Social Services Councils Step into Leadership programme.

Staff displayed high levels of confidence in contributing to the service and taking forward their own ideas for improving experiences for children. For example staff spoke very enthusiastically to the Inspector about their plans to turn a building in the garden into a sensory room for children to explore.

### **Areas for improvement**

The service should continue to provide a variety of challenges in areas of responsibility to enhance practice and outcomes for children.

### **Grade**

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## **4 What the service has done to meet any requirements we made at our last inspection**

### **Previous requirements**

There are no outstanding requirements.

## 5 What the service has done to meet any recommendations we made at our last inspection

### Previous recommendations

There are no outstanding recommendations.

## 6 Complaints

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

## 7 Enforcements

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

## 8 Additional Information

There is no additional information.

## 9 Inspection and grading history

Date	Type	Gradings
16 Oct 2013	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and Leadership 6 - Excellent
20 Oct 2011	Unannounced	Care and support 6 - Excellent

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

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