

Report

5

Report to:	Clydesdale Area Committee
Date of Meeting:	29 November 2011
Report by:	Executive Director (Education Resources)

Subject:	HMIe Report - Rigside and Rural Communities Nursery, Lanark
----------	--

1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise of the outcome of the inspection of Rigside and Rural Communities Nursery by HM Inspectors.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) to note the HMIe Report on Rigside and Rural Communities Nursery.

3. Background

3.1. HMIe undertook an inspection of the quality of educational provision within Rigside and Rural Communities Nursery in March 2011. The report was published on 27 April 2011.

3.2. The inspection team asked the head of centre and staff about the strengths of the centre and what needed to improve. The team went into playrooms and joined activities which children were involved in. They also gathered views of parents, staff and members of the local community. The report that was published tells you about the quality of education provided and how children benefit from learning there.

4. Findings of HM Inspectors

4.1. Particular strengths of the school:-

- Children's positive attitudes, enthusiasm and behaviour
- Strong relationships between staff, parents and children
- The quality of help and care given to children and families requiring additional support
- Effective partnerships across the rural communities
- Effective teamwork, including the leadership of the head of provision, in taking forward aspects of provision in all three nurseries

4.2. Across the settings, children are happy, settled and secure with routines. They have positive relationships with staff and are gaining confidence when evaluating their work.

4.3. Children confidently use a wide range of information and communications technology to support their learning for example through 'skype' and sharing information using email, fax and telephone.

- 4.4 Almost all children are making very good progress in their learning. They listen well, are confident when speaking to staff and in contributing to group discussions and early writing approaches. They recognise and use numbers very well and are developing an understanding and confidence in early mathematics including data handling and simple bar charts. Children are also developing their skills in other areas such as science and health and safety and have regular opportunities to develop their physical skills in the outdoor areas and in the school and the community halls.
- 4.5 Staff provide a broad and balanced curriculum based on play, active learning and enjoyment. They use local and national guidelines effectively to plan and support children's learning. Most staff have a very good understanding of *Curriculum for Excellence* and are using the experiences and outcomes and design principles to provide appropriate opportunities for children's learning. They are developing assessment approaches alongside primary school staff. A few staff members now need to develop their understanding further of depth, progression and relevance in learning.
- 4.6 Staff know their children very well and are sensitive to their needs. They provide appropriate learning materials and opportunities to promote individual children's learning. Tracking progress needs to be strengthened to ensure all children are suitably challenged.
- 4.7 There is early identification of children who need additional support for their learning and the nurseries have established very good relationships with a large number of partner agencies. Together staff are involved in setting and reviewing targets regularly and discussing progress in learning. The nurseries realise there is scope in including parents further in this process.
- 4.8 The nurseries have established very good links with parents who are regularly invited to discuss children's learning and development and participate in joint planning. Staff work well with other establishments in the authority to share good practice and develop aspects of the curriculum. They also help children make very successful transitions to primary schools sharing appropriate information and documentation.
- 4.9 There is a very positive ethos within each of the nurseries and staff work very effectively as a team, taking on additional responsibilities such as eco initiatives and outdoor learning. Approaches to self evaluation are very well developed and focus on achieving best practice. Staff, children and parents regularly contribute their ideas to establish priorities for improvement. These priorities are having a positive impact on children's learning and development.
- 4.10 Staff have high expectations for children's care, learning and development. There is scope for a few staff to improve their expectations of what children are capable of achieving. They actively promote equality and fairness and treat children with respect and dignity. They also have appropriate child protection training and measures are in place to ensure safety at all times.
- 4.11 Across the three establishments, staff show a strong commitment to the life and work of the nurseries and the rural communities they serve. There is a clear sense of direction shared with all staff. The strong commitment to the quality and development of the staff team is having a positive impact on children's experiences and learning. The nursery is well placed to continue to further develop and improve.

4.12 Areas for improvement:-

- Continue to improve the curriculum and staff approaches to learning and teaching to ensure children are offered a consistently high quality of education across all three establishments
- Continue to develop assessment strategies in collaboration with local schools

4.13 An action plan has been prepared to address the main findings of the report. Parents will be informed of the progress achieved in overtaking these points for action.

4.14 HMI have intimated that as a result of the very good quality of education provided by the nursery no more visits in connection with this inspection will take place.

5. Employee Implications

5.1. None

6. Financial Implications

6.1. None

7. Other Implications

7.1. There are no direct risks associated with this report which is provided for information only.

7.2 There are no significant sustainability issues in connection with the recommendations contained within this report.

8. Equality Impact Assessment and Consultation Arrangements

8.1. There is no requirement to carry out an impact assessment in terms of the proposals contained within this report.

Larry Forde
Executive Director (Education Resources)

7 November 2011

Link(s) to Council Objectives/Improvement Themes/Values

- Raise educational attainment for all
- Increase involvement in lifelong learning
- Improve the lives of vulnerable children, young people and adults
- Improve health and increase physical activity

Previous References

HMIe report – Rigside and Rural Communities Nursery

List of Background Papers

None

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Carole Mason, Head of Education (Clydesdale)

Ext: 5233 (Tel: 01698 455233)

E-mail: carole.mason@southlanarkshire.gov.uk