

**Bishopbriggs Village Nursery
Bishopbriggs
G64 2LS
East Dunbartonshire
2 April 2008**

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

National Care Standard	Child at the Centre Quality Indicator
Standard 4 – Engaging With Children Standard 5 – Quality of Experience	Staff/child interaction Structure of the curriculum Children’s progress and development and learning through play
Standard 6 – Support and Development	Meeting children’s needs and care routines Partnership with parents
Standard 14 – Well-managed Service	Leadership and Self-evaluation

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

excellent	outstanding, sector leading
very good	major strengths
good	important strengths, some areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

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

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

Introduction

Bishopbriggs Village Nursery was inspected in December 2007 as part of the integrated inspection programme by the Care Commission and HM Inspectorate of Education. HMIE carried out this inspection on behalf of both organisations and consulted the Care Commission about its findings. The nursery catered for pre-school children aged three to five years. It was registered for 28 children attending at any one session. At the time of the inspection the total roll was 29.

Key strengths

- High-quality relationships between staff and children supported by effective staff interaction.
- Children's involvement and motivation in learning experiences across the curriculum.
- The very good relationships with families.
- The effective and committed staff team ably led by the strong manager.

How good is the quality of children's experience?

Standard 4 & 5

Nursery staff were enthusiastic and had developed close relationships with all children. The quality of staff interaction was very good. Staff used praise thoughtfully to encourage children to persevere in activities and celebrate success. They had very high expectations of children's achievements. Staff used questioning skilfully to challenge children's thinking and extend their learning. Children were happy in the nursery. They were highly motivated throughout their play and concentrated very well on their chosen learning activity. Children particularly enjoyed contributing to large books which reflected their own particular interests.

Overall, children were making very good progress across the well-designed and responsive curricular areas. They were able to share, take turns and collaborate to create models. They developed independence and responsibility effectively by making their snacks and tidying the playroom.

Children were learning about the work of others through play in the 'post office' and by visiting the local café. They were becoming more confident in using a new laptop computer. Children used their imagination purposefully throughout the playroom. Younger children particularly enjoyed exploring colour mixing on the easel and all children designed and made individual seasonal cards. A few children had collaborated to create an effective seasonal scene from junk materials. Children spontaneously sang favourite songs throughout the session and were able to keep a beat with musical instruments. They energetically climbed on their indoor climbing equipment and crawled through tunnels. Children had very good control of the fine movements of their fingers and hands. They used scissors confidently and were able to build with small bricks.

Children were making very good progress in communication and language. They were able to listen to, and follow, instructions well. Older children engaged in extended conversations whilst listening to each other's ideas and experiences. Children were able to identify their own name throughout the nursery and a few children were able confidently to write it. They enjoyed sharing favourite books and extended their interests through carefully selected magazines. Children were enthusiastic writers throughout the playroom. They wrote letters in the 'post office' and messages on cards. A few children were able to label their own work. Children were making good progress in mathematics. They used numbers throughout their play to count presents and chairs at the snack table. They were able to sort and match very effectively during their play. A few older children required further challenge in mathematics through play.

How well are children supported?

Standard 6

Children ate a healthy snack and brushed their teeth each day. Staff had a sound knowledge of child development and met the learning needs of children well. They consulted with children and regularly observed them at play. They used this information to plan stimulating activities. They had identified the need to focus more clearly on children's next steps in learning in order to provide appropriate levels of challenge. The manager and staff were aware of relevant policies to support children who required additional support in their learning. They had established links with local outside agencies and had prepared appropriate individualised learning plans.

Staff had created a welcoming ethos within the nursery and knew families very well. Staff involved families in the work of the nursery through special events in the community, a weekly library and by inviting them to contribute to their child's profile of work. The manager had established links with a number of local primary schools in order to ease the transition of children into P1. She liaised closely with headteachers and welcomed primary teachers to visit the nursery.

Leading and improving the centre

Standard 14

Leadership of the nursery was very good. The nursery manager was responsible for all aspects of teaching and learning. The committee and administrator were responsible for the business activities of the nursery. Roles and remits were clearly defined and carried out effectively. The nursery manager was enthusiastic and had made a significant contribution to the current success of the nursery. She had a clear vision for future developments and had enthused both the staff and committee to work toward realising it.

Nursery staff effectively created a stimulating, exciting playroom in the hall each day. They worked effectively as a team and shared each other's skills. They had participated in an annual review of their work and attended relevant training to enhance their skills. Staff were fully aware of their responsibilities regarding the protection of children. Registration with The Scottish Social Services Council was under way.

Self-evaluation of the nursery was good. The nursery's improvement plan reflected appropriate areas which were currently being improved. The manager had consulted with both families and children and had acted on this to improve resources. Staff had participated in a broad audit of their work alongside the manager and had collaborated to write an informative report for families about the quality of provision. The manager had yet to systematically provide more formalised feedback to staff on the quality of their work.

Issues from previous inspections

Response to recommendations or to requirements or enforcement action made at previous inspection.

At the last Care Commission singleton inspection there were two recommendations. Both had been met.

Recommendations for improvement

- The manager and staff should further develop planning to focus more clearly on children's next steps in learning.
- The manager should further develop aspects of self-evaluation.

As a result of the high performance, the strong record of improvement and the very effective leadership of this centre, HM Inspectors will make no further reports in connection with this inspection. The centre and the education authority have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents. Within two years of the publication of this report the education authority, working with the centre, will provide a progress report to parents.

Shona E S Taylor
HM Inspectorate of Education

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