

ITEM No ...2.....

REPORT TO: SCRUTINY COMMITTEE – 18 APRIL 2018

REPORT ON: EDUCATION SCOTLAND (HMI) and CARE INSPECTORATE INSPECTION OF MENZIESHILL NURSERY

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 139-2018

1.0 PURPOSE OF REPORT

1.1 The purpose of this paper is to report on the findings of Education Scotland (HMI) following an inspection at Menzieshill Nursery in November 2017.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Scrutiny Committee:

- i) notes the contents of this report; and
- ii) instructs the Chief Education Officer to monitor progress towards meeting the areas for improvement contained in the report.

3.0 FINANCIAL IMPLICATIONS

3.1 None.

4.0 MAIN TEXT

4.1 Menzieshill Nursery was inspected by Education Scotland (HMI) and Care Inspectorate (CI) in November 2017. They published a report on their findings on 6 February 2018.

4.2 The inspection team identified the following key strengths of the nursery:

- Enthusiastic, confident children who engage well in their learning and are making very good progress across the curriculum.
- The very attractive, well-considered learning environment that effectively supports children's curiosity and imagination as they learn through play.
- The reflective senior leaders and practitioner team who successfully use a nurturing approach to support the well-being and inclusion of children and families.
- The strong partnership approach to working with families that helps parents to feel included in the life of the setting and their child's learning and development.

4.3 The following areas for improvement were agreed with the nursery and Dundee City Council:

- Continue to develop practitioners' approaches to teaching and learning to ensure children experience appropriate depth and challenge. Questioning techniques should be developed further to better support and extend children's thinking.
- Develop a more robust system for monitoring the work of the setting to support improvement in children's learning overall.

- 4.4 Education Scotland (HMI) and Care Inspectorate (CI) report using a six-point scale for reporting performance:

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

- 4.5 The following quality evaluations were given by Education Scotland at this inspection:

Quality Indicator	
1.3 Leadership of change	good
2.3 Learning, teaching and assessment	good
3.1 Ensuring wellbeing, equality and inclusion	very good
3.2 Securing children's progress	very good

The following quality evaluations were given by Care Inspectorate at this inspection:

Quality Indicator	
1.Care and Support	very good
2. Quality of environment	very good
3. Quality of staffing	good
4. Quality of management and leadership	good

- 4.6 HMI and CI were confident that the nursery has the capacity to continue to improve and are confident that the nursery's self-evaluation processes are leading to improvements so will make no more visits in connection with this inspection. Dundee City Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its nurseries.
- 4.7 The Education Manager and the Education Officer will continue to monitor the progress and identify appropriate professional learning opportunities and support as required particularly in the development of a more robust monitoring system to support improvement in children's learning overall.
- 4.8 Menzieshill Nursery School Improvement Plan (2017-2018) already includes a focus on the identified areas for improvement. These will be regularly reviewed, monitored and evaluated in line with both the school and the local authority's quality improvement calendars. The attached appendix gives an analysis of the report and outlines improvements made to date
- 4.9 Planned school improvement activity building on the identified strengths and addressing the areas for development include:

- Professional learning activities will help staff to further develop their understanding of effective early year's pedagogy and the ways in which they capture, share and deepen children's learning. The associated professional reading will also help staff to consider further ways in which they can support children's developing understanding of their entitlements including the wellbeing indicators and Children's Rights.
 - Based on ongoing monitoring, individual support and advice will be provided by Senior EYP and HT in relation to group work.
 - School Improvement Partnerships have provided further opportunities for HT to consider other approaches to the tracking and monitoring of children's progress.
 - Staff development sessions are planned to explore schematic learning, numeracy and nurture principles as detailed in this session's school improvement plan.
 - The inspection findings have been added as an additional agenda item for all staff members' EPDRs this session, to ensure that individual roles and responsibilities for improvements are made clear.
- 4.10 The Children and Families Service regularly analyse the results of inspections and internal Quality Assurance procedures to identify areas for support and work closely with Education Scotland and Care Inspectorate to deliver appropriate professional learning for staff at all levels to ensure continuous improvement.
- 4.11 As part of the Children and Families Service School Improvement Framework visits are made to the nursery by the Education Officers to monitor progress towards the action points raised by the inspection. In support of such activity, officers from the Children and Families Service will undertake a one-day Continuing Support Visit to the school in November 2018 to evaluate the school's progress.

5.0 POLICY IMPLICATIONS

- 5.1 This report has been screened for any implications in respect of Sustainability, Strategic Environment Assessment, Anti-Poverty and Equality Impact Assessment and Risk Management. There are no major issues.

6.0 CONSULTATION

- 6.1 This report has been subject to consultation with the Council Management Team.

7.0 BACKGROUND PAPERS

- 7.1 None.

PAUL CLANCY
Executive Director of Children and Families Service

March 2018

Dundee City Council

Children and Families Service

Scrutiny Committee Report Summary Notes

Inspection and Reporting

Inspection Agency	HMI
Report Publication Date	6 February 2018
Name of Establishment	Menzieshill Nursery School
Sector	Nursery
Name of Head Teacher	Carol Blair
Roll	Registered for a maximum of 100 children aged 2 years to 5 years. No more than 30 children aged 2-3 years may be cared for at any one time.

HMI Inspection Outcomes 2017

Quality Indicator	Primary	Nursery	Secondary
1.3		good	
2.3		good	
3.1		Very good	
3.2		Very good	

Care Inspectorate Outcomes 2017

Quality Indicator	
1.Care and Support	very good
2. Quality of environment	very good
3. Quality of staffing	good
4. Quality of management and leadership	good

The report uses the following word scale:

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

Inspection Outcomes 2017

Key Strengths

- Enthusiastic, confident children who engage well in their learning and are making very good progress across the curriculum.
- The very attractive, well-considered learning environment that effectively supports children's curiosity and imagination as they learn through play.
- The reflective senior leaders and practitioner team who successfully use a nurturing approach to support the well-being and inclusion of children and families.
- The strong partnership approach to working with families that helps parents to feel included in the life of the setting and their child's learning and development.

Areas for Improvement and Action

- Continue to develop practitioners' approaches to teaching and learning to ensure children experience appropriate depth and challenge. Questioning techniques should be developed further to better support and extend children's thinking.
- Develop a more robust system for monitoring the work of the setting to support improvement in children's learning overall.

Analysis of Report

The School Improvement Plan 2017/18 reflects ongoing areas for improvement and action and provides a clear strategic focus for school improvement. The findings of the HMI Inspection and Care Inspectorate are being taken into account for this coming session. The report reflects the evidence gathered to inform our priorities and our identified areas for improvement.

1.3 Leadership of change

A strong feature of the nursery is the current vision, values and aims which reflect the ethos of the setting well. Senior leaders and practitioners work well together. They have settled quickly into their new purpose built nursery and are working hard to ensure they continue to provide quality experiences for children and families. All staff have good opportunities to engage in professional dialogue and collegiate learning. The leadership team encourages practitioners to develop their talents and skills to support the on-going development of aspects of the service. Regular opportunities for training, collaborative working with the local early years cluster schools and development time for each practitioner ensures practitioners engage in study and reflection to improve their work. Systematic approaches to self-evaluation are leading to improvement.

The key actions being taken forward are:

As planned, senior leaders are developing further opportunities for children, parents and partners to be more involved in evaluating the work of the setting. Senior leaders are reviewing their remits and are developing a more robust system for monitoring the day to day work of the setting to ensure a more consistent approach to early years pedagogy.

2.3 Learning, teaching and assessment

Children aged 2-3 years are motivated learners, benefiting from an attractive and well-considered environment. They enjoy challenging themselves as they play and when exploring a range of interesting and developmentally appropriate experiences both indoors and outdoors.

Children aged 3-5 years are happy, settled and enthusiastic about their learning, concentrating on activities for extended periods of time and participating in co-operative play. They are supported by practitioners who know them well and who treat them as individuals, with their own needs and interests. Staff plan well to ensure appropriate coverage of the curriculum and are committed to extending learning opportunities for all children.

The key actions being taken forward are:

Senior leaders are working with staff to support their continued understanding of how children age 2-3 years learn.

Practitioners are developing further their questioning techniques, observations and planning to extend children's thinking and to provide depth and challenge.

2.2 Learning and development pathways

Throughout the setting, health and well-being, literacy and numeracy are evident across learning in addition to a wide range of quality experiences in other areas. Learning opportunities are provided based on Children's interest and practitioner initiated enquiry resulting in very good opportunities for them to be creative and to engage in art, music and role-play. Children's transitions are managed sensitively and parents well supported by the Early Years Family Worker.

The key actions being taken forward are

Continue to develop outdoor learning experiences, building on the exciting spaces already created and the exploration of the natural environment beyond the nursery.

2.7 Partnerships: impact on children and families- parental engagement

Children benefit from the key worker approach, ensuring all children and families build a positive relationship with a practitioner who knows their child very well. Staff are committed to increasing parental involvement, building on the range of existing opportunities. In addition, they are keen to extend their work with the local community.

2.1 Safeguarding

Self-evaluation information related to child protection and safeguarding was discussed and areas for development agreed.

3.1 Ensuring wellbeing, equality and inclusion

The wellbeing and inclusion of children is a strength of the nursery. Staff build caring, respectful and supportive relationships, understanding the wellbeing indicators and using these effectively to when planning to support individual support needs. Children's participation is encouraged and taken seriously, helping them to become confident individuals and responsible citizens. Likewise families are supported to participate and share their individual circumstances which ensures positive outcomes for all. Children are learning about the needs of others. By example, during visits to the nearby care home, children are learning about kind and respectful relationships.

The key actions being taken forward are:

As planned, staff are continuing children's understanding of their own wellbeing and the language to express their experiences. In addition, they are continuing to work to expand children's awareness of equality related issues.

3.2 Securing children's progress

This is an area of strength. Children aged 2-5 years are making very good, developmentally appropriate progress across their learning. Children aged 2-3 years are using their developing communication skills to make choices and are developing an early awareness of mathematical concepts through play.

Children aged 3-5 years are making very good progress in communication and early language skills, early numeracy and maths and health and wellbeing. As independent learners, they make choices about their learning and sharing their achievements with others. Children enjoy making music, creating interesting pieces of art and learning about sustainability.

The key actions being taken forward are:

To continue to ensure children make very good progress in communication, early language, mathematics and health and wellbeing.

2.5 Family Learning

Families benefit from well supported transitions and positive relationships with staff. The Early Years Family Worker provides an informal nurturing approach to supporting families in a range of contexts and is considered a valuable service. Families are encouraged to support their child's early learning including engaging in a wide range of activities such as healthy eating and exercise, early numeracy and literacy and the Family Fresh Air Club.

The key actions being taken forward are

As planned, staff are developing approaches to making children's learning more visible for all.

HMI are confident that the school has the capacity to continue to improve and will make no more visits in connection with this inspection.

Signed



Paul Clancy, Executive Director of Children and Families Service



Audrey May, Head of Service (Chief Education Officer)

6 February 2018

Dear Parent/Carer

In November a team of inspectors from Education Scotland and the Care Inspectorate visited Menzieshill Nursery School. During our visit, we talked to parents/carers and worked closely with the head of setting and practitioners.

The inspection team found the following strengths in the setting's work.

- Enthusiastic, confident children who engage well in their learning and are making very good progress across the curriculum.
- The very attractive, well- considered learning environment that effectively supports children's curiosity and imagination as they learn through play.
- The reflective senior leaders and practitioner team who successfully use a nurturing approach to support the well-being and inclusion of children and families.
- The strong partnership approach to working with families that helps parents to feel included in the life of the setting and their child's learning and development.

The following areas for improvement were identified and discussed with the head of setting and representatives from Dundee City Council.

- Continue to develop practitioners' approaches to teaching and learning to ensure children experience appropriate depth and challenge. Questioning techniques should be developed further to better support and extend children's thinking.
- Develop a more robust system for monitoring the work of the setting to support improvement in children's learning overall.

We gathered evidence to enable us to evaluate some quality indicators from [How good is our early learning and childcare?](#) Quality indicators help early learning and childcare settings, education authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each setting, the Scottish Government gathers evaluations of quality indicators to keep track of how well Scottish early learning and childcare settings are doing.

Here are Education Scotland's evaluations for Menzieshill Nursery School

Quality indicators	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Securing children's progress	very good
Ensuring wellbeing, equality and inclusion	very good
Descriptions of the evaluations are available from How good is our early learning and childcare? Appendix 1: The six-point scale	

Here are the Care Inspectorate gradings for the setting

Care Inspectorate standards	Grade
Quality of care and support	very good
Quality of environment	very good
Quality of staffing	good
Quality of management and leadership	good

Requirements/recommendations made by Care Inspectorate for the setting

During the previous Care Inspectorate inspection, the setting had one requirement and three recommendations. From these, one requirement and three recommendations have been met. As a result of this inspection, there are no requirements and one recommendation.

Recommendation:

In order to meet children's learning and wellbeing needs, staff would benefit from further support to expand their knowledge and skills in relation to teaching and learning, and to reflect on their personal development.

This is in line with:

National Care Standards Early Education and Childcare up to 16;

Standard 4 Engaging with children

Standard 6 Support and development

Standard 12 Confidence in staff

More detailed summarised inspection findings will be available from <https://education.gov.scot/inspection-reports/dundee-city/5339715> and the [Care Inspectorate website](#).

What happens next?

We are confident that the setting has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Dundee City Council will inform parents/carers about the setting's progress as part of its arrangements for reporting on the quality of its settings.

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

Kathleen Robertson
Managing Inspector

Hillary Brookes
Care Inspector