

**REPORT TO: SCRUTINY COMMITTEE - 19 MAY 2010**

**REPORT ON: HMIe AND CARE COMMISSION INSPECTION OF JESSIE PORTER NURSERY SCHOOL**

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 242- 2010**

## **1.0 PURPOSE OF REPORT**

1.1 The purpose of this paper is to report on the findings of the Her Majesty's Inspectorate of Education and the Care Commission following an integrated inspection at Jessie Porter Nursery School.

## **2.0 RECOMMENDATIONS**

2.1 It is recommended that the Scrutiny Committee:

- i) notes the contents of this report; and
- ii) instructs the Director of Education 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 Jessie Porter Nursery School was inspected by Her Majesty's Inspectorate for Education and the Care Commission in February 2010. They published a report on their findings in April 2010. At the time of the inspection 98 children aged between three and five years were being offered a service on both a part-time and full day basis.

4.2 The inspectorate identified the following strengths of the nursery:

- confident children who engage fully in their learning
- welcoming, calm and purposeful learning environment
- positive, supportive and effective partnerships with families and a range of agencies
- use of information and communications technology (ICT) to promote links across children's learning
- commitment of the Head Teacher and staff to continued improvement to ensure success for children

4.3 The following areas for improvement were agreed with the nursery school and education authority:

- continue to develop profiles to support children's learning

#### 4.4 Quality Indicators

##### 4.4.1 HMle reports using a six-point scale for reporting performance:

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

##### 4.4.2 The following quality evaluations were given at this inspection:

Quality Indicator	Grade
Improvements in performance	Very Good
Children's experiences	Excellent
Meeting learning needs	Very Good
The curriculum	Very Good
Improvement through self-evaluation	Very Good

4.5 Jessie Porter Nursery School's Improvement Plan (2009-2012) includes a focus on the identified area for improvement. This will be regularly reviewed, monitored and evaluated in line with both the school and the authority quality improvement calendars.

4.6 HMle indicated that Jessie Porter Nursery School provides a very good quality of education. Therefore they will make no further visits in connection with this inspection. The education authority will inform parents about the centre's progress as part of the authority's arrangements for reporting to parents on the quality of education and care in its schools.

## 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.

5.2 There are no major issues.

## 6.0 CONSULTATION

6.1 This report has been subject to consultation with the Chief Executive, Depute Chief Executive (Support Services) and Director of Finance.

## **7.0 BACKGROUND PAPERS**

7.1 The following Background Papers were relied upon in preparation of this Report:

- A Report by HM Inspectorate of Education and the Care Commission: Inspection of pre-school provision. Longhagh Nursery School, Dundee City Council - 28 April 2010

JIM COLLINS  
Director of Education

29 April 2010

# **Jessie Porter Nursery School Dundee City Council**

**28 April 2010**

HM Inspectorate of Education (HMIE) inspects centres in order to let parents<sup>1</sup>, children and the local community know whether their centre provides a good education. Inspectors also discuss with centre staff how they can improve the quality of education.

At the beginning of the inspection, we ask the head of centre and staff about the strengths of the centre, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into playrooms and join other activities which children are involved in. We also gather the views of parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the centre. We describe how well children are doing, how good the centre is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the centre. We also comment on how well the centre works with other groups in the community, including services which support children. Finally, we focus on how well the centre is led and how all staff help the centre achieve its aims.

If you would like to learn more about our inspection of the centre, please visit [www.hmie.gov.uk](http://www.hmie.gov.uk). Here you can find analyses of questionnaire returns from parents and staff. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals.

## **Contents**

1. [The centre](#)
2. [Particular strengths of the centre](#)
3. [How well do children learn and achieve?](#)
4. [How well do staff work with others to support children's learning?](#)
5. [Are staff and children actively involved in improving their centre community?](#)
6. [Does the centre have high expectations of all children?](#)
7. [Does the centre have a clear sense of direction?](#)
8. [What happens next?](#)

## **1. The centre**

Jessie Porter Nursery School was inspected in February 2010 by HMIE and the Care Commission as part of the integrated inspection programme. The centre caters for pre school children aged three to five years. It is registered for 70 children attending at any one session. The total roll was 98 at the time of the inspection.

## **2. Particular strengths of the centre**

- Confident children who engage fully in their learning.
- Welcoming, calm and purposeful learning environment.
- Positive, supportive and effective partnerships with families and a range of agencies.
- Use of information and communications technology (ICT) to promote links across children's learning.
- Commitment of the headteacher and staff to continued improvement to ensure success for children.

## **3. How well do children learn and achieve?**

### **Learning and achievement**

Children are actively involved in their own learning and have extensive opportunities to choose and plan their own activities. They are extremely motivated and approach activities with enthusiasm and confidence. Children are becoming independent learners who persevere to solve problems and experience success. They know what they are learning about and are beginning to develop the skills required to evaluate success in their learning. Excellent use is made of ICT to support children to make links between different areas of their learning. Children, for example, enjoyed making programmable toys into characters from favourite stories. Children show respect for their learning environment and enjoy taking on responsibilities such as tidying the playroom. Across the nursery, children are making very good progress in all aspects of their development and learning. In their role play in the café, which they helped create, children take on different roles and use appropriate language for the situation. They also create their own pretend play situations such as a cinema in their outdoor 'den'. Children express their creativity through a variety of art and craft activities. They are particularly expressive during sensory activities such as finger painting. Children's investigative skills are developing well through early science activities. They make very effective use of a range of ICT to support their investigation and record their findings. In their physical development children are making very good progress. They are developing very good skills in climbing, running and throwing and catching.

In early language, children are making very good progress. Children's listening skills are very well developed. They enjoy listening to stories and playing listening games.

Children are confident in discussing their nursery activities and almost all children are aware of the need to take turns when talking. They use a wide range of vocabulary when recalling personal experiences and describing events. Almost all children show an awareness of print and demonstrate a keen interest in books. They are able to retell nursery rhymes using play figures as props. Children are actively involved in developing their skills in early writing. They confidently record their plans in the construction area, take orders in the café role-play and mark make with chalk outdoors. In early mathematics, children are making very good progress and confidently use numbers in different contexts. They enjoy exploring clocks and timers and relate them to their nursery day. Children are developing an understanding of measure through the use of scales, tape measures and measuring jugs. They are learning about how to record information in different ways, for example in simple graphs.

### **Curriculum and meeting learning needs**

Staff provide a varied curriculum firmly based on children's interests and enjoyment which helps children to make progress in their learning. A systematic approach has been adopted to implement *Curriculum for Excellence*. This has supported staff to develop their confidence and develop a shared vision of how the refreshed curriculum will be delivered. Staff are skilled at identifying opportunities for potential learning and take these forward, building on children's interests. By working in this way, staff are allowing children to have ownership of their own learning. Early literacy and numeracy are embedded in all aspects of the curriculum. Staff make effective use of the outdoor area and ICT to enrich all aspects of the curriculum. Staff interactions with children are of a very high standard and are caring, calm and consistent.

Staff know all children very well, both as individuals and as learners, and use this to identify learning needs. They are very focused on enabling children to experience challenge and success. Children have individual profiles which staff are currently developing to provide a story of each child's learning. Staff have a very good understanding of child development and quickly identify where there may be a potential barrier to learning. The nursery has well established links with a range of agencies with whom they work in partnership. This helps ensure that the learning needs of all children are very well met.

### **4. How well do staff work with others to support children's learning?**

The nursery has very positive links with parents and families. They are actively encouraged to be part of their child's learning and contribute to the life of the nursery. Staff recognise that parents will play a significant role in the creation of children's individual profiles. There are very good opportunities for parents to be involved in workshops, such as promoting positive behaviour and speech and language development. The very effective key worker system supports a partnership between home and nursery. The nursery has established effective links with the community which also support children's learning. Transition arrangements are effective and staff are sensitive to the needs of individual children and families. When children start nursery, staff plan alongside parents to ensure the best approach for each individual child. The nursery continues to build on the effective links with the many schools

children move on to. They recognise that there is scope to develop shared learning opportunities with local schools across the year.

## **5. Are staff and children actively involved in improving their centre community?**

Staff observe and listen to children to make sure that their views are acted upon. Children are consulted about many aspects of the nursery and are confident that staff will listen to their views. Parents are asked for their views about the nursery and are consulted regularly about ongoing developments. Many of the staff have been with the nursery for a long time and know families well. Within the staff team, there is a strong commitment to the ongoing improvement of the nursery. The clear agenda for continuous improvement is delivered through the improvement plan. Priorities identified for improvement are evidently having an impact on children's development and learning. The nursery shares their good practice with other nurseries and schools through their GLOW group. The headteacher and nursery teacher benefit from their involvement in working groups developing aspects of provision across the education authority.

## **6. Does the centre have high expectations of all children?**

Staff have high expectations of children and work closely with parents to help children succeed. There is a very positive ethos in the nursery where everyone is made to feel welcome and valued. A strong emphasis is placed upon children's emotional wellbeing and a healthy lifestyle is promoted. Staff are very aware of their responsibilities in keeping children safe and take appropriate action to ensure that all children are protected. Children are treated with respect, fairness and equality and are encouraged to treat others and their environment in the same way. They are encouraged to develop an awareness and respect of cultures that are different to their own. Overall, children are well behaved and supported very well by staff to develop their social skills.

## **7. Does the centre have a clear sense of direction?**

The nursery school is highly regarded in the local community and staff are very proud of their nursery. The hardworking and motivated staff team are led by a very committed and enthusiastic headteacher. Together they are focused on promoting success for children. They recognise that there is more that they would like to do to further improve Jessie Porter Nursery School. The vision, values and aims of the nursery have been reviewed which has created a shared vision of the way forward. With the strong sense of staff teamwork and the headteacher's highly effective leadership the nursery is very well placed to continue to improve.

## **8. What happens next?**

The centre provides a very good quality of education. Therefore, we will make no further visits in connection with this inspection. The education authority will inform parents about the centre's progress as part of the authority's arrangements for reporting to parents on the quality of its centre.

We have agreed the following areas for improvement with the centre and education authority.

- Continue to develop profiles to support children’s learning.

At the last Care Commission inspection of the centre there were four recommendations. All have since been addressed.

Quality indicators help centres, education authorities and inspectors to judge what is good and what needs to be improved in the work of a centre. You can find these quality indicators in the HMIE publication *The Child at the Centre*. Following the inspection of each centre, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish centres are doing.

Here are the evaluations for Jessie Porter Nursery School.

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

We also evaluated the following aspects of the work of the centre.

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

**Managing Inspector:** Barbara Galbraith  
**Care Commission Officer:** Ann Easton

28 April 2010

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

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



If you would like to find out more about our inspections or get an electronic copy of this report, please go to [www.hmie.gov.uk](http://www.hmie.gov.uk).

Please contact us if you want to know how to get the report in a different format, for example, in a translation, or if you wish to comment about any aspect of our inspections. You can contact us at [HMIEnquiries@hmie.gsi.gov.uk](mailto:HMIEnquiries@hmie.gsi.gov.uk) or write to us at BMCT, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

You can find our complaints procedure on our website [www.hmie.gov.uk](http://www.hmie.gov.uk) or alternatively you can contact our Complaints Manager, at the address above or by telephoning 01506 600259.

You can also contact the Complaints Coordinator, Headquarters, Care Commission, Compass House, Riverside Drive, Dundee DD1 4NY, telephone 0845 603 0890.

Crown Copyright 2010

HM Inspectorate of Education

#### **Footnotes**

1. Throughout this report, the term 'parents' should be taken to include foster carers and carers who are relatives or friends