

REPORT TO: SCRUTINY COMMITTEE – 24 SEPTEMBER 2014

REPORT ON: EDUCATION SCOTLAND (HMIe) AND CARE INSPECTORATE INSPECTION OF WOODLEA CHILDREN'S CENTRE

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 354-2014

1.0 PURPOSE OF REPORT

1.1 The purpose of this paper is to report on the findings of Education Scotland (HMIe) and the Care Inspectorate following an inspection at Woodlea Children's Centre

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 Woodlea Children's Centre was inspected by Education Scotland (HMIe) and the Care Inspectorate in April 2014. They published a report on their findings on 10 June 2014. At the time of the inspection 91 part time children aged 3-5 years, 23 full time children aged 3-5 and 46 two year olds were on the roll.

4.2 Education Scotland inspectors identified the following strengths of the nursery:

- Children who are curious, eager to learn and enjoy their time in the centre.
- Skilful early intervention approaches by all which are helping to secure better outcomes for children.
- Inclusive, respectful culture which underpins all aspects of the centre.
- Strong staff team who work very well together to improve the centre.
- Outstanding leadership of the headteacher in promoting high expectations within the centre.

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

- Continue to develop the curriculum in line with national guidance.

Care Inspectorate inspectors identified that since the last inspection five of the six recommendations have been addressed. One recommendation regarding the nutritional balance of lunchtime meal, has been progressed but still requires further review and monitoring.

Care inspectorate inspectors identified the following requirement:

The service must extend the height of the fencing in the children's outside play area, adjacent to the car park. We observed this to be too low to ensure children's safety. This is in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, Scottish Statutory Instrument 2011/210 Regulation 4(1)(a) - Welfare of users.

Timescale for implementation: within four weeks of receipt of this report. This has been actioned.

Care inspectorate inspectors identified the following recommendations:

The centre should continue to review the lunchtime meal for children. They needed to further promote children's independence and enable them to take a greater role in organising the meal. They should continue to liaise with the provider of their meals to maximise healthy eating and reduce the amount of processed foods.

The centre should devise and implement an induction programme for all new staff, students and volunteers.

The quality assurance calendar needed to be further embedded into practice. The Headteacher should consider how she extends the role of self-assessment and the involvement of children, staff and parents in developing their quality assurance processes.

The headteacher has completed an action plan to address the Requirement and Recommendations made as a result of this inspection.

4.4 Quality Indicators

4.4.1 Education Scotland (HMle) and the Care Inspectorate 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
adequate/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	Education Scotland
Improvements in performance	Very Good
Children's experiences	Very Good
Meeting learning needs	Excellent
The curriculum	Good
Improvement through self-evaluation	Good

Quality Grades	Care Inspectorate
Quality of care and support	Excellent
Quality of environment	Very Good
Quality of staffing	Excellent
Quality of management and leadership	Very Good

4.5 Woodlea Children's Centre's *Improvement Plan (2012-2015)* already includes a focus on the identified areas for improvement. These will be regularly reviewed, monitored and evaluated in line with both the nursery and the local authority's quality improvement calendars. The attached appendix outlines improvements made to date.

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 Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services.

7.0 BACKGROUND PAPERS

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

- Education Scotland (HMle) and Care Inspectorate Inspection Report for Woodlea Children's Centre, Dundee City Council – June 2014

MICHAEL WOOD
Director of Education

September 2014

Dundee City Council
Education Department
Scrutiny Committee Report

Inspection and Reporting

Inspection Agency	Education Scotland (HMIE) and Care Inspectorate
Report publication date	10 June 2014

Name of establishment	Woodlea Children's Centre
Sector	Nursery
Name of headteacher / manager	Laura Fraser
Roll	91 part time 3-5's, 23 full time 3-5's and 46 2 's

Inspection Outcomes

Quality Indicator	Nursery
Improvements in performance	Very good
Learners' experiences	Very good
Meeting learning needs	Excellent
The curriculum	good
Improvement through self-evaluation	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

Education Scotland :Key Strengths

Children who are curious, eager to learn and enjoy their time in the centre.
Skilful early intervention approaches by all which are helping to secure better outcomes for children.
Inclusive, respectful culture which underpins all aspects of the centre.
Strong staff team who work very well together to improve the centre.
Outstanding leadership of the headteacher in promoting high expectations within the centre.

Education Scotland: Areas for Improvement and Action

Continue to develop the curriculum in line with national guidance.
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Care Inspectorate: Requirements and Recommendations

The service must extend the height of the fencing in the children's outside play area, adjacent to the car park.
The centre should continue to review the lunchtime meal for children. They needed to further promote children's independence and enable them to take a greater role in organising the meal. They should continue to liaise with the provider of their meals to maximise healthy eating and reduce the amount of processed foods.
The centre should devise and implement an induction programme for all new staff, students and volunteers.

The quality assurance calendar needed to be further embedded into practice. The Headteacher should consider how she extends the role of self-assessment and the involvement of children, staff and parents in developing their quality assurance processes.

Analysis of Report
• Toddlers and children aged three years and over are making very good progress in their learning
• Older children demonstrate a keen interest in learning. They benefit from the freedom they have to explore and investigate within the playrooms and outdoors in their exciting garden area.
• Through very skilful staff interventions toddlers are extending their expressive vocabulary. Older children are making very good progress in developing and applying their skills in early language and mathematics.
• The centre provides an exceptionally inclusive and respectful environment where all children and families feel welcome. The excellent staff team ensure they provide high quality care in a most supportive way.
• Children with additional support needs are extremely well supported. The centre's early intervention team work closely with others to provide excellent support for children to help them make appropriate progress.
• There is a wide range of high quality support and activities offered to families using the centre as well as the wider community.
• Many parents report that the support they receive from the centre makes a significant and positive difference to their lives.
• There is a strong ethos of collegiate working and mutual respect across the staff team within the centre.
• The headteacher is providing strong leadership. She has shared her clear vision for the future of Woodlea Children's Centre

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10 June 2014

Dear Parent/Carer

**Woodlea Children's Centre
Dundee City Council**

Recently, as you may know, my colleague and I visited and inspected your child's pre-school centre. During our visit, we talked to parents and children and we worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the pre-school centre supports children to do their best. The headteacher shared with us the pre-school centre's successes and priorities for improvement. We looked at some particular aspects of the pre-school centre's recent work, including early intervention approaches and partnerships with parents. As a result, we were able to find out how good the pre-school centre is at improving children's education.

How well do children learn and achieve?

In all playrooms children are happy and settled. Toddlers and children aged three years and over are making very good progress in their learning. Toddlers are excited about their learning and are encouraged to explore and make decisions about where and with what they want to play. They enjoy very positive relationships with the extremely caring and patient staff. Toddlers play well together in the home corner making tea for 'visitors'. Their physical skills are developing well through the wide range of resources both indoors and outdoors.

Older children work well by themselves and in groups and pairs. Both approaches aid their learning. Outdoors, a small group of children sustain their play for a considerable length of time to construct a wooden cage for 'daddy bear'. They take on different roles to complete this, a few of them taking responsibility for building the structure and others for locating the different sticks and logs to use. Older children demonstrate a keen interest in learning. They benefit from the freedom they have to explore and investigate within the playrooms and outdoors in their exciting garden area. Older children regularly talk to staff about their learning. At the start of each session children plan their activities with staff. The increasing use of mind maps and floor books is helping children to talk about and review their learning experiences.

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Transforming lives through learning

During successful 'one-to-one' sessions with staff, children are now talking about and setting their learning targets. Early indications are that this will be a very effective way for children to become more aware of their own learning. Throughout the centre children have different opportunities to take on leadership roles, such as snack helper, and in their tidy up routines. Toddlers are gaining skills in early language and most are able to express their needs and feelings well. They make 'marks' on paper in their playroom and listen to stories and rhymes. Through very skilful staff interventions toddlers are extending their expressive vocabulary. Older children are making very good progress in developing and applying their skills in early language and mathematics. Most children talk confidently to each other and to adults. They enjoy sharing books with their friends and adults in the numerous book areas across the nursery. In the block area children make simple plans before building large models. They eagerly write for different purposes across the playroom. Almost all children are successfully using mathematical language appropriately in their play as they compare different lengths of worms and different weights of logs. When making play dough, children estimate the number of spoonfuls of flour they need to fill the beaker. Staff's recent focus on money has promoted an increased understanding of different coins and the purpose of money. They are using this knowledge during their role-play in the 'garden centre'. Children are becoming more confident using the computer to extend their learning in mathematics. Staff recognise that children require more opportunities to develop their awareness and use of technology.

How well does the pre-school centre support children to develop and learn?

The centre provides an exceptionally inclusive and respectful environment where all children and families feel welcome. The excellent staff team ensure they provide high quality care in a most supportive way. When working with the youngest children, staff take appropriate account of national and local guidance to plan appropriate learning experiences. Staff working with older children are making good use of Curriculum for Excellence when planning children's learning. Playrooms are well organised with a wide range of high quality resources throughout. Very good use is made of outdoors where children can be energetic, creative and investigative. Children particularly enjoy 'digging for bugs' and share enthusiastically their knowledge and understanding of different insects and their habitats. A well-judged emphasis is put on developing children's health and wellbeing. This is used appropriately to ensure that children are ready to access all areas of the curriculum. Staff intend to develop more focused programmes for technologies and Religious and Moral Education.

Children with additional support needs are extremely well supported. The centre's early intervention team work closely with others to provide excellent support for children to help them make appropriate progress. They provide very good guidance to all staff, ensuring everyone has a key role in supporting children who require extra help with learning. There is a wide range of high quality support and activities offered to families using the centre as well as the wider community. This includes interesting groups and classes for parents, extended hours for children and a very popular and successful weekly carers toddler group. Many parents report that the support they receive from the centre makes a significant and positive difference to their lives. Staff also work very effectively with a range of agencies. Partners

involved in the centre are effusive in their praise of the sterling work carried out in the centre to improve outcomes for children and families. Transitions into the centre are carefully designed to ensure children and parents are well supported. The centre is working hard to improve transitions for children moving on to P1.

How well does the pre-school centre improve the quality of its work?

The centre uses a range of helpful approaches to evaluate all aspects of its provision. This enables staff to build on existing strengths and identify areas to improve. Staff take on responsibility for the development of different aspects of the centre including parents' groups. Staff now need to take on leadership roles, for example to further develop the curriculum. Views of children, staff, families and professionals are welcomed and taken into account. Staff communicate how they have taken forward these views in a helpful display in the reception area. Staff have good opportunities for training and professional development. There is a strong ethos of collegiate working and mutual respect across the staff team within the centre. This is helping to continually improve the centre. The headteacher has been in post since March 2013 and is already providing strong leadership. She has shared her clear vision for the future of Woodlea Children's Centre. She has very high expectations for all children. She has already fostered extremely positive relationships with children, staff and families which is ensuring very positive outcomes for children. The centre benefits from very good support and guidance from the local authority. The centre is very well placed to continue to improve.

During the previous Care Inspectorate inspection, the centre had no requirements and six recommendations. Five recommendations have been addressed. One recommendation regarding the nutritional balance of lunchtime meal, has been progressed but still requires further review and monitoring. As a result of this inspection, there is one requirement and three recommendations.

Our inspection of your pre-school centre found the following key strengths.

- Children who are curious, eager to learn and enjoy their time in the centre.
- Skilful early intervention approaches by all which are helping to secure better outcomes for children.
- Inclusive, respectful culture which underpins all aspects of the centre.
- Strong staff team who work very well together to improve the centre.
- Outstanding leadership of the headteacher in promoting high expectations within the centre.

We discussed with staff and the education authority how they might continue to improve the pre-school centre. This is what we agreed with them.

- Continue to develop the curriculum in line with national guidance.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the pre-school centre'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 pre-school centre, the local authority will inform parents about the pre-school centre's progress.

Jackie Maley
HM Inspector

Karen Lock
Care Inspectorate Officer

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at http://www.educationscotland.gov.uk/inspectionandreview/reports/school/results.asp?strSIRSchoolName=Woodlea+Children%27s+Centre%2C+Dundee+-+Dundee+City&10_coverage=Scotland&startdate=&enddate=&bSubmit=1&Submit=Search

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