

**Cranley Colinton Nursery
Edinburgh
EH14 9JF
City of Edinburgh
14 May 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*¹. The following standards and related quality indicators were used in the recent inspection.

National Care Standard	Child at the Centre Quality Indicator
Standard 5 – Quality of Experience Standard 4 – Engaging With Children	The curriculum Teaching for effective learning, Children’s experiences, Children’s progress
Standard 6 – Support and Development	Care, welfare and development, Meeting learning needs, Expectations and promoting achievement, Equality and fairness, Successes in involving parents, carers and families
Standard 14 – Well-managed Service	Developing people and partnerships, Leadership of improvement and change, Improvement through 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.

¹ The Child at the Centre version 2 published June 2007, HMIE

Introduction

Cranley Colinton Nursery was inspected in January 2008 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 two to five years. It was registered for 25 children attending at any one session. At the time of the inspection the total roll was 28.

Key strengths

- Very positive relationships between staff and children, and the effective intervention of staff to support children's learning.
- High-quality learning experiences for children.
- Very good teamwork of staff and the strong leadership of the manager.

How good are learning, teaching and achievement?

The quality of interaction between staff and children was very good. Staff were caring and approachable and had developed very good relationships with children. They used praise appropriately and made effective use of questions and dialogue to support learning and provide challenge. The youngest children were happy and relaxed. They had good opportunities to investigate their surroundings and choose from a wide range of activities. Staff encouraged children well to join in with action songs and rhymes and they enjoyed making 'cakes' from dough. Children's care routines were suitably integrated into the nursery day. The oldest children were able to choose freely from a wide range of stimulating and challenging activities and resources. The curriculum was broad and well balanced and provided a very good range of high-quality learning experiences.

Children were making very good progress across all aspects of the curriculum. They were confident in the playroom and aware of nursery routines. Staff supported them well to develop independence and take responsibility. Children shared toys, took turns and cooperated well when playing. They

were learning about care of their environment through planting and harvesting fruit and vegetables. They used a wide range of technology toys skilfully and were keen to use the computer. They enjoyed caring for the nursery hamster. Children had been learning about other cultures when celebrating a range of festivals. They selected freely from a wide range of materials for collage and model making and used paints expressively. They were enthusiastic when using untuned percussion instruments to accompany their singing during 'together time'. Effective use was made of props and costumes to develop imaginary play scenarios at 'the greengrocer's'. Staff made very good use of the extensive outdoor area to enhance the quality of learning experiences. Children were developing confidence on large apparatus and were gaining skills in climbing, running, balancing and using wheeled toys. They were developing good control of their hands and fingers when, for example, cutting vegetables and using craft utensils.

Most children were making very good progress in communication and language. Children listened attentively to stories and instructions. Most contributed confidently to discussions during 'group time'. Staff had created a playroom rich in print. They promoted early literacy and mark making through a wide range of play activities. Most children could recognise their name in print and many were attempting to write it. They used books and other printed materials well when playing, and investigated mark making at the well-resourced writing table. A few made 'notes' when playing at the home area and used chalks outdoors. Most children were making very good progress in their understanding of early mathematics. Children used numbers with purpose during play activities and many could count to 20. They were developing skills at counting money and weighing when playing at 'the greengrocer's'. Most could name basic shapes and staff supported them well to solve problems when playing with construction toys.

How well are children's needs met?

Provision for meeting children's needs was very good. Staff treated all children fairly and with respect. They worked closely together to share observation and assessment information to ensure individual children's needs were met. Staff had developed positive relationships with parents and provided effective support for children and their families. Parents were kept informed of the work of the nursery through regular newsletters, a well-organised notice board and an informative handbook. They had access to snack menus and playroom plans. Staff provided good opportunities for parents to discuss children's progress. Children enjoyed sharing their 'learning story' books with parents and each other. They regularly chose

library books and story bags to share at home. All parents who responded to the pre-inspection questionnaire and who were spoken with on the day of the inspection were happy with the work of the nursery. Staff were aware of their roles and responsibilities for the protection of children.

Staff provided good support to children as they moved on to primary school. They had made useful links with staff from a few local schools and visits to observe children had been arranged. Staff were sensitive to the needs of children and parents new to the nursery. The manager had developed useful links with a number of other professionals to support the needs of individual children. Staff were developing their knowledge of changes to legislation relating to children who required additional help with their learning.

Leading and improving the centre

Leadership of the nursery was very good. The manager was a supportive leader who fostered very effective teamwork. She regularly worked in the playroom and was well known to children and parents. She displayed a clear commitment to the continuing development of the nursery.

Staff had access to a suitable system for professional development and review. They had good opportunities to attend a range of training courses which had a clear impact on the subsequent quality of playroom provision. Staff were developing their knowledge of national guidance relating to children under three years. They were aware of the implications of the Scottish Social Services Council Codes of Practice for the nursery.

Procedures for self-evaluation were good. The manager led staff in reviewing the quality of playroom provision using national indicators of quality. They obtained the views of parents through questionnaires. A suitable improvement plan was in place and good progress was being made to address identified targets. The manager had started to monitor formally the quality of a few aspects of individual staff practice, providing useful feedback for staff.

Issues from previous inspections

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

At the last Care Commission singleton inspection of the nursery there was one requirement and one recommendation. The requirement had been fully met. The recommendation was being addressed at the time of the inspection.

Recommendations for improvement

- The manager and staff should further develop procedures for monitoring and evaluating the work of the nursery to ensure continued improvement.

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.

Clark Graham
HM Inspectorate of Education

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