

**Cranley Craiglockhart
Nursery
Edinburgh
10 November 2010**

HM Inspectorate of Education (HMIE) inspects centres in order to let parents¹, 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. 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.

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

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1. The centre

Cranley Craiglockhart Nursery was inspected in September 2010 by HMIE on behalf of both HMIE and the Care Commission as part of the integrated inspection programme. The centre caters for pre-school children aged from birth to five years. It is registered for 51 children attending at any one session. The total roll was 92 at the time of the inspection.

2. Particular strengths of the centre

- Confident and motivated children who are making very good progress in their learning.
- Welcoming and caring ethos, and positive relationships between staff and children.
- Partnerships with parents to support children's learning.
- Enthusiastic and hardworking staff and their effective approaches to self-evaluation.
- Vision and commitment of the owner, management and staff to continuous improvement.

3. How well do children learn and achieve?

Learning and achievement

Children enjoy nursery and are developing confidence. They are highly motivated and engage very well in a variety of experiences. Babies are content and relate well to staff. They are curious about their environment and enjoy playing with bubbles and balloons. Toddlers are learning to cooperate and share. They respond enthusiastically to music and have fun rolling and chasing balls. Children aged three to five are developing friendships and good social skills. They concentrate well and share ideas when building bridges with junk materials. They play imaginatively in the 'fruit shop' and recreate and invent situations with their friends. Staff support children very well in their play and regularly consult with them about their learning.

Children have many opportunities to experience success. They are learning to care for their environment through recycling and reusing materials. They enjoy energetic play and are developing their physical skills well when climbing and balancing on the climbing frame.

Children aged three to five are making very good progress in their learning. They talk confidently during play and listen with interest to each other and to adults. They enjoy listening to stories and talk enthusiastically about favourite characters. With support, they use reference books to find out information about dinosaurs. Almost all children recognise their name in print and enjoy writing in their play. They are interested in counting and numbers. They sort and match objects by size and shape and most older children are able to sequence and make patterns. Children are developing an awareness of money and recognise coins during role play. They are learning about measurement through regular baking activities.

Curriculum and meeting learning needs

Staff working with children under three plan interesting and appropriate learning experiences. They provide good opportunities for children to learn through their senses. For children aged three to five, the curriculum provides a broad and balanced range of experiences based on learning through play. Staff have made a positive start to improving children's experiences in line with *Curriculum for Excellence*. They recognise the potential of developing the outdoor area. This would help them provide more challenging opportunities for children to investigate, solve problems and explore the natural world. The curriculum is enhanced by visits to places of interest, for example to the local duck pond and to a dinosaur exhibition at the museum.

Staff meet children's learning needs very well. They are sensitive to individual family circumstances and work closely with parents to take account of younger children's care routines. Across the nursery, key workers observe and record detailed information on children's learning and achievements in personal folders. They use this information well to plan appropriate experiences and to identify children's next steps in

learning. Staff engage very well with all children to extend their thinking and understanding. Where appropriate, effective individual plans are created for children who require extra help with their learning.

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

Staff have positive relationships with parents and provide very good opportunities for them to be involved in the life of the nursery. Parents are encouraged to contribute to their children's learning plans and are given written progress reports about their child each term. Communication with parents is very effective. Staff keep parents very well informed about events in nursery through regular newsletters, email correspondence, daily activity sheets and attractive displays. Children are well supported as they move between playrooms and when they move onto school. Staff work well with others in the local community to support children's learning.

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

Staff enjoy working in the nursery and morale is high. They are highly committed to self-evaluation and to monitoring the progress of developments. They welcome training opportunities and are willing to take on additional roles within the nursery. Staff are very receptive to new ideas and are eager to share and develop good practice. Managers monitor the work of nursery effectively and provide staff with helpful advice and information to improve their practice. Children are encouraged to express their thoughts in the nursery and staff listen and respond to their ideas and suggestions.

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

Across the nursery there is a welcoming and inclusive ethos with very positive relationships between parents, staff and children. All children are treated with dignity and respect and staff pay very close attention to children's care and welfare. Staff are knowledgeable about child protection procedures and are aware of their responsibilities in keeping children safe. Staff have high expectations of children's behaviour and learning and use praise and encouragement to celebrate achievements and success. Children are becoming aware of the importance of healthy lifestyles. They are supported well to learn about different cultures and have opportunities to celebrate a range of festivals.

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

The nursery manager, supported by the owner, area manager and local authority, provides very effective leadership. Managers and staff share a clear vision for the nursery. The strong and effective staff team support each other in developing their skills and improving the work of the nursery. They welcome and value the advice they receive from the local authority. Through strong self – evaluation and close staff teamwork, the nursery is very well placed to continue to improve.

8. What happens next?

As a result of the very good quality of education provided by the centre, 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 centres.

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

- Continue to develop the curriculum and increase opportunities for children to solve problems, investigate and explore the natural world.

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 Cranley Craiglockhart Nursery.

Improvements in performance	very good
Children's experiences	very good
Meeting learning needs	very good

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

The curriculum	good
Improvement through self-evaluation	very good

Managing Inspector: Grace O'Malley
10 November 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

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

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