

29 February 2012

Dear Parent/Carer

**Clydebank Early Education and Childcare Centre**  
**West Dunbartonshire Council**

Recently, as you may know, my colleagues and I visited and inspected your child's pre-school centre. Throughout our visit, we talked to parents and children and we worked closely with the headteacher/head of centre and staff. We wanted to find out how well children were learning and achieving and how well the pre-school centre supported children to do their best. The head of centre 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 developing outdoor learning, developing children's counting skills and the caring, nurturing environment. As a result, we were able to find out how good the pre-school centre's was at improving children's education. I would now like to tell you what we found.

**How well do children learn and achieve?**

We found that your children are learning and achieving well. Staff strive hard to create a warm and nurturing environment. As a result children are happy and feel secure in their playrooms. Babies enjoy exploring their playroom to choose resources to play with. They are very interested in multi-sensory activities such as investigating jelly. They go out into their garden daily and play enthusiastically with resources such as the dolls and prams. Children aged two to three are confident choosing from a wide range of resources, including natural materials. They participate very well in messy play activities. Outdoors children enjoy playing alongside the older children. Staff need to continue their plans to review younger children's current sleeping arrangements. Children aged three to five years are being supported to form positive relationships with other children. They make decisions about where and what they want to play with in their playroom. They learn best in small groups. It is in the stimulating, attractive garden that children have the greatest freedom to lead their own learning, here, children are more engaged and excited about their learning. For this reason, staff recognise the need to increase children's access to outdoor play throughout each session. Staff use different strategies such as floorbooks to help children to talk about and plan their learning. Children's folios and wall displays help children to revisit and talk about their prior learning. Children are becoming more independent as they serve themselves at snack and dress themselves for outdoors. The forest school programme encourages older children to develop a range of self-help skills which helps them to become more confident and independent.

Most children are making good progress in developing skills in literacy and numeracy. Children are developing their listening skills and can follow simple instructions. A few children talk confidently about their forest school experiences. Children enjoy sharing books with

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<sup>1</sup> This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

adults and a few choose to look at books on their own. The majority of children can recognise their name in print and a few choose to write their name in different play situations. Children are making good progress in developing their understanding of early mathematics including their numeracy skills in play. Older children enjoy counting and they use appropriate mathematical language when exploring sand and measuring models. Staff use children's interest in pandas to extend their understanding of measure in an enjoyable way. Staff should continue to develop children's literacy and numeracy skills in relevant ways.

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

Staff meet children's learning and development needs well. They are very kind and caring and interact positively to support children in their play. They know individual children very well and are becoming increasingly responsive to their ideas and interests. They plan activities which meet the needs of most children. Staff working with children under three plan an appropriate range of learning experiences using new national guidelines. For children aged three to five, staff use Curriculum for Excellence to plan learning experiences. Staff make regular observations of children. They now need to use this information more effectively to help children to make continued progress. Staff make good use of the local area to enhance children's learning. Staff are highly committed to the care and welfare of all children. They work very well with a range of professionals to help children who need additional help in their learning. Crucially, they provide children and their families with effective support in times of crisis. Parents are highly satisfied with all aspects of the nursery provision. They welcome the opportunities they have for daily updates on their child's progress and development. Staff work hard to build good links with primary schools to help children make successful transitions to P1.

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

We found that the nursery is improving the quality of its work. Staff work well together and are committed to continually improving the service. A new Head of Centre took up post last session. She is highly committed to making necessary improvements and is leading staff very well to improve children's learning experiences. She is supporting staff to become more reflective practitioners. Staff are able to access a range of training opportunities to help them improve learning experiences for children. Staff share good practice with local nurseries. The Head of Centre and staff now need to develop more robust systems for monitoring and evaluating to help them identify what they do well and what needs to improve. With the high level of commitment from the Head of Centre and staff and the very good support from the local authority, the nursery is well placed to continue to improve.

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

- Kind, warm and nurturing ethos which supports children to make progress in their learning.
- Commitment of the Head of Centre and staff team to the continuous improvement of the centre.
- Forest Schools Programme which develops children's confidence and independence.
- Head of Centre's leadership to support change and improvement.

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 improve children's learning by taking forward Curriculum for Excellence.
- Continue to develop more focused approaches to self-evaluation and monitoring to improve children's learning.
- Review sleeping arrangements for younger children.

## **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. The head of centre and local authority will inform parents about the pre-school centre's progress as part of the arrangements for reporting to parents on the quality of the pre-school centre.

Jackie Maley  
Managing Inspector  
29 February 2012

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.hmie.gov.uk/ViewEstablishment.aspx?id=10094&type=1> .

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at [enquiries@educationscotland.gsi.gov.uk](mailto:enquiries@educationscotland.gsi.gov.uk) or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

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