

## 1. The Inspection

Jamestown Early Education and Childcare Centre was inspected in May 2009 as part of the integrated inspection programme by the Care Commission and HM Inspectorate of Education. In September 2009, the nursery prepared an action plan in agreement with West Dunbartonshire Council. The action plan indicated how they would address the main points for action in the HMIE report, within a two year period.

West Dunbartonshire Quality Improvement Service assessed the extent to which the nursery was continuing to improve the quality of its work, and evaluated progress made in responding to the main points for action in the original report.

## 2. Continuous Improvement

The head of centre, team leader and staff had worked hard; showing high levels of commitment and team work to take forward the recommendations contained in the report. The staff team used observations to assess and plan next steps. Activities for children extended and challenged their learning and expectations of achievement were high. Observations and assessments were used to plan next steps and to ensure a better pace of learning. The staff team also used observations to assess and monitor children's progression in learning. The staff team were fully involved in improving the quality of planning for learning, assessment and tracking children's progress. This had impacted positively on children's learning experiences.

The nursery was well placed to sustain and build on the improvements they had achieved.

## 3. Progress towards the main points for action

The initial inspection report published in July 2009 identified two main recommendations for improvement. This section evaluates progress made with each of the recommendations and the resulting improvements for children and stakeholders.

### *3.1 Develop approaches to planning, assessing and tracking children's progress to ensure a clear focus on children's learning and achievements.*

The nursery had made good progress towards meeting this point for action.

The head of centre, team leader and staff had worked closely together to improve approaches to planning, assessing and tracking children's progress.

The focus was on children's learning and achievements. Staff used observations and assessments confidently to plan next steps in children's learning. Staff recorded children's progress in their learning and were beginning to involve them in deciding on next steps. As a result staff used observations and assessment information to monitor and track children's progress. Staff met regularly to discuss children's progress to ensure they were meeting learning needs; to evaluate progress and to agree next steps. Children's individual portfolios recorded progress in learning and celebrated achievements well. Children were involved in planning their own learning; guided by staff using *Talking and Thinking Floor Books* – Responsive Planning. Most staff used learning intentions and success criteria effectively when planning for children's learning experiences. They used questioning appropriately to extend learning and to add depth to the children's experiences. Staff were very good at encouraging and praising children; providing feedback about their learning. Staff will now continue to work on their planning procedures to ensure consistency in recorded learning intentions; evaluations and individual children's next steps in learning.

### 3.2 *Review the balance between adult-directed and child- initiated play.*

The nursery had made good progress towards meeting this action point.

The nursery had made good progress in reviewing the balance of adult led and child initiated activities. A range of high-quality adult led activities were on offer which demonstrated the key principles of Curriculum for Excellence. Children sustained concentration and self managed their learning very confidently; displaying high levels of independence when given the opportunity to do so. During story time, individual children answered questions confidently and contributed very well when given the opportunity. Staff demonstrated their skills in questioning, using some very good questions to extend and challenge children's thinking. The learning opportunities for almost all children were very good. Adult led activities were appropriate to the age and interests of the children. Some of these activities were exciting and innovative; children were given opportunities to demonstrate their knowledge, creativity and imagination. The children were excited by these activities and talked confidently about what they were learning. Staff had worked hard to develop a structured nursery session for the children. The centre now needs to ensure that children have appropriate time, every day; to develop their learning further and follow their own interests.

## 4. Capacity for Improvement

The nursery had made good progress overall with their action plan. The head of centre and staff team had worked together to improve the quality of their work. They were highly committed to the continuous improvement of the nursery; hard working, with high expectations of children's learning. There were consistently high standards expected of children. The head of centre encouraged staff to take a lead role in developing initiatives within the nursery. The team leader and staff were highly committed to these responsibilities and worked hard to ensure their input had a positive impact on children's learning. All staff demonstrated confidence in their work; the resulting improvement in achievements for all children was welcomed and celebrated by staff. The approaches to planning, assessing and tracking

progress were beginning to bed in. The head of centre should develop tracking procedures and develop a system for this. Staff should continue to develop assessment for learning strategies to plan and deliver learning experiences. The nursery is well placed to continue this work.

## 5. Conclusion

With support from West Dunbartonshire Council Quality Improvement Service, Jamestown Early Education and Childcare Centre had worked well to meet the recommendations of the HMIE report. Staff had improved the quality of children's learning experiences. All staff had been fully involved in the implementation of the action plan and had worked hard to support the head of centre to undertake the recommendations within the agreed timescale. The nursery was well placed to continue the improvements achieved to date.

Terry Lanagan  
Executive Director of Educational Services  
October 2011