

**Gavinburn Early Education  
and Childcare Centre  
Old Kilpatrick  
West Dunbartonshire  
Council  
26 August 2009**

This report tells you about the quality of education at the centre. We describe how children benefit from learning there. We explain how well they are doing and how good the centre is at helping them to learn. Then we look at the ways in which the centre does this. We describe how well the centre works with other groups in the community, including parents<sup>1</sup> and services which support children. We also comment on how well staff and children work together and how they go about improving the centre.

Our report describes the ‘ethos’ of the centre. By ‘ethos’ we mean the relationships in the centre, how well children are cared for and treated and how much is expected of them in all aspects of centre life. Finally, we comment on the centre’s aims. In particular, we focus on how well the aims help staff to deliver high-quality learning, and the impact of leadership on the centre’s success in achieving these aims.

If you would like to learn more about our inspection of the centre, please visit [www.hmie.gov.uk](http://www.hmie.gov.uk). Where applicable, the website contains analyses of questionnaire returns and descriptions of good practice in the centre.

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<sup>1</sup> 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**

Gavinburn Early Education and Childcare Centre was inspected in June 2009 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 three to five years. It is registered for 48 children attending at any one session. The total roll was 74 at the time of the inspection.

## **2. Particular strengths of the centre**

- Welcoming and stimulating learning environment.
- Relationships between staff, parents and children.
- Confident children who are eager to learn.
- Partnership with other professionals.

## **3. How well do children learn and achieve?**

### **Learning and achievement**

Children are very happy, confident and keen to learn. With support from staff, younger children are becoming more confident in their play. They are learning to play together, form friendships, take turns and consider other's feelings. Most older children are beginning to persevere and concentrate well on their chosen activities. Children follow their own interests and are becoming successful learners. They now need to be more aware of what they are learning and how they can get better. Children are learning about the natural world through growing vegetables and caring for tadpoles and caterpillars. They are developing their skills in investigating and solving problems while using technology toys. For example, they design and build model vehicles and use them to complete tasks and challenges. Children confidently use computers to extend their learning. They express their own ideas very well through painting and in model making. Almost all children enjoy physical play both indoors and out and are developing their confidence in climbing, balancing and playing with balls.

Children listen well and confidently follow instructions. They thoroughly enjoy listening to stories and speak enthusiastically about their favourite books. A few children record their own book reviews.

Children speak confidently to adults and to each other, asking questions and sharing their ideas. Almost all recognise their name in print and try early writing during play. Children are becoming familiar with number symbols and count with increasing confidence. They enjoy matching colours, textures and shapes while playing games. Older children are able to use mathematical words to describe and compare different sizes and positions.

## **Curriculum and meeting learning needs**

Staff provide a curriculum which is based on play. They listen to children carefully and plan activities to support children's interests. Children have opportunities to plan their learning at 'welcome time' and choose from a wide range of stimulating activities throughout the day. Recently, staff have begun to use floor books to record children's ideas and involve them in planning their learning. Children are enthusiastic about this opportunity. They now need to review what they have learned at the end of each project. Children have opportunities to count and play number games. They have easy access to books, drawing and writing equipment. Staff now need to provide increased opportunities for children to use their number and literacy skills in real-life situations. Children are given the opportunity to express their ideas and develop their creativity when painting, using craft materials, and playing imaginatively. Recent improvements to the outdoor area have provided increased learning opportunities. For example, children can now investigate by digging in the soil and carry out simple experiments using water. Children's physical play opportunities are enhanced by a visiting sports development officer.

Staff know children very well. They observe children's learning and identify what they should learn next. They now need to develop this further and provide more ways for children and parents to be involved. Children would benefit from using their literacy and numeracy skills in more challenging activities. Staff provide good support to all children and identify when a child may require extra help. The centre has very good links with other professionals who can offer specialist help and guidance.

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

The centre has very good links with parents. A parents' committee supports the centre through organising fundraising and social events. Parents take responsibility for managing the children's lending library and help with visits to places of interest. Parents feel very welcome and appreciate the work of staff in providing a caring and supportive learning environment. They are very enthusiastic about a home learning initiative involving technology toys. They know they can talk to staff informally or formally about their child at any time. Staff work very well with other professionals to help children requiring additional support. The centre provides good support for children at each stage of transition. The head of centre continues to build effective links with staff from local primary schools.

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

Staff are committed to the ongoing development and improvement of the centre. They use self-evaluation to identify priorities for improvement. Parents are asked for their views of the centre. Children's views are also taken into account when planning and reviewing the curriculum. An improvement plan is in place and is having a positive impact on children's learning. The head of centre now plans to implement a monitoring programme to ensure the self-evaluation process is rigorous and based on clear evidence. All staff take part in continuing training opportunities to develop their knowledge and understanding of children's learning. They support each other very well and share information. Staff share examples of good practice with colleagues from other centres.

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

The very good relationships between staff, children and parents create a warm and welcoming atmosphere. All staff are aware of their responsibilities in keeping children safe and have attended appropriate training. They treat children with respect and encourage them to have consideration for others. Children are learning to look after themselves. They brush their teeth and are familiar with hand-washing routines. Children's efforts and achievements are celebrated and their work is displayed throughout the nursery. Staff now need to raise their expectations of children's learning. They should ensure they use praise effectively to encourage and improve children's learning and achievement.

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

The head of centre knows the children and their families very well. She is committed to providing a quality service for children and families. She values the support she receives from staff in working to achieve this. The head of centre monitors the work of staff. She now plans to give more formal feedback to identify staff development and training needs. Staff have identified the development of the outdoor area as a long-term improvement project involving children, parents and community members.

## **8. What happens next?**

We are confident that the centre will be able to make the necessary improvements in light of the inspection findings. As a result, we will make no more visits following this inspection. The centre and the education authority will inform parents about the centre's progress in improving the quality of education.

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

- Improve approaches to assessing and monitoring children's progress in learning.
- Provide more challenging activities to extend children's learning.
- Continue to involve all staff in using self-evaluation effectively to improve outcomes for children.

At the last Care Commission inspection of the centre there was one recommendation. This has since been addressed.



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 Gavinburn Early Education and Child Care Centre.

<b>Improvements in performance</b>	<b>good</b>
<b>Children's experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>good</b>

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

<b>The curriculum</b>	<b>very good</b>
<b>Improvement through self-evaluation</b>	<b>good</b>

**Managing Inspector:** June Drylie  
26 August 2009

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This report uses the following word scale to make clear judgements made by inspectors.

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

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