

**Kilbowie Early Education &
Childcare Centre
Clydebank
West Dunbartonshire
Council
24 November 2010**

HM Inspectorate of Education (HMI¹) 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

Kilbowie Early Education & Childcare Centre was inspected in October 2010 by 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 60 children attending at any one session. The total roll was 83 at the time of the inspection.

2. Particular strengths of the centre

- Confident, enthusiastic and motivated children who enjoy high quality learning experiences.
- Children's progress in their learning and development.
- The highly motivated and enthusiastic staff team who work well together to improve learning and teaching.
- Very effective leadership for learning.

3. How well do children learn and achieve?

Learning and achievement

Children are enthusiastic, active and independent learners who engage fully in their play. They are very confident when making choices and decisions about what they want to do. Almost all older children concentrate for extended periods of time to complete activities or deepen their learning. Children and staff reflect on play experiences at the end of each session, and almost all children talk confidently about their learning. New children are settling well and getting to know centre routines. Children are forming friendships and interact well with each other in the playroom.

Children enjoy exploring their environment, planning their learning, problem solving and discovering new skills for themselves. They confidently use a wide range of information and communications technology to support their learning. Most skilfully use desk top computers, interactive whiteboard and digital cameras. A few download photographs to the computer and add text. Children express their creative ideas very well. They enjoy singing and exploring percussion instruments and use artists' work to inspire their

own responses. Children are aware of how to keep themselves safe and healthy through well established hygiene routines.

Almost all children are making excellent progress in their learning. Children listen attentively to adults and one another. Most older children express their ideas and opinions with confidence and use a wide vocabulary. Children confidently choose fact and fiction books and enjoy retelling favourite stories using puppets. Children are developing early writing skills and are highly motivated when practising making marks to represent words. A few older children are able to write their own name. Children recognise and use numbers very well during activities. They are developing an understanding and confidence in early mathematics through play.

Curriculum and meeting learning needs

Staff organise a stimulating learning environment which is firmly based around children's interests. They are confident and skilful in using national guidance to embed *Curriculum for Excellence* in their planning for children's learning. All staff have taken time to reflect and make well thought out changes to improve children's learning and development. Literacy, numeracy and health and wellbeing are embedded across the curriculum. Staff respond to children's interests and are aware of the importance of providing appropriate learning materials and opportunities to promote individual children's learning. Attractive displays across the centre ensure children feel their work is celebrated and valued by all staff. Staff are aware that there is scope to improve outdoor learning to ensure all areas of the curriculum are included.

All staff know children very well as individuals and as learners and interactions with children are of a very high quality. As a result, staff provide learning that is broad and balanced, appropriately challenging and progressive. Almost all children are motivated and have their needs met effectively through varied activities both indoors and out. Staff are aware of the need to review the daily routine for children who attend full-time. Staff skilfully identify children requiring additional

support. Working alongside parents and other agencies, staff set targets for individual children, and review them regularly. Information is shared appropriately to ensure that those who work with individual children know the strategies being used to provide suitable help and support. Specific transition arrangements are made for individual children requiring additional support in moving on to school.

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

The centre has strong relationships with parents and is working hard to improve opportunities for them to be involved in the life of the centre. Staff keep parents well-informed through newsletters and informative display boards. Staff provide parents with regular progress meetings and an annual written report about their children's progress. Staff have formed partnerships with a range of agencies to help children improve their learning. They value the support of the education authority teacher who works closely with staff to improve learning and teaching. Staff help children make successful transitions to primary school. This includes children participating throughout the session in various joint activities with schools.

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

Children, parents and staff have a great deal of pride in the centre. Approaches to self-evaluation are very well developed and focus on achieving best practice. Staff and children regularly contribute their ideas about the nursery and have helped to establish priorities for improvement. An improvement plan is in place and all staff implement its priorities extremely well. These priorities are having a positive impact on children's learning and development. Previous priorities have resulted in Eco-School status and an international twinning project. The staff are aware that increased parental participation in commenting on and evaluating the quality of provision is beneficial for the centre.

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

Staff have very high expectations for children's care, welfare, learning and development. The head of centre has established an ethos where children's emotional stability is recognised as being highly important. Staff are motivated and enthusiastic. They use praise effectively to encourage all children to learn and develop. The centre celebrates and raises awareness of diversity. Children celebrate different festivals throughout the year. Staff are alert to the care and wellbeing of all children and understand their role in protecting children from harm. They encourage children to make healthy choices, for example by providing healthy snacks and lunches and regular tooth brushing.

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

The centre benefits from very effective leadership. The head of centre puts children and their families at the heart of the centre's work. She has a very clear sense of direction and ensures that all staff members are clear about the centre's vision, values and aims. She actively encourages staff to take on responsibility and to be innovative in their

approaches to children's learning. She leads by example and has encouraged a strong sense of teamwork amongst her staff. Staff are confident in their abilities and feel well supported by the head of centre. As a result children are making excellent progress.

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.

- The centre should continue to maintain the high quality of provision and, through the improvement planning process, make further developments to aspects of the work of the centre.

At the last Care Commission inspection of the centre there was one recommendation to develop parental participation in relation to the assessment of the quality of staffing. The recommendation has been partly met. The centre will make further developments to its participation strategy in line with the care commission recommendation.

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 Kilbowie Early Education & Childcare Centre.

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

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

The curriculum	very good
Improvement through self-evaluation	very good

Managing Inspector: Juliet Colquhoun

Care Commission Officer: Rita Gallacher

24 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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Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

You can find our complaints procedure on our website www.hmie.gov.uk or alternatively you can contact our Complaints Manager, at the address above or by telephoning 01506 600259.

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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