

## 1. The Inspection

Crosslet Nursery was inspected in September 2008 as part of the integrated inspection programme by the Care Commission and HM Inspectorate of Education. In January 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 continued to assess 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 current stable management team had impacted positively on the capacity of the nursery to continue to improve. As a result this is a positive report. The manager, team leaders and staff had worked as a team to take forward the recommendations contained in the report. Knowledge of the ASL legislation has improved; staff demonstrated an understanding of the requirements of this legislation and how to put this into practise. They have called on the expertise of others to enable them to identify and provide relevant support. The system for observing, planning assessment and monitoring children's progress was in line with West Dunbartonshire Council's guidelines and Curriculum for Excellence. All staff are involved in improving the quality of their work through self-evaluation which had impacted positively; improving their ability to reflect on practice and improve learning outcomes for children.

With support and stable management the nursery will sustain and build on the improvements they have achieved.

## 3. Progress towards the main points for action

The initial inspection report published in December 2008 identified three main recommendations for improvement. This section

evaluates progress made with each of the recommendations and the resulting improvements for children and stakeholders.

*3.1 Improve staff knowledge of additional support needs to enable them to identify and provide relevant support for individual children.*

When the Quality Improvement Service visited, the impact of the stable management team was evident; as a result the nursery had made good progress towards meeting this point for action.

The local authority had provided in service on a number of occasions to improve staff knowledge of legislation and how to implement *Staged Intervention*. A high turnover of staff and changes to managers had meant that this had not initially impacted on practice, however over the last year this has been stable. This has ensured that the current staffs understanding of the legislation has resulted in improved outcomes for children. For example, children who have additional support needs are identified early, parents are consulted, support identified and agreed and multi agency work begins. All staff talked knowledgably about the local authority system for identifying children using *Staged Intervention*. They were also able to explain how they identified learning targets for individual children and planned next steps. They were confident in their discussion of meeting the needs of children with a variety of additional support needs.

*3.2 Improve approaches to observing, planning and assessing children's learning to ensure the individual needs of all children are met.*

When the Quality Improvement Service visited, the impact of the stable management team was evident; as a result the nursery had made good progress towards meeting this point for action.

The head of centre, team leader and staff had worked effectively to improve the quality of approaches to observing, planning and assessing children's learning. As a result staff used observations and assessment information to plan next steps in learning. Staff met regularly to discuss children's progress to ensure they were meeting individual children's learning needs. Through individual children's portfolios and key worker group talking and thinking floor books, children's individual progress in learning was recorded well. These planning procedures demonstrated the quality of children's learning experiences. They celebrated children's achievements through displays of photographs, emergent writing and art work.

They provided a daily diary which gave parents a short statement about their child's day.

### *3.3 Improve self-evaluation activities to ensure clear outcomes for children's learning.*

When the Quality Improvement Service visited, the impact of the stable management team was evident; as a result the nursery had made good progress towards meeting this point for action.

The manager, team leaders and staff were committed to improving the work of the nursery. In a short time period the newly appointed manager had developed a range of methods to involve staff in evaluating the work of the nursery. However, the process of self-evaluation, involving all staff and stakeholders, was at the early stages in becoming rigorous and systematic. The manager had encouraged staff to work as a team to evaluate the quality of their work in order to improve learning outcomes for children. The manager worked closely with staff to monitor children's progress and learning experiences. She was a very visible presence in the nursery playrooms, for children, staff and parents. The staff team reflected on how they were working; sharing good practice with each other. For example, recently they had identified that they needed to work on responsive planning. This resulted in a very positive training session. The team leader for under-three's was able to describe how this had improved practice. Responding to the needs of individual children enabled staff to offer opportunities for one to one experiences. This helped to extend children's learning such as, language development and turn taking. Staff working with under-three's also used observations of the children to influence the environment and next steps in learning. Staff were beginning to use peer assessment; working in pairs to give each other feedback on the quality of their work and had made improvements to learning and teaching through this. Staff discussions also focussed on the use of the playroom areas by the children. They were confident that the changes they had made as a result of these discussions, had improved the quality of learning experiences for children. They were beginning to consult children about the quality of resources and activities.

## **4. Capacity for Improvement**

The nursery was beginning to make good progress overall with their action plan. With the current management team and staff team this will continue. The highly committed manager was

beginning to develop her vision for the nursery. She provided stable leadership and was a very good role model; resulting in confident and motivated staff. She actively promoted distributed leadership, with team leaders having a lead role in developing initiatives within the nursery. The team leaders and staff were highly committed to these responsibilities and worked enthusiastically to ensure their input had a positive impact on children's learning. The manager and West Dunbartonshire Council will prepare an additional action plan to continue the work in evaluating the centre. This plan will focus on providing a rigorous system to monitor the quality of learning and teaching. With support the nursery is well placed to continue this work.

## 5. Conclusion

With support from West Dunbartonshire Council Quality Improvement Service, Crosslet Nursery had worked effectively to meet the recommendations of the HMIE report. Staff had improved the quality of children's learning experiences. The staff team had been involved in the implementation of the action plan and had worked to support the manager to undertake the recommendations. With support the nursery will continue the improvements achieved to date.

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