

1. The Inspection

Bright Beginnings Nursery was inspected in September 2008 as part of the integrated inspection programme by the Care Commission and HM Inspectorate of Education. In December 2008, 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

Within the last year the manager had returned from maternity leave. This had impacted positively on the capacity of the nursery to improve. As a result this is a positive report. The manager, senior nursery nurse and staff had worked as a team to take forward the recommendations contained in the report since she came back. Arrangements for evaluating and monitoring the quality of provision were at the early stages. Staff's skills in building on assessment information gathered to identify next steps in learning was developing very well.

With continuing stable management, the nursery is 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 December 2008 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 *Continue to develop arrangements for evaluating and monitoring the quality of provision.*

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

The manager, senior nursery nurse and staff were committed to improving the work of the nursery. Since returning from maternity leave the manager had built on and developed a range of methods to involve staff in evaluating the work of the nursery. She was using authority guidelines to support this work. However, the process of self-evaluation, involving all staff and stakeholders,

was at the early stages in becoming rigorous and systematic. The manager was encouraging staff to work as a team to evaluate the quality of their work, in order to improve learning outcomes for children. Informal feedback was given to staff on a range of activities for all age ranges; this included planning, staff/child interactions and the quality of children's portfolios. 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 were beginning to reflect on how they were working; sharing good practice with each other. Staff should extend this practice to sharing with other nurseries and attend local authority training. They were beginning to consult children about the quality of resources and activities. Staff should use peer assessment to give each other feedback on the quality of their work and make improvements to learning and teaching through this. The manager should continue to develop the arrangements for monitoring and evaluating the quality of children's experiences.

3.2 Continue to develop staff skills in building on assessment information gathered to identify next steps in learning.

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

The manager, team leader and staff had worked very effectively to improve the quality of approaches to observing, planning, assessing and identifying children's next steps in learning. As a result staff used observations and assessment information to plan next steps in learning for children aged three to five, very well. Staff met regularly to discuss children's progress to ensure they were meeting individual children's learning needs. Through high quality, individual children's portfolios, progress in learning was recorded systematically for three to five's. These planning procedures demonstrated the high standard of children's learning experiences. Children's individual portfolios also celebrated achievements in learning very well. Children were involved in planning their own learning; guided by staff using *Talking and Thinking Floor Books* – Responsive Planning. Staff's skills in using *Talking and Thinking Floor Books* were developing. Staff used learning intentions and success criteria very 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 and reinforcing their *Golden Rules*. Planning for babies and toddlers was influenced by the children's interests. Staff working with under-three's should focus on learning; more detailed observations should also take place, in line with Pre-birth to Three national guidance. Staff working with three to fives should continue linking what they have learnt about assessment and planning to Curriculum for Excellence. Focusing on the work they are beginning to do on tracking and reporting on children's learning.

4. Capacity for Improvement

Overall, the nursery was making good progress with their action plan. The manager knows the nursery very well and is clear about what needs to be improved. The manager leads the nursery team well and is providing stable

leadership. She is also a good role model for staff in the playrooms. She is well supported by enthusiastic and hardworking staff. The manager and West Dunbartonshire Council will prepare an additional action plan to continue the work in evaluating and monitoring the quality of provision. 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, Bright Beginnings had worked effectively to meet the recommendations of the HMIE report. Staff had improved the quality of assessment, planning and next steps in 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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