

**Great Western Pre-school at
Kingswells
Aberdeen
AB15 8TB
Aberdeen City
8 August 2007**

The Regulation of Care (Scotland) Act, 2001, requires that the Care Commission inspect all care services covered by the Act every year to monitor the quality of care provided. In accordance with the Act, the Care Commission and HM Inspectorate of Education carry out integrated inspections of the quality of care and education. In doing this, inspection teams take account of *National Care Standards, Early Education and Childcare up to the age of 16, and The Child at the Centre*. The following standards and related quality indicators were used in the recent inspection.

National Care Standard	Child at the Centre Quality Indicator
Standard 4 – Engaging With Children Standard 5 – Quality of Experience	Staff/child interaction Structure of the curriculum Children’s progress and development and learning through play
Standard 6 – Support and Development	Meeting children’s needs and care routines Partnership with parents
Standard 14 – Well-managed Service	Leadership and Self-evaluation

Evaluations made using HMIE quality indicators use the following scale, and these words are used in the report to describe the team’s judgements:

- | | |
|----------------|---|
| excellent | outstanding, sector leading |
| very good | major strengths |
| good | important strengths, some areas for improvement |
| adequate | strengths just outweigh weaknesses |
| weak | important weaknesses |
| unsatisfactory | major weaknesses |

Reports contain Recommendations which are intended to support improvements in the quality of service.

Any Requirements refer to actions which must be taken by service providers to ensure that regulations are met and there is compliance with relevant legislation. In these cases the regulation(s) to which requirements refer will be noted clearly and timescales given.

Introduction

Great Western Pre-school at Kingswells was inspected in May 2007 as part of the integrated inspection programme by the Care Commission and HM Inspectorate of Education. The nursery catered for pre-school children aged six weeks to five years. The service also provided an after-school care facility catering for a maximum of twenty children. The nursery was registered for 100 children attending at any one session. At the time of the inspection the total roll was 237.

Key strengths

- Committed and dedicated staff team who engaged very effectively with children to support them in their learning.
- High-quality experiences for children.
- Effective leadership provided by the management team who fostered a strong sense of staff teamwork.

How good is the quality of children's experience?

Standard 4 & 5

Staff in the baby room were very calm and attentive. Suitable routines for babies and toddlers to promote continuity of care with home had been effectively established. Staff knew children well and their interactions were warm and caring. Play resources and activities were varied and well suited to the developmental needs of younger children. Children in the room for two-year olds were happy, active and motivated. They were well supported by caring staff who were very responsive to their individual needs. Activities in the learning environments in all rooms were progressive, well planned and age appropriate.

Staff working with children aged three to five were very caring and knew children well as individuals. They supported children very well in their learning and interaction was very good. They intervened appropriately to engage with children and extend their learning. Children had free access to a wide range of resources to support their development and learning through play. There was a very good balance between adult-directed activities and activities that children could choose for themselves. Staff made very effective use of

assessment information to ensure that children were making appropriate progress in their learning.

Children's progress in all curricular areas was very good. Children demonstrated high levels of concentration and persevered well with chosen tasks. Staff consulted with children and involved them in making decisions. They were encouraged to develop self-help skills and shared resources well. Children participated confidently in group discussions and were developing appropriate skills in listening and talking. They used a wide selection of writing tools well and staff encouraged children to develop an understanding of letter sounds. Children used books to find interesting information and enjoyed listening to adults reading stories. Children demonstrated a very good understanding of simple mathematical processes such as counting and measuring. They used construction toys well and worked together cooperatively to solve simple problems. Children had been involved in planting activities and were learning about the process of growth. They had fun dressing up and taking on adult roles in the imaginative play 'flower shop'. They used a very good selection of art and craft materials to be creative and express themselves freely. Children were developing very good hand and finger control when using scissors, construction toys and writing tools. They followed an appropriate programme to develop physical skills and enjoyed daily access to the recently upgraded outdoor play area.

How well are children supported?

Standard 6

Staff provided very good support for children and families. They had created an inclusive ethos where children and their families were very welcome. They kept parents well informed through notice boards, regular and informative newsletters and daily informal contact. Most parents who responded to the pre-inspection questionnaire stated they were happy with the service provided. Some stated that they would like more information on their child's progress and some noted they would like to see the outdoor area improved. At the time of the inspection, the centre had already addressed this latter point and the outdoor area was in the process of being developed.

The nursery had a well-planned programme in place to support children moving on within the nursery. Effective links had been established with local primary schools to support children moving on to school. The manager was actively seeking to further develop these links. Staff were familiar with procedures in accessing help from outside agencies and actively sought support from specialists such as speech and language therapists. They

worked closely with parents to support children requiring additional help with their learning

Leading and improving the centre

Standard 14

The manager of the centre worked closely with room supervisors, a development officer and a quality assurance officer. Together, they formed a very effective management team. The manager was very approachable, demonstrated a great deal of professional knowledge and fostered a strong sense of staff teamwork. Roles and remits were clearly defined. All staff were committed to the future development of the service.

An effective staff appraisal system helped support staff in their roles and helped identify suitable training opportunities. The manager and staff were familiar with the Scottish Social Services Council Codes of Practice.

Systematic and robust self-evaluation and monitoring procedures were established to ensure the quality of the service was maintained and developed. An effective development plan was in place and key targets were being met. Progress was closely monitored by the management team and areas of responsibility appropriately delegated.

Issues from previous inspections

Response to recommendations or to requirements or enforcement action made at previous inspection.

At the last Care Commission singleton inspection there were no requirements or recommendations.

Recommendations for improvement

- Continue to develop areas as identified within the nursery development plan.

As a result of the high performance, the strong record of improvement and the very effective leadership of this centre, HM Inspectors will make no further reports in connection with this inspection. The centre and the education authority have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents. Within two years of the publication of this report the education authority, working with the centre, will provide a progress report to parents.

Donald Currie
HM Inspectorate of Education

Jenny Hawkins
Care Commission

HOW TO CONTACT US

If you would like an additional copy of this report

Copies of this report have been sent to the head of service, staff and the education authority. Copies are also available on the Care Commission website: www.carecommission.com and HMIE website: www.hmie.gov.uk.

Should you wish to comment on any aspect of pre-school inspections, you should write in the first instance to Kenneth Muir, HMCI, at HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

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Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

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