

6 September 2016

Dear Parent/Carer

**Glenburn Pre-five Centre
Renfrewshire Council**

Recently, as you may know, my colleague and I visited and inspected your child's early learning and childcare (ELC) setting. Throughout our visit we talked to parents and children and we worked closely with the acting head of centre and staff. We wanted to find out how well children were learning and achieving and how well the ELC setting supported children to do their best. The acting head of centre shared with us the ELC setting's successes and priorities for improvement. We looked at some particular aspects of the ELC setting's recent work including forest adventures, play and outdoor learning. As a result, we were able to find out how good the ELC setting was at improving children's education. I would now like to tell you what we found.

How well do children learn and achieve?

Children are learning and achieving well. They enjoy their play and are happy and confident in their setting. Most settle quickly when they arrive in the morning. They are aware of the routines of the setting and are involved in discussing rules with staff. Children are treated fairly and with respect by staff, who are caring in their interactions with them. As a result, children are openly affectionate towards the staff. Babies enjoy looking at books and playing with the natural resources in the playroom. Toddlers play well together and spend time learning to complete simple jigsaws. Most older children are motivated by and are interested in their learning. Children spent good periods of time involved in mixing colours to make new colours, learning together using different board games and working with the big blocks in the construction area. Children particularly enjoyed their activities in their own outdoor areas, or their forest adventure experience. Through these outdoor learning experiences, children are also learning to take risks, cooperate with others and engage in extended play. Staff should now ensure that the children are always involved in appropriate high quality learning experiences. All children have personal learning profiles which contain photos, comments about their learning and examples of their artwork. Staff should continue to work to improve the learning profiles. Staff

encourage children to talk about their learning through discussion and the use of mind maps. We have asked staff to develop this further to provide children with more opportunities to talk about their learning and plan their next steps.

Children aged three to five years are making satisfactory progress in early literacy and numeracy. Most children enjoy sharing their thoughts and experiences with others and listen well in group activities. They like exploring books with staff where they discuss characters and their favourite part of the story. We have asked staff to encourage them to look at books independently. Most children are making positive attempts at early mark-making and writing. They now need to develop this interest through more experiences across their play. Children take part in various early mathematical activities, including sorting, matching, counting, weighing and measuring. Many children show an interest in volume and capacity. When playing with water at the outside water wall they use mathematical language such as, 'full and empty' appropriately. Children regularly count to ten and, a few beyond, in the course of their play activities. To improve children's progress, staff now need to extend the opportunities for children to develop early literacy and numeracy skills within the playroom and during trips in the community.

How well does the early learning and childcare setting support children to develop and learn?

Staff have regular contact with you, as parents, to ensure that the care needs of children are met. Staff need to ensure that all children's experiences, including routines, consistently meet the care needs of children. Parents who were involved in the inspection process told us they are happy with the care and attention their child receives. However, they would like to have more detail on the progress their children are making. We have asked staff to consult with you on the best way to provide this information. Where children may have barriers to their learning, staff work hard to ensure that children get the help they need from other professionals. Staff have recently undertaken a wide range of relevant training to ensure that they are able to support your children well. Since the acting head of centre was appointed, those working with children aged three to five years continue to develop their understanding and approach to delivering Curriculum for Excellence. They recognise the need to balance following children's interests alongside introducing new experiences to ensure children learn in all areas of the curriculum. Staff now need to ensure that the curriculum best meets the needs of all learners by providing the right amount of challenge. Visits in the local community such as to the local library and forest and visiting specialists enrich the curriculum. Staff recognise that the continued development of the outdoor learning area will further support children's learning across the curriculum. Staff have worked hard to develop links with local schools to support children as they move on to P1. They are keen to continue to develop these links further to ensure children build on what they have already experienced at the setting.

How well does the early learning and childcare setting improve the quality of its work?

As you are aware, since March, an acting head of centre has been appointed to cover the absence of the head. The acting head of centre has made a significant impact in leading and building the capacity of others to lead the improvements that have been made. Many of you have told us that you are happy with the changes, particularly the improvement in the physical learning environment. Staff now work together well as a team and there is a positive commitment to continued development and improvement. Processes have been put in place to evaluate the work of the setting. The senior management team needs to make sure that they continue to lead improvement in the quality of children's learning experiences in all playrooms. Parents and children are consulted and their views taken into account to improve the service. Staff now recognise that they need to find different, more creative ways to do this to ensure more opinions are captured. With continued support from the local authority and an enthusiasm to develop the work of the setting, management and staff are now well placed to continue to take improvement forward.

During the previous Care Inspectorate inspection, the setting had no requirements and four recommendations. From these, all recommendations have either been met or partially addressed. Outstanding issues relating to recommendations are carried forward in this inspection. As a result of this inspection, there are no requirements and two recommendations.

Our inspection of your ELC setting found the following key strengths.

- Children who are motivated, engaged and enjoy their learning experiences.
- Welcoming, caring ethos within the setting and the positive relationships which all support children's learning.

We discussed with staff and the education authority how they might continue to improve the ELC setting. This is what we agreed with them.

- Continue to develop children as learners so they know their next steps and how to progress.
- Continue to review and develop the curriculum and provide increased opportunities for early literacy and numeracy.
- Continue to establish effective and robust self-evaluation to improve the outcomes for children.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the ELC setting's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of the arrangements for reporting to parents on the quality of the ELC, Renfrewshire Council will inform parents about the setting's progress.

Noreen Phillips
HM Inspector

Lynda O'Connell
Care Inspector

Additional inspection evidence, such as details of the quality indicator evaluations for your setting can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/GlenburnPreFiveCentrePaisleyRenfrewshire.asp>.

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help early learning and childcare (ELC) settings, education authorities and inspectors to judge what is good and what needs to be improved in the work of the ELC setting. You can find these quality indicators in the publication *Child at the Centre(2)*¹. Following our inspection of each ELC setting, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish ELC settings are doing.

Here are the evaluations for **Glenburn Pre-five Centre**

Improvements in performance	satisfactory
Children's experiences	good
Meeting learning needs	satisfactory

We also evaluated the following aspects of the work of the ELC setting

The curriculum	satisfactory
Improvement through self-evaluation	satisfactory

Here are the Care Inspectorate's gradings for **Glenburn Pre-five Centre**

Quality of care and support	good
Quality of environment	good
Quality of staffing	very good
Quality of management and leadership	adequate

During the previous Care Inspectorate inspection, the setting had no requirements and four recommendations. From these, all recommendations have either been met or partially addressed. Outstanding issues relating to recommendations are carried forward in this inspection. As a result of this inspection, there are no requirements and two recommendations.

Recommendations

- Children's profiles should continue to be monitored to ensure that they clearly identify children's progress and next steps for learning.
National Care Standards for Early Education and Childcare up to the age of 16:
Standard 5 – Quality of experience.

¹ *The Child at the Centre, Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/TheChildattheCentreSelfevaluationintheEarlyYears_tcm4-684267.pdf

- The management team should continue to build on the more robust monitoring systems that have been introduced and implemented recently.
National Care Standards for Early Education and Childcare up to the age of 16:
Standard 14 – Quality of management.

A notification from the Care Inspectorate will be sent to the provider to complete an action plan to address the recommendations made as a result of this inspection.

A copy of the full letter is available on the Education Scotland website at **<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/GlenburnPreFiveCentrePaisleyRenfrewshire.asp>**.

http://www.careinspectorate.com/index.php?option=com_content&view=article&id=7644&Itemid=489