

**Careshare-Pinewood
Glenrothes
Fife
20 April 2011**

HM Inspectorate of Education (HMIE) 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

Careshare-Pinewood was inspected in February 2011 by HMIE. The centre caters for pre-school children aged six weeks to five years. It is registered for 103 children attending at any one session. The total roll was 129 at the time of the inspection.

2. Particular strengths of the centre

- Confident, independent children who are motivated to learn.
- Children's outdoor learning experiences.
- Partnerships with the local community.
- The manager and staff's success in improving aspects of the work of the nursery.

3. How well do children learn and achieve?

Learning and achievement

Most children under three are settled, happy and confident. Babies respond well to familiar adults. They are more motivated by activities which allow them to use their senses. They enjoy painting, listening to stories and singing rhymes. 'Tweenies' are learning to cooperate with each other during free play and in the dining room. They benefit from daily energetic play in the garden where they choose from a range of activities and resources. Most 'Toddlers' are becoming independent, serving themselves at snack time and helping to put on clothing for outdoor play. They like playing with clay and building in their construction area. Children aged three to five are confident, independent learners. Almost all children can make appropriate choices, share and take turns during play sessions. They look after toys very well and they are kind to each other. They are proud of their folders which contain their work and photographs of their achievements. They need more opportunities to plan their learning, set targets for themselves and talk about what they have learned.

Children are increasingly aware of the world around them. They have regular opportunities to learn outside and have a good understanding

of how to plant and grow vegetables. They know about some of the benefits of eating healthy food and looking after their teeth. They have raised funds for local, national and international charities, gaining an awareness of the needs of others. They sold their garden produce and used the money to buy more seeds. The nursery is well placed to seek accreditation for its work in environmental and health education.

Children aged three to five are making good progress in their learning. Most listen well during story times and in group activities. Most can recognise their name in print and know letter names and sounds. A few are very confident contributors to discussions and skilled at mark-making. Children are developing well their understanding of number. Most can count to 20, use numbers and mathematical language when involved in play activities. In the planting area, they filled and emptied containers and measured the height of their models in the construction area.

Curriculum and meeting learning needs

Staff working with children under three provide activities which take account of national guidance. They have begun to review their planning in line with the new guidelines, *Pre-Birth to Three*. Staff working with babies have had some success in improving the range of activities and resources they provide. More needs to be done to ensure a consistently high curriculum experience. Staff need to extend the range of natural materials babies can access for learning. Staff working with children aged three to five provide a curriculum which is well balanced and suitably broad. Staff have made an encouraging start to implementing Curriculum for Excellence, improving children's literacy and numeracy experiences. They now need to make better use of national guidance to plan and track how well children are learning across the curriculum. Staff make good use of the nursery garden, local businesses and visits by people from the emergency services to support their delivery of the curriculum.

Staff provide a high level of pastoral care for babies and children. They ensure babies' care and feeding routines are followed and

parents are fully involved in setting these routines. Staff observe children's learning and use this information to plan what children will learn next. They also use 'floor books' and involve children in planning future learning activities. These activities are not always challenging enough for some children. Children enjoy putting examples of their work in their personal learning folders and sharing these with their parents. These arrangements help staff meet the needs of the majority of children. Staff need to improve the way they identify and support the significant minority of children whose needs are not being met in full. Support from appropriate agencies would be beneficial.

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

Staff keep in daily contact with parents, providing information on for example, care routines and sleeping patterns of babies. Staff use photographs to provide parents with 'daily news'. These news sheets are helpful but are time consuming for staff to produce. There is scope to review the way staff provide information to parents of older children. Staff provide opportunities for parents to be involved in the life of the nursery through open days and fund-raising events. They have plans to involve parents more in their children's learning. Parents value the open door policy and are confident their children are kept safe and well cared for by staff. Children are well supported as they move from home to the nursery and from playroom to playroom. Senior staff have improved the nursery's links with local primary schools. As a result, children moving to P1 are better supported.

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

Staff work increasingly well as a team. Parents' and children's views are gathered by senior staff and used to make adjustments to the work of the nursery. For example, staff improved the layout of one of the playrooms to support children better who need a nap in the middle of

the day. The management and staff have used national guidance to evaluate how well the nursery performs. They successfully improved the garden grounds. Children now benefit from daily play and learning outdoors. The manager discusses learning plans with staff and observes playroom practice informally. She now needs to put in place a clear programme of formal monitoring, including an annual calendar outlining what and when she will evaluate the key aspects of the work of the nursery.

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

Staff and children have positive relationships with each other. The environment is friendly and staff encourage children to follow the 'golden rules'. Children are very well behaved and respectful of each other. Staff use displays of children's work effectively to promote children's self esteem and awareness of literacy and numeracy. They praise children regularly. They now need to raise their expectations of how much children can achieve. Staff are aware of their responsibility for keeping children safe and free from harm. They receive relevant training in child protection, first-aid and infection control. Children are becoming aware of other faiths and cultures through learning about festivals and through enterprise activities. Staff promote oral hygiene through daily tooth brushing. They pay particular attention to children's personal hygiene through regular hand washing throughout the nursery day.

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

The manager provides valued support to her staff who hold her in high regard. She is experienced in early years education and has used her skills well to secure improvements to some key aspects of the work of the nursery. Her management team supports her well and they help lead developments. The manager receives regular support from the area manager from Careshare. Playroom staff work hard and are committed to creating a strong team. They have some opportunities to

lead learning but would benefit from further opportunities to take forward the work of the nursery. Staff and children have successfully created a caring and welcoming environment for learning. The manager has a vision for the future and with the support of the education authority will build the nursery's capacity to improve further.

8. What happens next?

We are confident that, with support from the education authority, the centre will be able to make the necessary improvements in light of the inspection findings. As a result, we will make no more visits in connection with this inspection. The centre and the education authority will inform parents about the centre's progress in improving the quality of education.

We have agreed the following areas for improvement with the centre and education authority.

- Improve the arrangements to identify, track and support children's learning.
- Continue to improve the curriculum and learning experiences for children under three.
- Improve the arrangements for evaluating the work of the nursery.

At the last inspection that was conducted by the Care Commission, there were ten recommendations and two requirements. All recommendations and requirements have since been addressed.

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 Careshare-Pinewood.

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

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

The curriculum	good
Improvement through self-evaluation	satisfactory

HM Inspector: Marion Burns
20 April 2011

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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