

**Paint Pots Nursery
Perth
PH2 7HY
Perth and Kinross
22 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

Paints Pots Nursery 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 from six weeks to five years. It was registered for 46 children attending at any one session. At the time of the inspection the total roll was 80.

Key strengths

- The very good progress in children's learning.
- The very good quality of care provided to all children.
- Children who were enthusiastic, motivated learners.
- The hardworking, committed staff team.
- The very effective leadership of the manager.

How good is the quality of children's experience?

Standard 4 & 5

Staff had developed very good relationships with children and responded appropriately to their individual needs. They provided very good continuity of care. Routines established at home were continued in the nursery. Staff praised children appropriately and celebrated their efforts and achievements to build children's self esteem. They used questioning very effectively to encourage children to think for themselves and to extend their learning. Children were highly motivated, happy and enthusiastic about their learning. They were able to make choices from a broad and balanced range of play experiences both indoors and outdoors. Children were engaged in activities. Staff challenged them in their thinking. Children investigated, explored and solved problems whilst playing. Staff had established very effective procedures for observing children and used assessment information to plan next steps in learning. Children were consulted by staff, and their interests and concerns informed the planning.

Children under three were very well cared for by staff who had established very close relationships with them. Staff interacted very effectively with children. They were kind, sensitive and respectful. Staff working with younger children had been trained in best practice in accordance with national guidance and were implementing this within the nursery. Babies and toddlers enjoyed a very appropriate range of experiences that provided learning opportunities using their senses. They were happy and settled in the nursery environment. Older children were developing their natural curiosity and were beginning to make choices and decisions in their play.

Children aged three to five learned in a stimulating and challenging environment where staff planned a broad and well-balanced range of interesting play experiences. Staff consulted with children and involved them in planning their learning. Children were able to make choices and decisions and staff encouraged them to take responsibility and develop their independence. Children were considerate of one another, cooperated well and were very well behaved.

Children were making very good progress across all aspects of the curriculum. In communication and language they listened well and followed instructions from adults carefully. All children enjoyed using the book area independently and reading and listening to stories. They talked enthusiastically to one another and to adults. They were able to predict events in stories and they expressed their ideas and thoughts during play. They confidently entered into discussion and dialogue and were able to ask questions. Children were writing and scribbling during play activities and some recognised familiar letters and were able to write their name. Nearly all children recognised some numbers and all children were making very good progress in counting, sorting, matching and measuring. Some children enjoyed using the computer and enjoyed number and language games. They were learning about the uses of everyday technology and how familiar things worked.

Children had access to a range of musical instruments and enjoyed experimenting with the different sounds they made. They listened and moved rhythmically to African music. They sang familiar songs tunefully. Children dressed up and acted out roles in the 'jungle tent'. They could choose from a range of art and craft resources to freely and creatively express themselves. Staff made very good use of the outdoor area to enhance the quality experiences for all children. Children had daily opportunities for energetic physical play outdoors. They were confident when running, hopping, skipping, using the trampoline and climbing. They were learning safe practices when using wheeled toys. All children were developing very good control of their

fingers through the use of writing tools, the computer keyboard and mouse, brushes, scissors and construction toys.

How well are children supported?

Standard 6

Staff had created a strong inclusive ethos where children and their families felt welcome. They worked very effectively with families to provide children with very good support. Staff kept parents very well informed about the life of the nursery. An informative notice board was used to display photographs of children at play. Parents who responded to the pre-inspection questionnaire, and those spoken with on the day of the inspection, were very satisfied with all aspects of nursery provision. Staff followed child protection guidelines appropriately and were all aware of their responsibilities in protecting children.

The nursery had made appropriate links with some local primary schools and nurseries. Transition records provided very good information about children's progress. Staff could access assistance from outside professional agencies when necessary. Staff were aware of legislation in relation to children who needed additional support with their learning.

Leading and improving the centre

Standard 14

The manager provided very good leadership for the nursery. She was ably supported by three senior staff who shared responsibility for groups of children. They fostered very good teamwork and all staff had established very positive, respectful and supportive relationships with one another, parents and children. The manager was enthusiastic and committed to further developing the very good practice within the nursery. She was highly professional, open and approachable. All staff were hardworking and committed to the children and families they served.

An effective system of staff development and review identified and addressed staff training needs. The manager encouraged staff to attend training and further develop their knowledge and expertise, and to keep up to date with new developments. Staff shared information and used their learning to develop the nursery. The owner, manager and staff were familiar with the Scottish Social Services Council Codes of Practice and their implications. Staff carried out an annual audit of all aspects of the provision to identify key priorities for improvement. These were being taken forward successfully. The

manager had implemented formal systems for monitoring and evaluating the quality of children's experiences and practice within the playroom.

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

- To continue to build upon the very good quality of the nursery provision.

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.

Hilary Long
HM Inspectorate of Education

Arlene Cattigan
Care Commission

HOW TO CONTACT US

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