

17 November 2015

Dear Parent/Carer

**Sinclair Nursery  
Glasgow**

Recently, as you may know, my colleague and I visited and inspected your child's early learning and childcare setting. Throughout our visit we talked to parents and children and we worked closely with the manager and staff. We wanted to find out how well children were learning and achieving and how well the early learning and childcare setting supported children to do their best. The manager shared with us the early learning and childcare setting's successes and priorities for improvement. We looked at some particular aspects of the early learning and childcare setting's recent work including the environment to support children to become independent learners, the involvement of staff and parents in self-evaluation and the newly introduced online journals. As a result, we were able to find out how good the early learning and childcare setting was at improving children's education. I would now like to tell you what we found.

**How well do children learn and achieve?**

We found children in Sinclair Nursery to be happy, settled and achieving well. They are having fun and enjoying their time at the setting. Almost all children like to spend time playing outdoors. Babies enjoy exploring paint and sand. They squeal with delight as they experience the paint running through their fingers. Toddlers are becoming independent at mealtimes and as they help to tidy away toys. They use their senses as they investigate dough and smell the different scents created by adding herbs from the garden. Older children make choices and decisions about where they want to play. This is helping to develop their confidence and good independence skills. For example, within the art area, children plan and design their models then carefully gather the materials they need. Most children concentrate well on their chosen tasks. They are making friendships and can play well together in pairs or in small groups. Children's views are listened to. They are encouraged to share their opinions by using a 'thumbs up/down' approach to illustrate their likes and dislikes and decide if they have achieved a particular task. All older children

have a personal online journal. As this develops, we have asked staff to talk to children more regularly about their learning. This will help your child to become more aware of their achievements and to share what they would like to learn next.

Children are making good progress in developing and applying their early literacy and numeracy skills. Babies and toddlers listen to and join in with their favourite stories, familiar number songs and rhymes. They use their early mark-making skills well as they use crayons and other materials to make marks on large pieces of paper. Almost all older children listen well and confidently talk to visitors. The 'little explorer bags' are helping children to develop a love of books. A few can retell their favourite story. We have asked staff to increase the number of books across the playroom and outdoors so that children can use them to find out information as they play. Self-registration and the snack book help children to recognise and write their name. A few children are now beginning to form recognisable letters as they write shopping lists and captions around the setting. Most children readily count and recognise numbers as they play. They can sort objects by shape, size and colour. They use appropriate mathematical language as they measure objects or each other and when they order natural materials by size. Staff now need to help children to apply their early literacy and numeracy skills during outdoor play and through real-life situations. Children are confident and skilled as they use the climbing frame and wheeled toys. They are learning about how to keep healthy during mealtimes through hand washing and tooth brushing. Older children are becoming aware of children's rights. They are beginning to talk about what it means to be safe and why it is important to be listened to. Most children are developing early science skills through caring for the garden and learning about urban bees. Along with the local primary school, a few children have been involved with a local business to decorate a beehive to help attract bees into the busy community. Through the use of the interactive whiteboard, computer and camera, children are developing early digital skills. We have asked staff to improve further children's use of technology to better support their learning.

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

Across the setting, staff provide effective support to help children develop and learn. They know children very well. Staff working with children under three make appropriate use of national and local guidance to help them plan for children's care and learning needs. The indoor environment offers babies and toddlers a good range of interesting activities. We have asked staff to provide a wider range of natural materials for children to explore and investigate both indoors and outside. Children over three have access to a good range of learning opportunities that meet the needs of most children. Staff observe children as they play and record their experiences and achievements within individual online journals. They now need to focus more on individual children's skills. This will help staff identify relevant next steps for children's learning. Parents' meetings and the daily exchange of information provides good opportunity for staff to share your child's achievements and progress with you. Children who require additional help with their learning are identified quickly. In such cases, staff and parents work together with other agencies to ensure children are well supported. Staff now need to ensure children's care plans and additional support plans are updated regularly with relevant information.

Staff plan for children's learning using Curriculum for Excellence. The curriculum needs to be further developed to ensure it provides children with the right level of challenge in their learning. Staff recognise the need to ensure the new planning process takes full account of children's ideas and interests. Increasingly, early literacy and numeracy is being promoted across the playroom. This should now be extended to the outdoor areas. Staff support children well as they settle into the setting and as they move to other playrooms. Staff provide appropriate support for children moving on to P1. This includes written progress reports. The setting should continue to develop links with primary schools.

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

Staff work well as a team and demonstrate a commitment to improve the work of the setting. Recent self-evaluation has led to some improvements in both the indoor and outdoor learning environments such as the development of the garden and installation of the wooden climbing frame. As a result, children now have more space to play, learn and be independent. Your involvement in self-evaluation has led to some improvements such as the better organised cloakroom area. Self-evaluation and monitoring the work of the setting needs to be improved further. It has to become purposeful and thorough so that it clearly identifies what is working well and what needs to be better. This should fully involve staff, children and parents. The manager is not yet gathering information to track the progress children are making in their learning. This must now take place formally to ensure children are making the best progress they are capable of. Staff have opportunities to attend professional learning sessions. The outcome of these sessions should now be shared across the staff team to ensure the knowledge and skills of all staff continue to develop and so contribute to further improvement in their practice and the setting overall.

During the previous Care Inspectorate inspection, the setting had seven recommendations. From these, four recommendations have been met and three partially addressed. As a result of this inspection, there are no requirements and five recommendations.

Our inspection of your early learning and childcare setting found the following key strengths.

- Confident, happy and settled children who are enjoying their time at the setting.
- Staff who work well as a team and provide a welcoming and caring ethos.
- The positive relationships with parents to help support children's learning.

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

- Continue to develop the curriculum to ensure it provides sufficient challenge and progressive learning experiences for children.
- Improve approaches to monitoring and evaluating the work of the setting to ensure they are effective and lead to continuous improvement.

We are satisfied with the overall quality of provision. However, the setting requires further support to ensure their self-evaluation processes are leading to improvements. Our Area Lead Officer and Lead Officer Early Years and Childcare will work with the local authority to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the early learning and childcare setting has improved.

Sandra Kehoe  
HM Inspector

Lynne Nimmo  
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/SinclairNurseryGlasgowGlasgowCity.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 0141 282 5000, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto: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 settings, education authorities and inspectors to judge what is good and what needs to be improved in the work of the early learning and childcare setting. You can find these quality indicators in the publication *Child at the Centre(2)*<sup>1</sup>. Following our inspection of each early learning and childcare setting, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish early learning and childcare settings are doing.

Here are the evaluations for **Sinclair Nursery**

<b>Improvements in performance</b>	<b>good</b>
<b>Children's experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

We also evaluated the following aspects of the work of the early learning and childcare setting

<b>The curriculum</b>	<b>satisfactory</b>
<b>Improvement through self-evaluation</b>	<b>satisfactory</b>

Here are the Care Inspectorate's gradings for **Sinclair Nursery**

<b>Quality of care and support</b>	<b>good</b>
<b>Quality of environment</b>	<b>good</b>
<b>Quality of staffing</b>	<b>good</b>
<b>Quality of management and leadership</b>	<b>adequate</b>

As a result of this inspection there are no requirements and five recommendations.

## Recommendations

- Staff need to ensure that children's personal plans are updated when parents review so that they have up to date information about children's individual routines.  
National Care Standards early education and childcare up to the age of 16:  
Standard 3.1 - Health and wellbeing.

<sup>1</sup> *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](http://www.educationscotland.gov.uk/Images/TheChildattheCentreSelfevaluationintheEarlyYears_tcm4-684267.pdf)

- Within the documentation they record, staff should ensure they record more clearly when children have achieved or made progress with their development. National Care Standards early education and childcare up to the age of 16: Standards 4.4 – Engaging with children, and 5.6 – Quality of experience.
- If children require additional medical attention following an accident the care inspectorate should be notified. In addition to this the outcome of the medical advice sought should be recorded on the accident form. National Care Standards early education and childcare up to the age of 16: Standard 3.7 – Health and wellbeing.
- The appraisal system could be further developed to include:
  - examples of work that staff have done well since their last appraisal
  - assessment of the appraiser of staff qualities
  - focused areas for professional development with timescales attached.
 National Care Standards early education and childcare up to the age of 16: Standards 13 – Improving the service, and 14.7 – Well-managed service.
- The management team should continue to develop the quality assurance systems in place so that they demonstrate the outcome/impact of the improvements they want to achieve. National Care Standards early education and childcare up to the age of 16: Standard 13 – Improving the service.

A notification from the Care Inspectorate will be sent to the provider to complete an action plan to address the five 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/SinclairNurseryGlasgowGlasgowCity.asp>.

[http://www.careinspectorate.com/index.php?option=com\\_content&view=article&id=7644&Itemid=489](http://www.careinspectorate.com/index.php?option=com_content&view=article&id=7644&Itemid=489)