



# Follow-through Inspection Report

**Duntarvie Pre-school Assessment and Development Centre**

SEPTEMBER 2011

## 1. The Inspection

Duntarvie Pre-school Assessment and Development Centre was inspected by HMIE in May 2009. A report for parents was published in August 2009. This report highlights the progress since the inspection.

## 2. Continuous Improvement

Staff are keen to develop further and improve the work of the centre. They have worked well together with the local authority in planning and taking forward agreed improvements and in building on the strengths of the centre. Parents are made very welcome. They are kept informed of the life of the centre through regular newsletters which now include more information about what children are learning. Positive and supportive relationships with children and families are a continuing and growing strength of the centre. Staff have developed workshops and further opportunities for parents to meet and talk about children's learning and development. The centre continues to work very well with a range of agencies to support each child's learning. Links with the mainstream nurseries that children attend are very good. In partnership with nurseries across the city, staff are continuing to work on how they collect and share information about children's learning and development. This is helping children to continue make progress when they leave the centre.

## 3. Progress Towards the Main Points for Action

The inspection report of August 2009 identified four main areas for improvement. This part of the report is about the progress the centre has made in addressing each of the areas.

### Main point for action 1

*Place a greater emphasis on developing literacy and numeracy.*

*The centre has made good progress in addressing this area for improvement.*

Staff have developed the way that they plan children's progress in learning in literacy and numeracy using Curriculum for Excellence guidance. As a result, children now enjoy a broader range of opportunities to develop their literacy and numeracy skills. Staff make effective use of opportunities to develop children's talking and listening skills through a range of enjoyable experiences including the singing of songs and rhymes and small group activities. Children make choices and enjoy sharing favourite books in the cosy book area. They are learning about written language through a range of practical activities including making signs for the garden and making their own shopping lists. Staff have also made good progress in providing children with improved opportunities to develop their numeracy skill through play and the daily routines of the centre, including baking and snack time. They are continuing to develop challenging and motivating opportunities for children to use their literacy and numeracy skills more independently in their play.

**Main point for  
action 2**

*Provide a broader range of play contexts, approaches and resources to meet individual learning needs more effectively.*

*The centre has made good progress in addressing this area for improvement.*

Staff provide a broad range of enjoyable and engaging learning opportunities for children. They use the experiences and outcomes from Curriculum for Excellence to help children achieve success across the curriculum. Children are secure and settled in the caring and supportive environment of the centre. Staff observe children during their play, in the centre and in their mainstream nurseries, and match learning opportunities closely to their individual interests. As a result, children are now more engaged in their play and their learning. Staff have worked with children to improve outdoor learning. Children have daily opportunities to develop early science, literacy, numeracy, and physical skills outdoors. The centre now makes better use of the local community to enrich children's learning through more frequent visits to places of interest. There is a clearer focus on skills development on these visits. Staff have begun to improve opportunities for children to learn using computers and other technology resources and recognise the need to continue to do this. They are working to improve their use of national guidance in planning children's learning experiences.

**Main point for  
action 3**

*Ensure there is appropriate challenge and independence for able children.*

*The centre has made good progress in addressing this area for improvement.*

Children have more opportunities to make choices and to plan their own learning. The arrangement of playrooms and staff interaction allows children greater freedom to follow their interests and to use play materials more independently. Staff are continuing to work on how they can develop this further by adding more natural materials to playrooms throughout the centre. Daily routines of the centre now encourage children to be more independent in their care and to take responsibility for themselves and others. For example, children act as snack helpers, plant seeds, and care for the garden. Staff regularly review children's learning and have improved the ways in which they plan to challenge and support each child's learning and development. They have improved the way that they record children's progress in learner profiles which now contain fuller comments and photographs. The centre is working with mainstream nurseries to share learning plans more effectively. Staff are continuing to review their practice to ensure that able children build on the skills they bring to the centre and are able to develop all aspects of their learning as fully possible.

**Main point for  
action 4**

*Focus self-evaluation more on improving outcomes for children.*

*The centre has made good progress in meeting this point for action.*

In a series of planned meetings, the committed staff team have worked together to develop a more structured approach to self evaluation. They now have a quality assurance calendar in place, with a focus on observation of learning and teaching. This is being extended to include peer visiting to support the sharing of good practice. All staff are now clear about priorities for improvement and their role in taking these forward. Feedback from parents and stakeholders has resulted in changes to practice: a series of focussed workshops on a number of topics, including on language and communication, are offered to parents. There is a clear cycle of improvement planning through self evaluation which is having an impact on learners. Staff have an increased confidence and understanding of how improvement in their practice will lead to improvements in outcomes for children and of the need to continue to focus on this.

**4.  
Conclusion and  
Next Steps**

The centre has made good progress in addressing the areas for improvement in the report for parents published by HMIE in August 2009. Partnership working and relationships with children and families are strong. Staff are increasingly confident in using self-evaluation and Curriculum for Excellence to improve the quality of children's experiences and progress in learning. The effective leadership and management of the head of centre and the strong commitment of the staff team mean that the centre is well placed to further to improve in the future.

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