



Follow-through Inspection Report

Laurieston Day Nursery

JUNE 2011

1. The Inspection

Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality in Laurieston Day Nursery in May 2009 following an inspection in March 2009. Working with the education authority, the nursery prepared an action plan indicating how they would address the main points for action identified in the original report.

This report details the progress that the school and education authority have made in addressing the main points for action in the original report.

2. Continuous Improvement

The nursery continues to be committed to continuous improvement. All staff have addressed the areas identified for improvement from the inspection report. They have furthered their own professional development by participating in a planned series of visits to other early years' establishments to see good practice. They have been supported with the implementation of the centre's action plan by the Education Improvement Service.

The head of centre continues to provide strong leadership and a clear vision. Under her leadership, all staff have worked together to review and revise aspects of the curriculum in line with the guidance in curriculum for excellence. In this way, they have improved the quality of learning and teaching throughout the playrooms.

The nursery continues to provide a wide range of opportunities for children to achieve success through enterprise education, ECO School activities, sporting opportunities, and through participating in a range of charity events.

3. Progress Towards the Main Points for Action

The initial inspection report identified three main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for children.

Main point for action 1

To continue to develop ways of involving children in their learning with regular feedback to them and their parents about what they will learn next.

The nursery, with the support of the education authority has made very good progress towards meeting this main point for action.

The use of 'big book planning' allows every child to discuss what they want to explore and learn about. Staff differentiate activities for children based on their preferences and learning styles. They ensure all children participate in a wide range of learning experiences and activities. At the beginning of each activity, staff now discuss with children what they are going to learn. The children are encouraged to self-evaluate what they have learned at the end of a session.

Planning books show children's progression in learning. Parents¹ and children are invited to contribute to these documents by adding their comments about learning that has taken place at home and in the wider community.

Individual profiles are also available for inspection by parents. These highlight the learning experiences which their individual child has participated in. Next steps planned for each child are clearly identified. As curriculum for excellence continues to be introduced, staff have focused on planning and assessment for individual children.

Main point for action 2

To improve procedures for monitoring and supporting children who may have additional learning or care needs

The nursery, with the support of the education authority has made good progress towards meeting this main point for action.

The staff team meet with the centre's associated link psychologist and speech and language therapist each month. These meetings provide opportunities for staff to receive additional support and advice on children who may have additional learning or care needs. Staff also work in partnership with local general practitioners, health visitors, social work staff and, professional personnel based within Southbank children's assessment centre. In addition, staff from a local primary school for children with additional learning needs offer support and guidance in relation to emotional and behavioural issues. They use this valuable information to provide an appropriate range of support to children who have additional learning or care needs.

¹ The term parents is taken to include carers.

Main point for action 3

To further develop approaches to self-evaluation with a clearer focus on improving learning outcomes for children

The establishment has made progress towards meeting this point for action.

Staff have placed a high priority on self-evaluation within the establishment improvement plan. There is a clear focus on ensuring that the centre has approaches to self-evaluation which are systematic, focused and rigorous.

The staff team are skilled at informal monitoring through the course of their daily routines.

The management and staff team are now more formally evaluating their systems of observation within the playrooms. They are reviewing the opportunities for children, families and other stakeholders to be consulted about the work of the nursery.

4. Conclusion and Next Steps

Overall, the nursery has made good progress in addressing the recommendations of the HMIE report of May 2009. Over the two years since the original inspection report, the strong leadership by the head of centre has continued to involve children in planning their own learning. The head of centre and her team have considerably improved the procedures for monitoring and supporting children who may have additional educational or care needs.

The introduction of rigorous approaches to self-evaluation throughout the centre has a high focus within the establishment improvement plan and some progress has already been made in this area. The head of centre and the staff team have worked together to progress most aspects of the action plan effectively.

The nursery is well placed to continue to improve.

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