

15 March 2016

Dear Parent/Carer

**Foxlea Pre-Five Centre
Renfrewshire Council**

In January 2015, HM Inspectors published a letter on your child's setting. Recently, as you may know, I visited the setting again. During the visit, I talked to children and worked closely with the head of centre and staff. I heard from the head of centre and other staff about what had happened in the setting since the original inspection. I looked at particular areas that had been identified in November 2014 and at some aspects of the setting's work such as learning outdoors in the nearby forest. As a result, I was able to find out how well children are now learning and achieving and how the setting is continuing to support them to do their best. This letter sets out what I found.

How well do children learn and achieve?

In all the playrooms, I saw babies and children who settled quickly and were familiar with daily routines. Babies and toddlers continue to be well supported by staff. Babies happily explored the large pile of shredded paper and they responded with smiles and babbling to known songs and rhymes. Toddlers were enthused by the opportunity to make pizzas and to investigate puddles in their own outdoor area. Staff need to support babies and toddlers more effectively when they engage in activities such as transporting, ordering and sorting objects. All children benefit from learning in a more organised and calm environment. Children aged three to five years have regular visits to the forest. They recount with enthusiasm their experiences of building dens and taking snack outdoors. This type of learning experience was praised by the parents I met during my visit. Across the playrooms, the quality of babies' and children's learning experiences still vary too much. Further work is required in order to improve the quality of children's learning with a greater emphasis on skills development. Staff now plan activities for an area of the playroom for a longer period of time, thus gaining a deeper knowledge of the particular area of the curriculum. Staff need to reflect on the length of time they are seated at a table as this is impacting on children's learning being overly directed by the adults, limiting children's choice and stifling their creativity. Most staff use open ended questions effectively when engaging with children. Children enjoyed explaining to me how they made space rockets from junk and how they helped build a stage in the garden. Staff have taken action to improve children's early mathematics experiences. Children had fun counting and discussing the weight of vegetables in the compost. They compared sizes of vegetables and talked about how long it takes to cook the soup.

How well does the setting support children to develop and learn?

Staff continue to know children and families well. They have positive relationships with you and your children. Staff respond appropriately to most of your children's care needs. Staff working with parents need to review the arrangements for changing children's footwear. Too many children spend all day in their outdoor boots or shoes. Staff plan activities around themes such as space. Children are interested in many of the activities on offer. Staff must ensure, that at all times they plan activities and resources that are appropriately challenging and suitable for all children. This is particularly important when using video clips. There have been some improvements to the curriculum for the very youngest children and for those aged three to five years. Staff have visited other settings and received guidance from Renfrewshire Council officers to help them design a curriculum that is appropriate for the setting. Staff have used these experiences to improve the way they plan and organise activities. However as the pace of improvement requires to be increased Renfrewshire Council should continue to offer support. The curriculum for children aged three to five years needs to have greater relevance and progression. The activities staff plan need to be consistently suitable and motivating.

How well does the setting improve the quality of its work?

Since her return from a secondment, the head of centre and her senior management team have focused on building positive working relationships and re-establishing systems for planning and monitoring the work of the setting. As a result, there is more effective teamwork and aspects of the work of the setting are showing some early signs of improvement. Staff are keen to further improve their practice and to take a more active part in planning learning and improving the curriculum. The head of centre and officers from Renfrewshire Council are aware that in order for there to be sustained improvement there needs to be strong, clear leadership and direction. All staff need to continue to play their part in leading and improving the quality of the work of the setting and work with others including parents to bring about the necessary improvements that were identified in the original inspection.

What happens next?

Renfrewshire Council should continue to work with the setting to ensure improvements in children's learning, the curriculum and leadership for learning. Our Area Lead Officer will work with Renfrewshire Council to build capacity for improvement, and will maintain regular contact to monitor progress. We will return to carry out another further inspection within a year of publication of this letter. We will then issue another letter to parents on the extent to which the setting has improved.

Marion Burns
HM Inspector

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/FoxleaPreFiveCentrePaisleyRenfrewshire.asp>

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