

Summarised inspection findings

Hyde 'N' Seek Nursery – Prospecthill Road

Glasgow City Council

08 May 2018

Key contextual information

The setting is situated in Langside in Glasgow. It is registered for 66 children from birth to five years.

The babies and toddlers occupy the accommodation on the ground floor and children aged three to five years have sole use of the playrooms on the first floor. Only the babies have direct access to an area of garden at the rear of the building. The front garden provides a range of play spaces for all children.

Staffing turnover is high, including senior staff. This situation has impacted negatively on the morale and motivation of the team. An acting manager is in place to train a new manager. The new manager is currently shadowing the acting manager and has the potential to make improvements. One of the two owners plays an active part in the day-to-day work of the setting.

1.3 Leadership of change

satisfactory

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

■ Since taking up her post in May 2017, the acting manager has worked with practitioners, parents and children to review the setting's vision, values and aims. Following a significant period of change in staffing, the acting manager identified a need to refresh the vision, values and aims. This was a useful process which helped the staff team to take greater ownership of the setting's vision. There is scope to further refine the vision, values and aims to ensure they are aspirational, achievable and that they reflect the unique context of the setting. Key priorities have been identified in the setting's improvement plan. For these improvements to have the greatest impact, they need to build on previous successes, be well judged and paced appropriately to ensure improvements have time to embed fully. Any justification for change needs to be grounded in robust evidence gathered from wide-ranging evaluative activity with a clear focus on improving outcomes for children.

■ The staff team show great willingness to embrace the changes that are necessary to bring about the improvements that have been identified through recent self-evaluative activity. As a result of working in this way, practitioners feel they are now part of a more established and settled team. The acting manager has supported the team well to gain a better understanding of how to evaluate existing provision and to reflect on their practice. As the team gain confidence in themselves as practitioners and by reflecting on their practice, they will be better placed to make improvements. These improvements should include the environment for learning, children's experiences and a system to evidence children's progress in key aspects of their learning. The staff team work very hard, they are very supportive of each other and give their own time to undertake professional learning. This includes attending training, meeting parents and to complete professional development, 'homework' tasks to extend their knowledge of early childhood education. As they move forward, the practitioners and acting manager would benefit from opportunities to look outwards to the practice of others. In particular to look closely at environments for learning and at the key elements of what makes an environment stimulating, inspiring and motivating.

- The setting has an improvement plan, this has been devised in collaboration with all practitioners and parents were also invited to share their views. Children were consulted about aspects of the provision such as choosing a name for the 'cosy room'. In determining the priorities for improvement the acting manager and staff team used the national self-evaluation framework, How Good is Our Early Learning and Childcare? to audit the work of the setting. A number of priorities emerged. These include a focus on improving children's early numeracy skills and promoting children's rights and responsibilities. We have discussed with the acting manager and the owners how they might refine the current improvement plan to take account of areas for improvement identified during the inspection. As yet, practitioners have limited opportunities to take on leadership roles that relate to the work of the setting. The current staff team are keen to be involved in professional learning. With the right support from the corporate management team and relevant inputs from Glasgow City Council their capacity for improvement will grow.
- The acting manager monitors aspects of the provision of the work of the setting. The focus of these observations has in the main focused on children aged under three years. This now needs to be extended to include children aged three to five. Across the setting there needs to be a stronger focus on monitoring children's progress in learning and the quality of children's learning experiences. Currently there is no effective monitoring process in place to evaluate the progress children aged three to five are making in their learning. We have discussed with the manager ways to develop this further.

2.3 Learning, teaching and assessment

weak

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

Children aged under two

- There is a warm and friendly ethos within the baby room. Most children are happily settled. Practitioners respond appropriately to children when they are upset or in need of comfort. Babies enthusiastically explore the range of experiences, including sensory activities. A few spend extended periods of time investigating natural resources. Babies enjoy being out and about in the local environment and playing in the outdoor area.

Children aged two to three years

- Practitioners are caring in their responses to children, supporting them to feel safe and secure. Children move freely between the two areas within the playroom and readily choose from the resources available. They particularly enjoy sensory activities and engage well for appropriate periods of time. Children have access to the garden to ensure they have regular fresh air and opportunities to take part in physical activity.
- For all children under three, significant improvements are required to both the indoor and outdoor environments. Practitioners should increase the amount of natural and open-ended resources to support children's exploratory and sensory play more effectively. We have discussed how practitioners should make more effective use of national guidance and professional learning to support them in creating high quality environments for children under three.

Children aged over three years

- Children are capable learners and need to be empowered to make decisions about their learning. Around half of the children engage purposefully with the resources and experiences available. Practitioners need to be aware of a few children who require support to fully engage in their play. An increase in quality resources along with a more appropriate blend of adult-initiated and child-led experiences will support children's play and learning more effectively. Significant improvements are required to provide both indoor and outdoor learning environments that are stimulating, engaging and meet the learning needs of all children. Overall, experiences could be more challenging in order to motivate and engage all children at a deeper level. Practitioners are at the early stages of supporting children to develop an awareness of their rights. It will be important for children to gain an appropriate awareness of their rights through meaningful and real-life opportunities.
- The quality of practitioners' interactions is inconsistent. The use of questions to support and extend children's learning is limited. Practitioners require support to build their skills and confidence in using questions to support children's thinking and deepen their learning. Practitioners use digital technology such as tablet computers and an interactive whiteboard to support children to find out information on specific areas of interest.

- Practitioners observe children during play and note their achievements and responses to activities. Increasingly, they are taking cognisance of children's interests and are beginning to use these to provide experiences to deepen children's learning. A positive example of this is the current interest in 'turnips'. The current system for observation, planning and assessment does not have strong enough links to Curriculum for Excellence. Children's individual 'learning stories' contain a number of 'learning together' plans, a few examples of children's work and some photographs. Careful consideration needs to be given to the purpose of these 'learning stories' and how they will support children to talk about their learning and achievements. Currently, they do not demonstrate clearly enough the progress children are making across their learning and in particular, in literacy and numeracy. We have asked the manager and practitioners to work closely with the local authority to help them improve the planning process. An approach is required that will fully involve children and demonstrate the depth of learning experienced by them. Planning for children who require support with their learning is at an early stage. As this develops, practitioners should ensure children have plans that focus fully on improving outcomes.

2.2 Curriculum: Learning and development pathways

- The management team could not provide the inspection team with a curriculum rationale that reflects the setting's current vision, values and aims. The acting manager and practitioners are aware of and use national guidance for children under three and national guidance for older children. They are not making full and effective use of this guidance to design curriculum pathways that provide children with increasing depth, challenge, relevance and progression in their learning. In taking this forward, the management team and practitioners will need to work with all stakeholders, including the education authority. This will support practitioners to design a curriculum rationale and appropriate learning pathways that take full cognisance of national guidance and reflect the early learning and childcare (ELC) sector. Practitioners working with children under three years have a system for tracking children's progress. There are signs that through children's profiles they are beginning to build up a good picture of babies' and toddlers' strengths as learners. This early start to tracking now needs to feed into the practice of practitioners working with children aged three to five.
- Practitioners are sensitive to the many transitions that children can have as they move from home to the ELC setting and across the playrooms on their learning journey. They provide well for children's emotional and social transitions. The setting provides the receiving primary school with a written 'early level progression record'. As children move from the setting to school there is scope to work with receiving schools to ease the child's pastoral and curriculum transition.

2.7 Partnerships: Impact on children and families – parental engagement

- Parents who participated in the inspection process told us that they feel welcome in the setting and have positive relationships with all practitioners. There are several ways in which the setting communicates with parents and carers. Monthly newsletters are clear and offer practical information along with photographs and information about children's learning experiences. The use of social media provides parents with instant updates of children's activities throughout the day. This enables learning conversations between children and parents and carers and gives reassurance to parents with children settling in. Email communication is offered to those who prefer this.
- Information on children's learning and achievements are shared regularly at parents' evenings and transition events. Parents and carers are given the opportunity to review children's learning folders at home.
- Recent parental engagement projects, such as the Park Challenge and Get Ready to Read, have enabled parents and carers to engage in learning out with the setting. These could be built upon within the setting to add depth to the learning experience.
- Children's learning opportunities are enhanced by visits from specialists in dance and Spanish. Opportunities are available to parents and carers for stay and play sessions and for parents and carers to share knowledge and skills. Several parents who speak additional languages have engaged in story sessions in their spoken language with the children.

2.1 Safeguarding

- The setting submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Practitioners and the management team work hard to ensure children and their families benefit from a caring and welcoming ethos. A nurturing approach is an important feature of the setting. The parents who met with inspectors during the inspection told us how much they value the support their children receive from the owners, management and practitioners. The pre-inspection survey also noted that almost all parents felt their children were safe in the setting, practitioners helped them feel confident and that they really knew their child as an individual. Relationships between practitioners and children are mutually respectful. We noticed that almost all children settle comfortably into the routines of the day. Children behave very well, they are kind, polite and supportive of each other. They share toys and patiently take turns when they need to wait for long periods for their turn to use a resource or piece of play equipment. We have asked practitioners to have higher, but realistic expectations of children's learning and achievements. Children have limited opportunities to develop leadership skills or to influence what happens in their setting. They do conduct risk assessments of outdoor play spaces to ensure they are safe. However, children could be given other leadership roles, such as having a stronger voice over what and how they will learn. Working with children in this way will help them develop important lifelong learning skills.
- The acting manager and practitioners demonstrate a good awareness of how to keep children safe. Policies, procedures and regular professional updates ensure practitioners are clear about their role in fulfilling their statutory duties. All staff are clear about their responsibilities with regard to child protection legislation. Helpful wellbeing and assessment plans are in place for a significant minority of children who require one. In monitoring the impact of these plans, we have asked practitioners to ensure that as they review a child's plan that they devise short term targets that are achievable and that the timescales are realistic. The acting manager works closely with parents and practitioners to support children who have been identified as requiring additional support with their learning. The acting manager is proactive in seeking support and guidance from other partner agencies to help the staff team devise individual learning plans. However, more needs to be done to ensure all children receive the right level of support and challenge in their learning.
- We have discussed with the acting manager and practitioners how they might ensure the resources on offer better reflect different cultures and support children to gain an awareness of diversity and equality.

3.2 Securing children's progress

weak

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

Children under two years

- The appropriate focus on health and wellbeing is supporting babies to feel safe and secure within the setting. They are happy, settled and increasingly independent. They join in enthusiastically with actions songs and rhymes. Most babies access books independently and enjoy having a story read to them by practitioners. They develop skills such as running and climbing during outdoor play.

Children aged two to three years

- Toddlers are becoming confident in their environment and are beginning to make choices from the resources available. There is scope to develop further their independence skills during snack and mealtimes. Toddlers are beginning to use single words and phrases as they communicate with adults. They enjoy listening to stories and will seek out an adult to read a story. The majority of toddlers match by colour and will count to three as they play. A few can count beyond three. They enthusiastically take part in appropriate movement activities provided by a visiting specialist.

Children aged over three years

- Children come to the setting with a wide range of skills and abilities. However, in discussion with managers, and by looking at children's individual 'learning stories', we were not able to determine children's progress over time. Practitioners now need to ensure that they are consistently building on children's skills and knowledge. Across the setting, practitioners' understanding of national guidance is variable. As a result, children are not making sufficient progress. Despite this, children were observed to demonstrate confidence and success in a range of literacy and numeracy skills. There is significant scope for children's progress in learning to improve over time. It will be important for practitioners to gather relevant information on children's learning to ensure that appropriate interventions are implemented. We have advised that practitioners identify set times to discuss children's progress and monitor the impact of identified strategies, particularly for those children who are higher achieving.
- Most children are confident communicators and readily engage in conversation with their peers and adults. They listen to stories and can recall key events and characters. A few will ask relevant questions to develop deeper understanding. Children demonstrate an awareness of letters and their sounds as they 'write' their names. A few children show a particular interest in 'writing' and will write other familiar words to create captions and signs. Children count readily

in their play and as part of routines. A few are familiar with larger numbers and can relate these to relevant experiences. They are developing their understanding of money through role-play and real-life experiences such as shopping. Children recognise basic shapes during play and are now ready to explore 3D objects. They use appropriate comparative language when playing with large blocks and when working with balance scales. Practitioners need to gain a deeper understanding of how children develop skills and understanding in early literacy and numeracy. This should also include how the environment and resources are presented to promote these areas of learning.

- The 'cosy room' provides a space for children to have quiet times and develop friendships with their peers. This is demonstrated through the children's 'friendship tree'. They are aware of a range of emotions and feelings and can talk about how different situations make them feel. Children have an awareness of what foods to eat to keep them healthy and why personal hygiene is important. Children particularly enjoy the activities provided by a visiting specialist. They develop a range of skills such as balance, coordination and ball control. Overall, the outdoor area needs to provide a greater level of challenge for children.
- Practitioners give children appropriate praise to recognise their achievements. There is scope to celebrate children's achievements in a more visual way. This should include achievements from out with the setting.
- The welcoming and inclusive ethos is enabling families to feel welcome within the setting. Practitioners value the contributions of parents and extended family members. They are respectful of families' differing cultural, socio-economic and linguistic backgrounds.

Setting choice of QI: 2.4 Personalised Support

- Universal support
 - Role of practitioners and leaders
 - Identification of learning needs and targeted support
 - Removal of barriers to learning
- Practitioners strive to do their best for children and are committed to providing a caring and nurturing environment for them to feel safe and happy. They are responsive in their care and are increasingly taking account of children's interests. Positive relationships are evident between practitioners, parents and extended family members. Practitioners work with parents as part of the personal planning process to gather key information under each national wellbeing indicator. As a result, each child has a 'learning together' plan which identifies an individual target. Overall, these targets focus on supporting children's health and wellbeing.
- Children access the outdoor area and make regular use of the local community. The setting is in the process of developing their garden. It will be important for practitioners to make effective use of professional learning and national guidance to support this development. Across all outdoor areas, children will benefit from having increased access to natural and open-ended resources.
- A keyworker system has been established. Each keyworker knows their key children well. There is scope to consider how the key worker role could be developed further. Children, who are developmentally ready, would benefit from time with their keyworker to reflect and talk about their learning. Across the setting, practitioners need to ensure that resources and experiences provide the right level of support and challenge to help children make sustained progress. It will be important for all practitioners to continue to access professional learning opportunities in order that they can continue to develop their skills and knowledge.
- Practitioners are aware of the need to provide targeted support for children who may require additional support with their learning. Careful consideration needs to be given to how observations and assessment information will be analysed to ensure the early identification of children's needs. The setting is at an early stage of planning for targeted support. Regular reviews involving parents and partners will ensure interventions continue to be effective and secure better outcomes for children.

Explanation of terms of quality

The following standard Education Scotland terms of quality are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.