

18 April 2017

Dear Parent/Carer

**Foxlea Pre-Five Centre
Renfrewshire Council**

In January 2015, HM Inspectors published a letter on your child's early learning and childcare setting. The letter set out a number of areas for improvement which we agreed with the setting and Renfrewshire Council. We subsequently returned to the setting to look at how it had continued to improve its work, and published another letter in March 2016. 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 practitioners. I heard from the team about the steps the setting has taken to improve and looked at particular areas that had been identified in March 2016. As a result, I was able to find out about the progress the setting has made and how well this is supporting children's learning and achievements. This letter sets out what I found.

Improve teamwork and develop a shared vision for improvement

Improved communication between practitioners means that teamwork is increasingly effective. Changes of staffing within rooms, more regular and focused meetings and improved environments are now helping to support improvement. A better understanding of their shared vision for improvement is evident as practitioners undertake more relevant training, make focused visits to other settings or work closely with the early years teacher to improve their skills and knowledge. All practitioners now need to sustain their focus and enthusiasm for improvement. Everyone in the setting must take personal and professional responsibility for their significant part in leading and ensuring continuous improvement of the setting.

Improve the curriculum to ensure all children receive their entitlement to a broad general education

There have been improvements to the curriculum for children. Increased access to more stimulating resources has improved opportunities for children of all ages to be more creative, curious and follow their own interests more often in their play. Practitioners have worked closely with the early years teacher and senior management team to improve the relevance and progression of core areas of learning. A few children increasingly make connections across their learning as they explore how to care for an egg found in the outdoor area or build and groom a 'horse' in the construction area. All practitioners should continue to work together to ensure the curriculum consistently challenges all children appropriately.

Improve opportunities for children to develop their early mathematical skills

Children under three years use the improved access to natural materials to explore volume, shape and size as they play in the outdoor and indoor areas. They enjoy the opportunities for counting rhymes and songs as staff sensitively support and extend their individual interests and stage of development. Highly effective targeted work by the early years teacher has supported practitioners improve early mathematical learning experiences. A few children apply and extend their skills as they design and built a boat from loose parts or count, measure and explore volume as they re-tell a story. Practitioners should now continue to ensure that all children are motivated and challenged as they apply and develop their early mathematical skills in meaningful contexts.

Establish effective and robust approaches to self-evaluation

A range of carefully planned approaches to support self-evaluation have been introduced. The team have worked hard together to explore how they can have the maximum impact on improving learning for children. Practitioners must continue to develop a shared view of what high quality early learning looks like for children. All practitioners should develop their skills and confidence in demonstrating how improvements have impacted on outcomes for children. The senior management team must follow up more focused self-evaluation activities to support staff, parents and children to measure the impact of their suggestions and changes. The head of centre and senior management team are clear that in order to drive improvement and ensure consistency there continues to be a need for strong leadership.

What happens next?

The setting has made good progress since the original inspection. We are confident that with continued support from Renfrewshire Council, the setting has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Renfrewshire Council will inform parents about the setting's progress as part of its arrangements for reporting on the quality of its settings.

Margaret Paterson
HM Inspector

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