

**Blyde Haven Nursery  
Lerwick  
Shetland  
20 January 2010**

HM Inspectorate of Education (HMIE) inspects centres in order to let parents<sup>1</sup>, children and the local community know whether their centre provides a good education. Inspectors also discuss with centre staff how they can improve the quality of education.

At the beginning of the inspection, we ask the head of centre and staff about the strengths of the centre, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into playrooms and join other activities which children are involved in. We also gather the views of parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the centre. We describe how well children are doing, how good the centre is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the centre. We also comment on how well the centre works with other groups in the community, including services which support children. Finally, we focus on how well the centre is led and how all staff help the centre achieve its aims.

If you would like to learn more about our inspection of the centre, please visit [www.hmie.gov.uk](http://www.hmie.gov.uk). Here you can find analyses of questionnaire returns from parents and staff. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals. Where applicable, you will also be able to find descriptions of good practice in the centre.

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<sup>1</sup> Throughout this report, the term 'parents' should be taken to include foster carers and carers who are relatives or friends

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### **1. The centre**

Blyde Haven Nursery was inspected in November 2009 by HMIE on behalf of both HMIE and the Care Commission as part of the integrated inspection programme. The centre caters for pre-school children aged three to five years. It is registered for 12 children attending at any one session. The total roll was 12 at the time of the inspection. Five children attended full time.

## **2. Particular strengths of the centre**

- Children who are highly motivated, enthusiastic and successful in their learning.
- Positive partnership with parents.
- Staff's teamwork in providing challenging and quality learning experiences for children.
- Leadership of the manager.

## **3. How well do children learn and achieve?**

### **Learning and achievement**

In the nursery children are highly motivated and engaged in their learning. They approach their chosen tasks with enthusiasm and confidence, achieving a high level of success in all aspects of their learning and development. Children interact extremely well with each other and are very good at turn taking and sharing.

Children are developing their investigative skills through early science as they explore the world around them. Most children are using the computer competently to access literacy and numeracy programmes to support their learning. A few children are able to use the internet confidently to search for information related to their topics. Children have a very good knowledge of the importance of developing a healthy lifestyle and an awareness of recycling.

Children are making excellent progress in all aspects of their learning and development. They listen attentively to instructions, each other and stories. Almost all children talk very well with each other and adults, for example when working together on tasks and sharing

information about previous learning. Children can read their name and can recognise some sounds, letters and words. They are developing their skills and success in early writing as they record their names and simple words. Children have a very good awareness and understanding of early number and mathematics. For example they confidently count, explore patterns and shapes in their environment and use early mathematical language appropriately in play situations.

## **Curriculum and meeting learning needs**

The curriculum is firmly based on play, active learning, enjoyment and children's individual needs. Staff have made a very good beginning at revising the curriculum in line with *Curriculum for Excellence*. The curriculum ensures that children have very good opportunities to take part in a range of challenging experiences. For example they can develop their skills in early literacy and numeracy during play and real life situations. Children's investigative skills are being developed very well as they explore the natural world through very good early science activities. Creativity is encouraged and experienced through a very good range of art and design activities, imaginative play, music and dance. Outdoor learning offers children excellent opportunities to learn and play in the local environment, for example energetic play, visits to local shops, museum and library. The structure of the curriculum allows children to have an early awareness of different cultures and why they celebrate festivals. Children also have opportunities to be involved in recycling activities and be aware of and have an understanding of caring for our world. Children have excellent experiences in learning about Shetland, for example local dances, Shetland dialect and music.

Staff are extremely focused in meeting children's needs by enabling them to make progress in their learning and development. They rigorously observe children during play and the information collected is used effectively to plan what children will learn next. Staff encourage children to be confident and successful by providing high quality challenging learning experiences and skilful interaction. Children who require additional support to their learning are very well supported.

#### **4. How well do staff work with others to support children's learning?**

Staff work in close partnership with a number of services within the community to support children's learning, for example the police, fire, coastguard and library. The nursery has established very good links with people, places of interest and festivals in the community to help promote local culture and dialect. Staff have an excellent partnership with parents. Parents have many opportunities to be involved in their children's learning. They help in the playrooms and use their interests such as gardening to develop children's knowledge of planting and growing vegetables. Parents receive information about their children's progress on a regular basis. The nursery has procedures in place for dealing with concerns and complaints. The nursery has a good partnership with the local authority and appreciate the level of support they receive. Transition arrangements for beginning nursery and transferring to primary one are very good and support both children and parents.

#### **5. Are staff and children actively involved in improving their centre community?**

The manager and staff work exceptionally well as a team. Together they work towards continuous improvement of the centre by continually reflecting on their practice in helping them plan high quality provision for children. The nursery's self-evaluation focuses on children's achievements and wellbeing, for example in supporting children to achieve an Eco-Schools Scotland bronze award. Staff include the views of parents and children in developing the work of the nursery, for example in planning the health and well being programme and new learning areas within the nursery garden.

## **6. Does the centre have high expectations of all children?**

Staff have created a very welcoming and positive learning environment for children and parents. Children receive a high level of care and respect and are fully supported in their learning and development. Staff use praise and encouragement appropriately which gives children a sense of achievement and success. Children's wellbeing is promoted through encouraging them to lead a healthy lifestyle by eating healthily and looking after themselves and developing relationships with each other.

## **7. Does the centre have a clear sense of direction?**

The manager provides excellent leadership. She along with staff have a very clear focus on developing the work of the nursery. The college senior operations manager provides very good support and guidance for nursery staff and management of resources. Together they work very well as a team. As a result, the nursery is very well placed to continue to give children very high quality learning and care.

## **8. What happens next?**

The inspection team was able to rely on the centre's self-evaluation to make its evaluations and the centre agreed with these evaluations at an early stage of the inspection. As a result, the inspection team was able to change its focus during the inspection to help the centre plan to improve even more.

The centre provides a very good quality of education. Therefore, we will make no further visits in connection with this inspection. The education authority will inform parents about the centre's progress as part of the authority's arrangements for reporting to parents on the quality of its centre.

We have agreed the following areas for improvement with the centre and education authority.

- Continue to develop the outdoor area to provide children with further opportunities to investigate and explore their environment.

At the last Care Commission inspection of the centre there were three recommendations. All recommendations have since been addressed.

Quality indicators help centres, education authorities and inspectors to judge what is good and what needs to be improved in the work of a centre. You can find these quality indicators in the HMIE publication *The Child at the Centre*. Following the inspection of each centre, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish centres are doing.

Here are the evaluations for Blyde Haven Nursery.

<b>Improvements in performance</b>	<b>excellent</b>
<b>Children's experiences</b>	<b>excellent</b>
<b>Meeting learning needs</b>	<b>excellent</b>

We also evaluated the following aspects of the work of the centre.

<b>The curriculum</b>	<b>very good</b>
<b>Improvement through self-evaluation</b>	<b>excellent</b>

**Managing Inspector:** Gordon Buchanan  
20 January 2010

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

excellent	means	outstanding, sector leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

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