



5 April 2016

Dear Parent/Carer

**Teddy Bear Care Nursery Ltd
Perth and Kinross Council**

Recently, as you may know, I visited and inspected your child's early learning and childcare (ELC) setting. Throughout my visit I talked to parents and children and I worked closely with the manager, owner and staff. I wanted to find out how well children were learning and achieving and how well the ELC setting supported children to do their best. The manager and owner shared with us the ELC setting's successes and priorities for improvement. I looked at some particular aspects of the ELC setting's recent work including how the needs of all children are met in the playroom for children aged two to five years and the range of outdoor learning opportunities. As a result, I was able to find out how good the ELC setting was at improving children's education. I would now like to tell you what I found.

How well do children learn and achieve?

Across the setting babies, toddlers and young children learn and achieve well. Babies and toddlers are content and respond positively to the staff who care for them. They are curious and show great excitement as they join in with action songs and rhymes, requesting 'again, again' to their favourites. Toddlers become absorbed in exploring how different items move down a slope. They enjoy being outdoors in the garden and also exploring the local environment during regular walks. Older children are enthusiastic and motivated as they engage in activities both indoors and outside. They are learning to take turns and share with others. This is well supported through helping children to develop ways they can resolve situations for themselves. In both playrooms, children are shown a high level of respect. They are consulted about aspects that affect them such as developing the lunch menu. Staff respond to children's interests, for example, recent extreme weather, to plan a range of interesting learning experiences. Recently staff have begun to involve children more in discussing what they would like to learn. This is a positive development and staff recognise that this could be developed even further. There is a strong commitment to using the local community and natural environment to enrich and extend children's learning. Older children particularly enjoy trips to a local woodland. They explore the natural environment enthusiastically and show a sense of wonder

when spotting a red squirrel pausing to feed. Younger children visit the local fruit shop to buy a range of produce for snack.

Children are making good progress in early literacy and language and numeracy and mathematics. They listen well and enjoy a range of texts. Building on their exploration of high winds and floods in the area they enjoyed exploring a story about a storm. They enthusiastically recreated the story using props and costumes and explored it further during trips to woodland. There is a particularly nurturing and respectful approach to developing both English and other languages. Staff work hard to ensure that children experience a range of language that best reflects their background. The majority of children show interest in mark making with a few enjoying the challenge of writing new words. Most children count well, for example, at snack time. They use their understanding of number to help them weigh ingredients and predict how long their pizzas will take to cook. Real-life experiences such as trips to the shops help children to develop an awareness of money. A few children confidently recognise the value of different coins and that a bank card is another way of paying for goods. They use a simple tally mark system to record how many times they have exercised across the week and count their heart beats before and after exercise.

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

Staff planning for babies and toddlers have used national guidance to help them develop and consolidate their understanding of how young children learn. As a result they plan a range of stimulating experiences that encourage children to be curious, explore and investigate. Staff working with the older children are very aware of the different learning needs of children aged two to five years. They are careful to blend curriculum guidance for the different age groups to ensure children have positive experiences. We have asked staff to keep reviewing this as the needs of the children change over time. Good account is taken of Curriculum for Excellence with children experiencing a broad range of learning. We have asked staff to now revisit the curriculum to ensure that there is enough depth in children's learning. This will also help provide the right amount of challenge across all areas of learning. Staff recognise that they now need to have a clearer focus on what children are going to learn rather than what the activity will be. This will help them to more accurately measure progress children make in their learning. Staff provide good opportunities for learning in early language and mathematics. Health and wellbeing is also a strong feature and reflects the nurturing and supportive ethos of the setting. Partnerships with parents are positive. You, as parents, told us that you appreciate the support and flexibility that the setting gives you. You also told us that staff work very well with you to support your child's learning and development. Staff work closely with professionals from other agencies to support children and families. Transitions into the setting are planned individually and sensitively. There are positive links with local settings and schools. This is well supported by the visiting development teacher.

How well does the early learning and childcare setting improve the quality of its work?

Together, the owner and manager have a clear and shared vision for the future development of the setting. They are committed to providing the very best quality service to children and families and are well respected by children, families and staff. Management lead a staff team who are enthusiastic, proud of their setting and keen to further improve. They clearly benefit from regular input from the local authority including a development teacher and a support teacher. Staff are becoming increasingly reflective and are thriving in their developing leadership roles. They have made a positive start to monitoring each other's practice which is leading to improvements in areas like storytelling. We have asked management to build on processes they use to measure the quality of the setting. This will ensure they are rigorous and lead to maximum improvement. Management also need to develop a clearer overview of the progress children are making in their learning. This will allow them to support and challenge staff to ensure children make the very best progress. With the continued commitment and enthusiasm of management and staff the setting is very well placed to continue to develop and improve.

Our inspection of your ELC setting found the following key strengths.

- Children who are motivated, excited and positive about learning.
- Respectful and nurturing approach to supporting the different languages spoken by children and families.
- Use of the local environment and community to support and extend learning.
- Caring staff that provide a supportive and inclusive environment for children and families.
- Vision of the management and staff for continued development.

I discussed with staff and the education authority how they might continue to improve the ELC setting. This is what I agreed with them.

- Develop the curriculum and provide children with increased challenge and depth across all areas of learning.
- Continue to develop approaches to assessing and tracking children's progress to plan for next steps in learning.
- Build on approaches to evaluating the work of the setting to ensure continued improvement.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the ELC setting's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of the arrangements for reporting to parents on the quality of the ELC, the local authority will inform parents about the setting's progress.

Barbara Daly
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations for your setting can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/TeddyBearCareNurseryCreiffPerthandKinross.asp>.

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

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