

# Summarised inspection findings

**Lochmaben Primary School Nursery Class**

Dumfries and Galloway Council

20 June 2023

## Key contextual information

Lochmaben Nursery Class is part of Lochmaben Primary School in Lochmaben, Dumfries and Galloway. The headteacher has overall responsibility for the nursery and is supported by a recently appointed nursery manager. The nursery manager has responsibility for the day-to-day management of the setting. It is staffed by two practitioners and two early years support assistants. The setting has one large playroom with direct access to an enclosed outdoor area. The nursery is registered for 40 children, aged three years to those not attending school, at any one time. There are currently 39 children on the roll who attend from 8.30 am - 2.30 pm or from 9 am – 3 pm. A few children have split placements with other centres.

### 1.3 Leadership of change

weak

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

- The headteacher has overall responsibility for the recently appointed staff team. The changes to the staffing model in place within the setting led to a new management structure. Therefore, the setting is at the early stages of developing approaches to self-evaluation for improvement with the whole staff team. In addition, the newly established nursery team requires more support for strategic planning to improve children's experiences and outcomes. As a priority, the headteacher, with the support of the local authority, should revisit the leadership roles and remits. The headteacher needs to provide a greater level of support and strategic direction to ensure the necessary improvements to the setting are made. All staff should be clear on their individual roles and responsibilities for improving the quality of provision for children and families.
- The staff team demonstrate positive relationships and feel supported in their daily practice. They know their community well and strive to do their best for children. However, they are at the early stages of developing effective approaches to teamwork. Senior leaders, in partnership with staff, need to develop a clear vision for the future development of the nursery.
- Staff are beginning to understand the need for sound approaches to identifying areas of strength and those requiring improvement. Senior leaders have developed a helpful quality assurance calendar. Staff are beginning to make use of 'How good is our early learning and childcare?' to evaluate the quality of the nursery. However, they do not yet do this accurately to support improvement. Staff need to continue to focus on developing high-quality learning, teaching, assessment and achievement. Senior leaders now need to provide staff with clear guidance and direction about how to apply their professional learning to ensure children's experiences improve. They have rightly identified a number of areas that require significant improvement within the setting. For example, improvement to the quality of children's experiences is a high priority. However, the nursery manager does not yet receive the level of management time required to support her to carry out quality assurance activity. There is a need to ensure that self-evaluation leads to improvement for children across the setting.

- Across the school community, children, staff and parents recently reviewed and refreshed the whole school vision of 'believe and achieve'. Staff encourage children to be respectful and caring but do not refer to the vision and values in the nursery. There is a need to work with all stakeholders to develop values specific to the nursery which are age appropriate for young children. Staff should promote the agreed vision and values through their everyday practice with children and in their interactions with each other.
- Senior leaders provide professional learning to develop and increase staff's knowledge and understanding. This includes local authority training and external courses on Froebelian practice. Staff need to continue to develop their professional confidence and deepen their understanding of approaches to learning and teaching in the early years. They take responsibility for a nursery area. However, senior leaders need to develop staff leadership further and link their responsibilities more directly to identified improvements. Staff should ensure that their training results in noticeable improvements to children's experiences.
- A renewed focus on 'Realising the Ambition: Being Me' (2020) will support staff to make important changes to spaces, experiences and interactions. Staff would benefit from well-planned guidance and local authority advice to support them to prioritise, measure and analyse the impact of their work. The team would also benefit from having more formal opportunities for feedback from senior leaders. Opportunities to visit other centres would allow staff to observe good practice, build on their strengths and develop further the overall quality of provision.

## 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

- Overall, the quality of children's experiences is not consistent across the setting. Staff make limited use of questioning and explanations. They miss opportunities frequently for extending children's learning. Staff should take a consistent approach to responding to children's interests and increase opportunities to deepen and enrich learning through play and real-life contexts. They now need to apply professional training on how young children learn when planning children's experiences. Senior leaders should support the team to develop a shared understanding of what high-quality learning looks like. Staff need to improve their approaches to engaging children in their play and extending their learning through questioning and high-quality provocations.
- Relationships across the setting are mostly warm, positive and responsive to children's needs. Children are happy and develop confidence with the majority of children learning through spontaneous play. The nursery manager has worked with staff to develop the indoor and outdoor environments. These environments are beginning to support children's independence by offering opportunities for children to choose from the resources available. Staff have made some recent enhancements to play spaces. These are beginning to foster children's creativity and curiosity. Staff now need to review and improve the resources, experiences and challenge within play areas to support children to increase their engagement in learning.
- Children can access the interactive white board in the playroom. Staff should use a wider range of technology more effectively, throughout the setting, to support and extend learning.
- Staff are at the very early stages of making observations of children's learning using recently-introduced electronic learning journals. They are beginning to check children's progress in learning. Staff need to develop their skills in observing, identifying and recording significant evidence of children's learning. This will help staff make more accurate judgements about the progress children make and build on prior learning. Children are not yet using journals in a purposeful way to help them understand their progress or to reflect on their learning. Staff should continue to support parents to share children's interests and achievements from home through the newly introduced journals.
- Staff recently attended cluster professional learning on planning to take forward children's learning. They should now take more effective steps to allow children increased opportunities to lead, develop and deepen their learning. Staff have introduced recently a rolling programme of assessment of individual children. They are beginning to recognise the importance of having a shared understanding of children's learning needs. Staff are starting to plan some experiences to support next steps in learning. Senior leaders and staff should build on their planning approaches to ensure a better balance of child-initiated, adult-led and intentional learning.

## 2.2 Curriculum: Learning and developmental pathways

- Staff provide a curriculum that is play-based and reflects the experiences and outcomes in key areas of Curriculum for Excellence. The nursery manager recognises that learning opportunities do not yet cover all curriculum areas and is working to develop a broader range of experiences. Staff would benefit from support from senior leaders to review and develop curriculum planning further. Staff need to strengthen opportunities for children to develop literacy, numeracy and digital skills through play contexts, both indoors and out. Staff need to develop a relevant curriculum rationale, built upon a shared vision, as a priority moving forward.
- Staff have strong links with colleagues in shared-placement settings and liaise regularly about children's experiences. The nursery manager is currently developing new transition documents for children transferring into school. These will help ensure that P1 staff can build successfully on each child's prior learning. Children starting nursery are able to make several short settling-in visits. Parents spoke very positively about the nursery's flexible approach to settling new children.
- Staff make some use of the local environment to enrich learning. For example, they undertake termly forest walks, a valuable activity on which they should build. The nursery manager has plans to make more use of the local library to enhance the nursery's literacy programme.

## 2.7 Partnerships: Impact on children and families – parental engagement

- There are positive relationships between families and the nursery. Although staff welcome families at the door each morning, parents do not come into the nursery each day. Staff are aware that this must now be reviewed. Allowing parents to access the nursery more regularly would improve communication. This would also enable staff to share learning through, for example, an informative parents' noticeboard. Staff could include details of children's experiences being developed and provide parents with the necessary information to support learning at home. The nursery manager has introduced successfully an online chat page to exchange information with parents.
- Parents complete surveys regularly to share their views on aspects of nursery practice. It is unclear how staff use their comments. Staff should consider sharing the findings with parents and detail how they take account of families' views. Staff could adopt a "you said, we did" approach.
- Parents are positive about the nursery and happy with the level of information they receive. They access their children's learning journals from home and enjoy seeing photographs of their activities. Families appreciate greatly the opportunities to attend 'Stay, Play and Learn' sessions termly.

## 2.1 Safeguarding

- The school 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. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter for urgency.

### 3.1 Ensuring wellbeing, equality and inclusion

weak

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

- Staff have created a caring ethos in the nursery and most children are happy and settled. Staff know the children well and most promote children's wellbeing. Children are at an early stage of learning how to share materials and take turns to use toys. They serve themselves confidently at snack and the majority can dress themselves for outdoor play. Staff need to review the lunch arrangements to ensure that they offer a calm, pleasant experience where children develop their social skills. Staff should interact with children during mealtimes to help them learn about healthy food choices. They should encourage children to try different foods.
- Staff support children who are finding it hard to settle in nursery or to manage their emotions. Most staff encourage children to be kind and to consider other children's feelings. A few children can describe what it means to be kind and to include others in their play. Children would benefit from more opportunities to discuss and share their feelings. Staff could support this by focusing on the wellbeing indicators using stories, puppets and props. This should help children understand how to be safe, healthy, active and included. Staff have identified correctly the need to promote the United Nations Convention on the Rights of the Child.
- Staff have a basic understanding of children's social and emotional needs. They should ensure that daily routines are more responsive to the differing needs of children. Staff need to observe children more closely to ensure that they have a stronger focus on wellbeing. This will support children to share, cooperate and manage conflict calmly.
- All staff have undertaken child protection training and are clear about their shared responsibilities for keeping children safe. However, practitioners are not yet implementing fully statutory requirements in relation to early learning and childcare. In particular, they need to review care plans regularly. Staff need to detail long- and short-term targets and clearer strategies in children's Individual Educational Plans. They need to check the impact these plans have on the progress individual children make, more thoroughly and regularly.
- Overall, staff know children well. However, they are at an early stage of understanding children's additional support needs and identifying appropriate strategies to put in place. Children do not always receive high-quality targeted support, as a result. The nursery manager models good practice in this area. She is working actively with staff to ensure that children's social, emotional and learning needs are met better.
- Children are beginning to learn how to value and respect differences in how others communicate and play. Staff model respect and fairness in their interactions. They should now develop further intentional and responsive experiences to support children's understanding 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

- Almost all children are capable of making better progress in communication and early language. The majority of children can talk to other children and adults about their play. A few children would benefit from staff using consistently agreed strategies to support fully their communication development. A minority of children access books independently. Children need to experience more stories, songs and rhymes to support early language development. A few children use drawing and mark-making to record information. Across the nursery, children need richer experiences to develop skills in real and imaginary contexts.
- Children are developing limited mathematical skills through the resources available. A few children use numbers and counting in aspects of their play. Children are beginning to use mathematical language as they compare shapes and sizes when playing with blocks and construction materials. Children should gain a greater breadth of mathematical experiences across all areas of the nursery. This will support them to make the progress they are capable of in all aspects of mathematics.
- Children enjoy exercise and fresh air as they access the outdoor area freely. Most children develop their physical skills as they navigate different terrains, balance on blocks and climb on the rope swing. The majority of children are independent in their self-help skills. Staff should encourage children to be more independent across other areas of the nursery. A few children would benefit from support to resolve conflict and use resources respectfully.
- Overall, children could make better progress across a broader range of experiences. As staff deepen their understanding of learning and developmental pathways, this will help them achieve a clearer understanding of children's progress. As planned, staff should develop their own skills in recording evidence of learning which accurately reflects each child's achievements. Staff should ensure that children and parents take part in this work. As the team reviews and develops their practice in child-centred learning, it will be important for them to plan numeracy- and literacy-rich spaces and experiences.
- The nursery holds limited evidence currently about individual children's significant progress. Staff are at an early stage of using learning journals and child focus weeks to capture children's achievements. Children need more appropriate challenge to progress more securely. Children need to access a wider range of experiences and opportunities for learning as citizens of their community. Overall, staff use praise well to recognise and

encourage children's accomplishments. Staff encourage parents to share children's interests and achievements from home.

- Children in the nursery have different developmental and educational needs and staff need to take more effective steps to ensure equity for all children. Staff now need to plan more carefully for individual children to ensure that they all make the best possible progress.

### 1.1 Nurturing care and support

Children were happy, settled, and confident in the nursery environment. They experienced respectful, kind, caring relationships from some staff which was supporting children to feel safe. Overall, most staff knew children well and they could tell us about their likes, interests, and support needs.

Personal plans were in the initial stages of being developed from the information gathered in 'all about me' giving staff key information in relation to a child's family, likes, dislikes and interests. We were able to see how staff had used some of this information and how this was being used to take forward some children's interest. We found that staff were recording some information to support children's health, welfare, and safety needs. However, we found this was not consistent for all children. To ensure children's needs are met and supported, management and staff should ensure personal plans comply with national guidance and legislation and children's individual needs, support strategies and next steps are clearly reflected, to ensure staff have a coherent understanding how they are supporting children's individual needs. This was an area for improvement at the last inspection and will now be a requirement. (See requirement 1)

During the inspection we observed lunch and snack experience. Meals provided were nutritional and catered for children's dietary requirements. Mealtimes were free flow and children sat together with friends of their choice. We observed some opportunities for children to develop self-help skills and independence through involving children in setting up and clearing away. However, during lunch, staff were task focused and not alert to what was happening with the children. We found children were sitting for extended periods of time prior to food being served, there was limited staff to support children who required help to have a positive experience. We discussed with management the need to continue to review this to help ensure children experienced a relaxed, homely mealtime that supported children's individual needs and social interactions.

We sampled accident and incident records and asked management to audit these to identify common or reoccurring concerns. Appropriate action should be taken where required.

**Care Inspectorate grade: weak**

### 1.3 Play and learning

Following the last inspection, we can see the service is in the initial stages of developing and shaping the environment to support children's play and learning. For example, resources have been reviewed and replenished to support children's choice and access, cosy areas have been developed to enable children to rest and relax and outdoors is developing in supporting children's interests.

However, on occasions children were not always engaged or sufficiently stimulated or challenged. We observed missed opportunities and children were not always involved in purposeful play. Management and staff should continue to develop play spaces inside and outside to ensure they reflect children's interests and to support them to make progress in their play and learning. This would support and develop children's natural curiosity, sense of wonder and fun through promoting independence and offering challenge. Management should also continue to monitor staff interactions to ensure they are extending children's thinking and widening their skills. This will then support children in developing and leading on their play and learning. An area for improvement

was made at the last inspection around enriching play experiences for children and this had been partially met, we have changed the wording to reflect the areas that still need to be improved. (See area for improvement 1)

Planning systems were in the initial stages of being implemented and staff with support from management were becoming familiar with this new way of working. To help support children's choices, wishes and interests, staff should continue to work together on this to contribute to child centred approaches to play and learning.

**Care Inspectorate grade: weak**

## 2.2 Children experience high quality facilities

Children were cared for in an environment that enabled them to feel welcome, accessing play spaces independently. Children had free flow access to outdoors enabling them choice in where they wanted to play and learn. Staff were beginning to access the wider surrounding community which gave children opportunities to run, explore and investigate.

During the last inspection, we identified concerns with the main playroom door as children were observed leaving unattended to access the cloakroom which then leads onto a corridor in the school. Following the last inspection management have implemented a system for children to self-register when leaving and attached bells to the door to alert staff the door is opening or closing. However, during this inspection children were observed leaving the playroom unattended to collect coats to go outdoors. We found not all staff were vigilant at noticing children leaving or being aware at how long they had been in the corridor. We found this was putting children at risk as there are several exits children could access to leave the building or access other areas within the school. As a matter of priority, the provider should review the security of access in and out of the nursery and the corridor area children are accessing. This should include ensuring the cloakroom area accessed by children is always safe and secure, more robust safety measures are required to be implemented to support a safe environment for children. (See requirement 2)

We found children were at risk of accessing the kitchen within the playroom as there was no gate preventing children from entering the area. The provider should review access to the kitchen as a matter of priority to ensure children are kept safe from harm. (See area for improvement 2)

Staff were recording total children present within the service and this was displayed for all staff to see. However, we were not confident staff were aware of the location of all children present. Management should put appropriate systems in place to ensure staff are aware of children's presence inside and outside.

**Care Inspectorate grade: weak**

## 3.1 Quality assurance and improvement are led well

Since the last inspection we acknowledge there has been a change in the management structure. The newly appointed manager and staff team engaged well during the inspection process, taking on advice and support. They were open and honest in relation to the challenges the service had faced.

We recognise the manager is in the initial stages of supporting staff in developing the service. Following the last inspection, we acknowledged that the service had plans in place to support improvement. We found the manager was dedicated in supporting staff to develop their skills, knowledge and understanding of child development through modelling interactions and engagement. The manager was also supporting staff who are training in the Froebelian approach. This style of leadership was supporting staff through identifying staff's individual strengths and contributing to improved experiences for children.

We found management had also developed an improvement plan identifying some service priorities. However, these processes were not yet regular or robust enough to ensure procedures were consistently followed or secure sustained improvement. Quality assurance, including monitoring and self-evaluation now needs to be firmly embedded into the process of evaluating and improving the nursery as a whole. The manager would benefit from continuing to access the Care Inspectorate HUB to use 'The Model for Improvement' which provides a framework for developing, testing, and implementing changes. This would continue to support the manager to monitor change and the impact to support more reflective practice and improved outcomes for children. This was an area for improvement at the last inspection and will be repeated. (See area for improvement 3)

The service would benefit from having their own vision, values, and aims that compliments the school's vision and reflects the aspirations of nursery children, families, and wider community.

To support the new manager to develop the service and to enhance positive outcomes for children, families, and staff, we asked the provider at the last inspection to review the time allocated to complete and review managerial responsibilities. As a priority the provide should address the time allocated to the manager to ensure there is sustained improvement moving forward. (See area for improvement 4)

**Care Inspectorate grade: weak**

### 4.3 Staff deployment

Staff and management met with children and families at the nursery outdoor entrance as they arrived at the service. Parents we spoke to were happy at dropping off and collecting their child from the nursery entrance, however we would encourage the service to review further ways to enable parents to come in and drop off and collect children if they wish. This would enhance parental engagement and build on trusting relationships between families and staff.

Staff were welcoming, open and honest during discussions. Management and staff worked well together through ensuring they met weekly to discuss children, the operational functions of the nursery as well as planning and any identified improvements. However, staff must recognise the key role they play in making improvements. A whole team approach is required to ensure that any improvements are fully implemented and sustained.

Parents had recently attended stay and play sessions and found them useful to support their child's learning at home. One parent told us that staff had supported her child's transition into the nursery enabling her to stay and support her child until she felt secure and happy for her to leave.

To support the required ratios of numbers of staff to children, supply staff were deployed to the service to assist. However, we found that staff were not effectively deployed to meet the needs of all children across the nursery. We identified an inconsistency of the same staff supporting the service or children requiring additional support resulting in several different staff attending the

service. We acknowledge management and staff are doing their best to support children's health, welfare and safety needs were met. However, to improve continuity of care for children and support staff deployment and morale, we would ask the provider to review the current system in place to support individual children and the consistency of the staff team. (See area for improvement 5)

Staff were safely recruited and were registered with Scottish social services council (SSSC) to protect children and keep them safe from harm and abuse. This approach ensured that children were valued, safe, and secure.

### Care Inspectorate grade: weak

During the previous Care Inspectorate inspection, the setting had three areas of improvement. From these, three areas of improvement have not been met. As a result of this inspection, there are two requirements and five areas for improvement.

## Requirements

### Requirement 1

By 30 June 2023, the provider must ensure that each child receives appropriate care and support, and their needs are met by the staff team. To achieve this, the provider must, as a minimum, ensure:

- a) Each child has a written plan which sets out how they will meet the child's health, welfare, and safety needs within 28 days of starting in the service.
- b) Personal plans are reviewed and updated by parents, at least every six months or sooner depending on the individual needs of the child.
- c) Personal plans support the service to remain up to date with each child as an individual through their changing play interests, needs and successes, identifying appropriate strategies to meet children's needs, support progress and help children to achieve their full potential.
- d) All staff are aware of and understand the information within the personal plans and use this to effectively meet each child's health, welfare, and safety needs.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, (SSI 2011/210) - Regulation 5(1)(2) - Personal plans; and Health and Social Care Standards (HSCS) which states that: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15) and "My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected." (HSCS 1.23)

### Requirement 2

By 30 June 2023, the provider must ensure children's health, welfare, and safety. To do this, the provider must, at a minimum ensure that:

- a) Areas accessed independently by children are safe and secure.
- b) The service has a secure door into the playroom that always supports children's safety and individual needs.



- c) Children have an appropriate area to store personal belongings within a safe and accessible area.
- d) Robust safety measures are implemented to support a safe environment for children.

This is to comply with Regulation 4 (1) (a) (Welfare of Users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is safe and secure' (HSCS 5.17). 'I have an accessible, secure place to keep my belongings.' (HSCS 5.3)

## **Areas for Improvements**

### **Area for improvement 1:**

Children's learning would benefit from rich experiences through a variety of opportunities provided to allow children to lead their own learning. This should include, but not limited to, staff supporting children's engagement through meaningful interactions.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open-ended and natural materials' (HSCS 1.31).

### **Area for improvement 2:**

To support children's health, welfare and safety, the provider should review access to the kitchen area within the playroom to ensure children are kept safe from harm.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is safe and secure' (HSCS 5.17).

### **Area for improvement 3:**

To support service improvement, the manager and staff should continue to develop robust and routine quality assurance systems to ensure that the quality of the service is monitored and assessed effectively. This should include, but is not limited to:

- a) Monitor staff practice and provide staff with constructive feedback to support them in meeting children's needs.
- b) Carry out regular and effective monitoring and auditing of records and personal plans to ensure detailed and relevant information is gathered to support children's needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

### **Area for improvement 4:**

To support the new manager to develop the service and to enhance positive outcomes for children, families, and staff. The provider should review the time allocated to complete and review managerial responsibilities, including the time allocated to the manager to ensure there is sustained improvement moving forward.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I use a service and organisation that are well led and managed' (HSCS 4.23). 'I experience high quality care and support because people have the necessary information and resources.' (HSCS 4.27)

**Area for improvement 5:**

To improve the continuity of care and better outcomes for children, the provider should review the current system in place to support individual children and the consistency of the staff team.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that; 'I experience stability in my care and support from people who know my needs, choices and wishes, even if there are changes in the service or organisation.' (HSCS 4.15) 'I am supported and cared for by people I know so that I experience consistency and continuity.' (HSCS 4.16)



## Explanation of terms of quantity

The following standard Education Scotland terms of quantity 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.