

Summarised inspection findings

Bonaly Primary School Nursery Class

The City of Edinburgh Council

18 September 2018

Key contextual information

Bonaly Primary School Nursery Class is located within the main primary school building in the south-west of Edinburgh. At the time of inspection the roll was 48 children attending AM and PM sessions. The nursery is registered to care for a maximum of 50 children. Children have access to one large playroom, a secure outdoor area and an extra smaller playroom. The nursery accommodation includes an entrance hall, parents room, cloakroom and toilet facilities.

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

- Practitioners know individual children and families well. They are an enthusiastic and motivated team who strive to meet the pastoral and learning needs of the children in their care. This was evident through the level of engagement and professional dialogue with the inspection team during the week. The experienced nursery team has ensured a degree of consistency during a time of staffing changes at the start of the current academic year. The nursery team would now benefit from increased direction and guidance to support them with areas for improvement.
- The school and nursery's vision and values are displayed in the entrance area of the nursery class. This was an aspect of the school's work that was initiated by practitioners. They are at the early stages of sharing the values with children. As planned, the creation of a child-friendly version of the vision and values will ensure ownership by all.
- Practitioners make use of national guidance and self-evaluation frameworks to identify strengths and areas for improvement. A more focused use of the frameworks for targeted improvements will lead to well-timed changes. As planned, additional meetings in the nursery team will continue to support capacity building.
- Practitioners are keen to continue to further develop their leadership skills, utilising their talents and interests. The establishment of an increasingly child-led and play-based curriculum is at an early stage.
- Professional review and planning is at the early stages of linking with improvement priorities and practitioners' professional learning needs. Opportunities to visit other settings, attend cluster meetings and local authority network sessions is promoting an outward looking approach. Practitioners value these experiences. Further guidance and professional learning to deepen understanding of early learning pedagogy would support the setting to deliver high quality early learning and childcare.

- Clear strategic guidance is now needed to ensure a well-judged pace of change in improving outcomes for children. Practitioners are aware of the school improvement plan and recently created an action plan relevant to the nursery class. A future improvement plan should include roles and responsibilities for practitioners and set out realistic timescales to take forward targeted improvements. As this develops, it will be important to demonstrate and evidence the progress being made and impact of change. The inclusion of parents and partners in improvement planning processes will also be a positive next step.
- More formal and regular monitoring of the nursery class needs to be established. The senior leadership team need to improve their approaches to self-evaluation. This will ensure practitioners are supported to deliver high quality learning experiences and the best possible outcomes for children and families.
- The headteacher, as manager with responsibility for the nursery class, should now develop a more comprehensive understanding of roles and responsibilities in fulfilling the range of statutory duties required.

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

- Relationships between practitioners and children, children and their peers and between practitioners and parents are warm and trusting. Children are confident, feel secure and demonstrate independence skills as they enjoy their free play. Most children engage well with the range of interesting experiences available to them both indoors and outdoors. The majority of children are motivated and enthusiastic in their play for most of the session. In order to develop this further and provide increased challenge and depth, practitioners should plan consistently for the support and development of children's creativity, curiosity and inquiry skills both indoors and outside.
- Practitioners know their children and have a good understanding of their development needs. The majority of children can concentrate for longer periods in the outdoor area where open-ended materials support them to work cooperatively and develop their problem solving skills. Practitioners are beginning to use appropriate questioning to support and extend children's learning. This now needs to be more consistent across all areas of play.
- A few children are beginning to share their prior learning through the recent introduction of floor books. At times throughout the session, there are missed opportunities to develop children's learning. Practitioners should maximise the opportunities for children to be consulted, take the lead and reflect more frequently on their own learning. This will support children to develop their knowledge of themselves as learners.
- Practitioners observe children during free play and adult-led activities and record the observations in children's individual online learning journals. The observations in the online learning journals include helpful photographic evidence and comments from parents. However, most children did not show an awareness of their online learning journal. Practitioners now need to fully involve all children and spend time explaining the learning journal and the observations to them. Practitioners should continue to develop their skills in gathering information on significant learning that will lead to appropriate next steps in learning being identified.
- Practitioners use digital technologies appropriately to enhance children's learning. Children enjoy using tablets and computers to listen to stories, take photographs or play number games.
- Too much of the planning of children's learning is adult-led. Practitioners have recently introduced floor book planning and are at the early stages of involving the children in this process. Practitioners recognise the need to develop this approach further and to increase the opportunities for children to follow their individual interests and have a stronger voice in the planning process.

- Practitioners use the local authority literacy and numeracy tracking documents to record children's progress. They now need to be supported to evaluate the progress that individual children are making so that the information gathered can inform planning and improvement.

2.2 Curriculum: Learning pathways

- Practitioners make use of Curriculum for Excellence experiences and outcomes to plan for children's learning. There is a clear focus on literacy, numeracy and health and wellbeing. The planning process now needs to be developed to ensure it is highly responsive to children's needs and interests. Children need to continue to experience a range of meaningful contexts to develop and apply their knowledge across the curriculum. Full account should be taken of curriculum design principles with particular reference to depth and challenge.
- Practitioners are keen to work more closely with school staff working at the early level to develop a shared pedagogy for play. This work should focus on continuity and progression in children's learning through play across the early level. This will support the nursery practitioners to be more fully involved in whole school curriculum development.
- Practitioners need to continue to develop their skills and confidence in planning, assessing and evaluating learning across the curriculum. The team recognise that there is scope for the curriculum to be more dynamic, challenging, child-led and reflect children's interests in a meaningful way. More responsive approaches will ensure that children are fully engaged in their learning and are able to build progressively on their skills.
- Positive relationships exist between practitioners and school staff. Children benefit from a well-established transition programme from the nursery class into P1. As planned, the establishment of a progressive early level will ensure prior learning is built upon.

2.7 Partnerships: Impact on children and families – parental engagement

- Parents responding to inspection questionnaires report that they receive helpful feedback about what their child is learning. This includes regular informal contact and more formal events such as parents' evenings. Along with informal feedback, parents have access to information online which documents some of the activities and experiences children have at nursery. Curriculum evenings are offered. The nursery class is planning to develop other ways to share current learning experiences and contexts with parents to enable them to support their children's learning at home such as 'Stay and Play sessions'. This would enable parents and carers to support learning at home and in the wider community.
- There is scope for an increase in the number and range of partners engaged with to support and motivate learning. A focus on the world of work will support the promotion of high aspirations for children and further inclusion of parent's and carer's skills and expertise.
- The setting has an established link with a local sheltered housing initiative with children singing songs at agreed times. Contributions to a local food bank enhance children's understanding of the needs of their local and wider communities.
- Feedback from parents, carers and children is regularly sought and used to develop experiences in the setting. For example, the transition to school programme as well as Forest Kindergarten and 'Fairy Story Friday'.

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 and young people. 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

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

- There is a warm, welcoming atmosphere within the setting and children quickly choose where they would like to play when they arrive. Practitioners know each child and family well and are responsive to their needs. Children are happy and enjoy the company of their friends and adults.
- Children are polite and well mannered. Practitioners model and encourage respectful behaviour and use a variety of strategies to resolve conflicts and promote a caring ethos. There is sensitive acknowledgement of when children exhibit particular traits such as empathy and kindness. At their own developmental stage, almost all children are developing the skills required to play together including sharing and taking turns. Parents report that they are happy to leave their children in the setting.
- Practitioners value the importance of nurturing children's wellbeing and respond appropriately to children's needs. Almost all children appear to feel safe, relaxed and confident as they play. The wellbeing of children is promoted through a range of learning experiences. They enjoy the large and varied outdoor space and this is supporting children's sense of wellbeing. Practitioners' understanding of the national wellbeing indicators continues to develop. The setting is at the early stages of using them when planning for learning or meeting children's needs. Practitioners should now use the indicators more consistently in their daily practice with children. A developing awareness and understanding should be supported through real and meaningful contexts. Sharing the wellbeing indicators in a meaningful and focused way with parents and carers will also be a positive next step.
- There is considerable scope to develop children's early leadership skills further. Children take on the role of snack helper to choose snack and are observed to be capable and enthusiastic. The setting has scope to encourage children to express their choices and opinions in a more individualised way. This would better realise their potential and allow them to take a more active role in the life of the setting.
- As discussed, there is a need for information to be collated in individual personal plans in greater detail and more systematically with associated legislative timescales. This approach to personal planning now needs to be developed to better reflect the support the setting provides for children and families. All children who experience short or long term barriers to learning are supported by practitioners. It is now necessary to have clear and understood processes that ensure the implementation of interventions are recorded and outcomes measured more robustly over time. Awareness of statutory duties by the manager will ensure appropriate processes and procedures are put into place to ensure the safeguarding of all.

- All children and families are treated fairly and with respect in the setting. Practitioners are aware of the need to promote learning about equality and diversity and as discussed are planning to explore ways to provide developmentally appropriate experiences to extend children's understanding in these areas.

3.2 Securing children's progress

good

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

- In early language and communication almost all children are making good progress. They are confident communicators and most children enjoy opportunities for extended conversations with adults and their peers. Most children use a good range of expressive language in their play. They listen well during group experiences and can follow a set of instructions. Children are developing marking and early writing skills. Most are able to 'write' their name and older children are producing recognisable letters. Children are able to develop their writing skills in real life contexts for example, writing the sign for snack and using their reading and writing skills when spotting birds in the outdoors. Children are highly engaged in, and enjoy, group story times. Most children recognise environmental print in the nursery and local environment. Children and families engage very well with initiatives promoting an enjoyment of reading such as 'Fairy Story Friday' and 'Bedtime Stories'. Children access and enjoy the wide range of fiction and non-fiction books available in the setting.
- Most children are developing good early mathematical skills. They count and recognise numerals as they engage in play and through nursery routines. A few children use mathematical language when measuring in their play. They understood how to use a spirit level to measure a wall they had built. Practitioners should now build on these opportunities to increase children's application of skills in new and real-life contexts.
- Most children are making good progress in health and wellbeing. They have developed friendships, are kind to each other and cooperate well with each other to complete tasks. Children develop a good range of physical skills in the outdoor area on a range of equipment and in gym lessons led by the PE teacher. They are confident in hygiene routines and are aware of ways to stay healthy.
- Children are developing a good awareness of the natural world through planting and growing activities. Visits to the local woodland in Bonaly Country Park are enabling children to connect with nature and increase their knowledge of their local environment. Practitioners should now consider ways to enhance the Forest Kindergarten experience so that the younger children can be included.
- Children are making good progress over time. The information contained in the literacy and numeracy trackers and in online learning journals confirms this. The leadership team should now support staff in identifying next steps for all children to ensure children experience appropriate depth and challenge in their learning.

- Children's achievements are included in their online learning journal and are discussed by practitioners informally during play. Parents share achievements from home on the achievement tree in the nursery entrance area. There is scope to build on this practice so that children's achievements from home and beyond the nursery are contributing to the holistic learning and progress of children.

Choice of QI: 2.4 Personalised Support

- Universal support
 - Role of practitioners and leaders
 - Identification of learning needs and targeted support
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- Relationships across the nursery class are very positive and nurturing. This is a key strength which helps children to be motivated in their learning. Children are aware of risk and will benefit from a more fully implemented risk benefit analysis approach to their learning.
 - There are examples of parents, carers and partners supporting learning activities and resources with real life, meaningful experiences such as the local fire service and experiences with living things.
 - Practitioners recently received training sessions on the local authority approach to supporting learners. As planned, this support material will be used to ensure that the learning environment is organised and resourced to support all learners. A recently established cluster group has identified this as a key priority. Shared learning and moderation of the delivery of the approach will support best practice.
 - Practitioners across the setting are committed to working together with parents and a range of partners to minimise barriers to learning for individual learners. The key worker system is well established and supports the wellbeing of children, promoting and supporting their wellbeing.

Care Inspectorate evidence

1. Quality of care and support

Staff gather basic information about children which included personal information, health needs and additional needs. This needs to be extended to include information about the GP. Staff used this information to record children's individual dietary needs and allergies so everyone was aware of them. This included signs and symptoms and if the child would require any medication. Almost all forms were reviewed as required six monthly, but staff need to ensure that all are reviewed and updated.

Staff could talk about children's individual needs and how they discussed them with parents. However supporting documentation was not in place to show the techniques and strategies that had been agreed to help children were implemented or reviewed. For example, we noted that staff verbally contacted parents if children took ill in nursery. Staff confirmed that although they had discussed the issue with the parent, they had not recorded an update about the child's health needs following a visit to the doctors. In addition to this they did not complete an incident record or notify the care inspectorate as required. Staff therefore, need to continue to develop children's personal plans. They should expand on recorded information using the wellbeing indicators to ensure this reflects an assessment of the individual child with specific next steps for them. Where other agencies are involved there should be a clear record of the staff liaison with them and what, if any, agreed plans are in place for children. For example strategies and techniques to be used to support children. There should be clear information about children's progress which will confirm if plans are effective. Records of meetings with parents should be dated so there is ongoing evidence of how they are involved in agreeing support for their child. This would provide clear records of children's needs, development and progress. (See recommendation 3).

There was a system in place for the storage and administration of medication which mostly followed best practice guidance. Staff should review the system in place to ensure the information they record fully complies with this. This should include recording the expiry dates of medication and when medication is received into and removed from the nursery. When administering an 'as when needed' medication, staff should record the reason why they administered it. An audit system should be put in place to monitor this. (See recommendations 1 and 4).

Children have daily access to an outdoor area and we saw they used this area well for a variety of activities that include physical play, planting and imaginative play.

Staff encouraged parents to participate in the nursery and have a calendar available that enables parents to choose a session they want to attend and join in the work of the service.

Parents' nights were used to share information about children's progress. Open evenings were available to introduce new children to the service so they could meet staff and become familiar with the environment. Welcome booklets were given to children.

Care Inspectorate grade: 4

2. Quality of environment

There was a secure door entry system in place so staff knew who was entering the building.

Staff had used Building the Ambition to evaluate the environment and make changes that improved the indoor and outdoor areas for children. In doing so they had created a stimulating environment that offered children a range of experiences. Staff reported benefits such as children using the arts and craft area better. Changes could be formally evaluated to ensure the purpose and aims of change are met. (See more information in theme 4).

Direct access to the outdoor area meant children could freely access the enclosed garden area where they had access to a range of activities and resources. We observed some good outdoor learning experiences. Examples included sensory play, using foam, pouring and mixing mud and soil in the mud kitchen, investigating the properties of sand and water, woodwork bench and planting flowers.

The Forest Kindergarten is used to give children in their pre-school year experience in the wider community. They had started to learn about safety by identifying risk and exploring ways to minimise them. This initiative should continue to be developed to build on and extend children's experiences. Staff could consider using 'risk benefit analysis' with children which would help them learn more about assessing risk for more challenging activities. Children in their pre-school year would benefit from being included in this initiative.

There were items stored in the disabled toilet such as clothing and a filing cabinet. To promote good infection control measures, these should be removed. The toilet should be available for use.

Staff checked the areas every day to ensure they were safe for children. A few risk assessments were in place, but these could be further developed to show in more detail how a safe environment is promoted. We talked to staff about risk benefit analysis as a way of involving children in this process.

Care Inspectorate grade: 5

3. Quality of staffing

There was a core staff team in place who had supported new staff within the service.

Staff had taken on responsibility for areas within the nursery such as literacy, numeracy, outdoor play, Forest Kindergarten and parental involvement. They were keen to develop these roles and leadership opportunities. To enable this progression, it would be beneficial to monitor/evaluate the impact of their work as this would help to determine how to take initiatives forward.

Staff had a few opportunities for training such as child protection updates and First Aid. Individual members of staff told us about some of the training they had attended and how this had improved their practice and assisted them in their role and responsibilities. (Forest Kindergarten). We advised that written evaluations should be in place to show the impact training had on outcomes for children, the staff member's knowledge or skills or on the improvement of the service as a whole.

Staff had PDRS, but from the records we looked at, we concluded that this system needs to be further developed so that it can be more effectively used to support staff. Although we were advised that full discussion took place, the written record did not reflect this. Key points should be noted so the professional development for staff is clear. For example, what they have achieved, what areas they would like to develop and how this could be done. The manager should record their evaluation of staff practice and agree action points. Dates should be attached to these so that progress can be monitored. See recommendation 2.

Staff were keen to develop the service and had already identified areas where they could develop their skills to make improvements. For example they wanted to develop the use of floor books to document better children's experiences which supported their continued learning and development.

We identified that staff needed to be supported better in their role by the management team, particularly with record keeping required by legislation. They need to have a better understanding of what records should be in place. For example incident reports and personal plans. (See requirement 1).

Care Inspectorate grade: 4

4. Quality of management and leadership

Changes to the management team had impacted on the running of the nursery. Within the management team we found there was a lack of knowledge and understanding about legal requirements and statutory duties of managing a registered service. As the named manager, the head teacher must ensure that he and the management team are aware of the responsibilities they have. We signposted the depute head teacher and business manager to documents that would assist this – Records that all registered services (except childminders) must keep and guidance on notification reporting, Scottish Statutory Instruments – requirement as to care services 2011/210 and Scottish Social Services Council codes of practice. See requirement 1.

The nursery staff had made a start at evaluating the service they provided by identifying areas they wanted to review and develop. This included using best practice guidance to re-organise the environment and update the vision and values. Staff could tell us the impact of some of the improvements, but would benefit from the management team supporting them with this process so the changes to the service are evaluated so they can assess the impact and outcome for children. To support this, the head teacher must implement a schedule of monitoring within the nursery. This should include staff practice and children's experiences. Feedback should be given to staff so they can have professional dialogue about their work and agree areas for development. See recommendation 4.

An improvement plan was in the process of being developed for the service. This should outline areas for development, staff responsibility and timescales for completion so progress can be monitored.

Staff were aware of the new Health and Social Care Standards, but were yet to use them in practice. This should be added to the improvement plan so that staff can become familiar with them as they set out the expected standards for health, social care and social work services in Scotland.

Requirements/recommendations made by Care Inspectorate for the nursery class

During the previous Care Inspectorate inspection, the setting had three recommendations. From these two recommendations have been met. Outstanding issues relating to medication are carried forward in this inspection. As a result of this inspection, there is one requirement and four recommendations.

Requirement:

- The headteacher must become familiar with the statutory responsibilities of managing a registered care service and ensure the management team involved with the nursery have this information so he can effectively support the work of the service. This includes the Regulations outlined in Scottish statutory instruments – Social Care and social work improvement Scotland (requirements for care services) Regulations 2011. Scottish Statutory Instruments (SSI) 2002/114 regulations 19–24. Scottish Social Services Council codes of practice. In addition, the headteacher must ensure that staff have a good understanding of the records they are required to keep as part of their role and how they are effectively used to support their work.

This is to comply with SSI 2011/210 Regulation 3 Principles.

Timescale: 30 September 2018

Recommendations:

- Staff should review and update the procedures in place for administering medication to ensure they fully comply with best practice guidance. Areas they need to address include;
 - If staff administer medication to children on an 'as when needed' basis they must record the rationale for doing so.
 - Medication consent should be reviewed termly.
 - There should be a record of when medication is brought in to or leaves the service.
 - There should be a record of medication expiry dates so it can be replaced as needed.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'If I need help with medication, I am able to have as much control as possible'. HSCS 2.23. And 'I experience high quality care and support based on relevant evidence, guidance and best practice'. HSCS 4.11.

- The provider should further develop systems for professional review and development so it is more effective in supporting the work of staff. Key points from professional dialogue should be recorded so there is information about their practice, areas for continued professional development and how these will be achieved. Actions points should be specific to individual staff members with agreed timescales so that progress can be monitored.

This is to ensure I have confidence in the organisation providing my care and support. The HSCS state that 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes'. HSCS 4.19.

- The provider should further develop children's personal plans to include;
 - Information about their key achievements and next steps for learning should be included.
 - Any changes to children's individual health needs should be clearly recorded with agreed strategies outlined so their wellbeing is fully supported.
 - Any strategies to be used with children who have additional support needs.
 - Parents should countersign and date the review documentation to demonstrate that they have been consulted and involved in this process.

Staff should continue to promote the use of wellbeing indicators and consider how these can be part of their personal plan reviews in consultation with parents.

This is to ensure care and support is consistent with the HSCS which state that 'My personal 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, 'My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected'. HSCS 1.23. 'I am fully involved in developing and reviewing my personal plan, which is always available to me'. HSCS 2.17.

- The manager should develop formal written quality assurance systems to help with the systematic evaluation and continued improvement of the service in line with best practice. This should include;
 - Audits of systems in place such as administration of medication to ensure that best practice is consistently followed.
 - Staff practice
 - Children's experiences

This is to ensure I have confidence in the organisation providing my care and support. The HSCS state the 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes'. HSCS 4.19.

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.