

HIGHLY EFFECTIVE PRACTICE

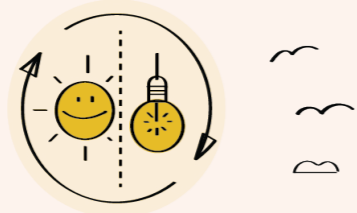
in learning for sustainability at Newtyle Nursery Class

This illustrated case study details highly effective practice that has been captured during the inspection of Newtyle Primary School Nursery Class in South Lanarkshire Council.

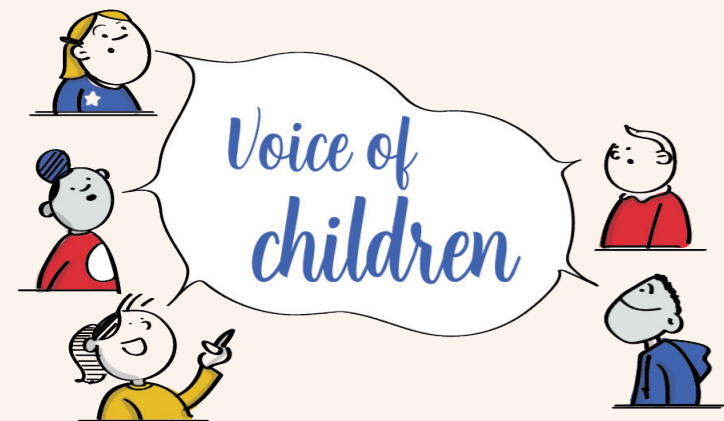
Newtyle Nursery Class has been repurposing and recycling materials and listening to the children's voice to improve the learning environment.

MANAGING CHANGE FOR IMPROVEMENT

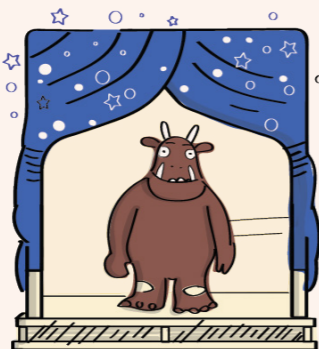
Practitioners evaluated children's indoor and outdoor learning experiences in partnership with Angus Council early years team. They used a strengths, weaknesses, opportunities and threats (SWOT) analysis. Evidence gathered included observations of children playing in different areas within the nursery and listening to the views of children, parents and carers.



Practitioners used their findings from the analysis to improve the nursery learning environment.

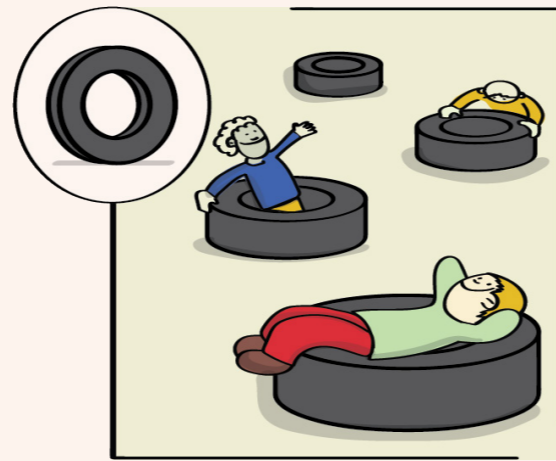
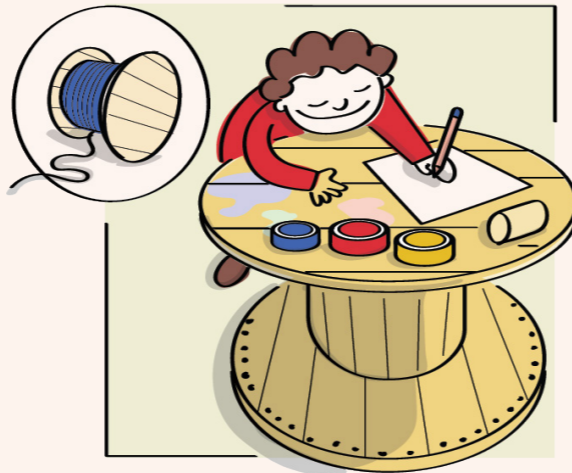


The voice of children was central to deciding what improvements were to be made to the indoor and outdoor environments. Children were involved in setting up new areas for learning and play. This included cosy snugs for reading and the stage/puppet theatre for creative role play. As a result of children's involvement, they have become increasingly responsible and show respect for the learning environment they have helped create.



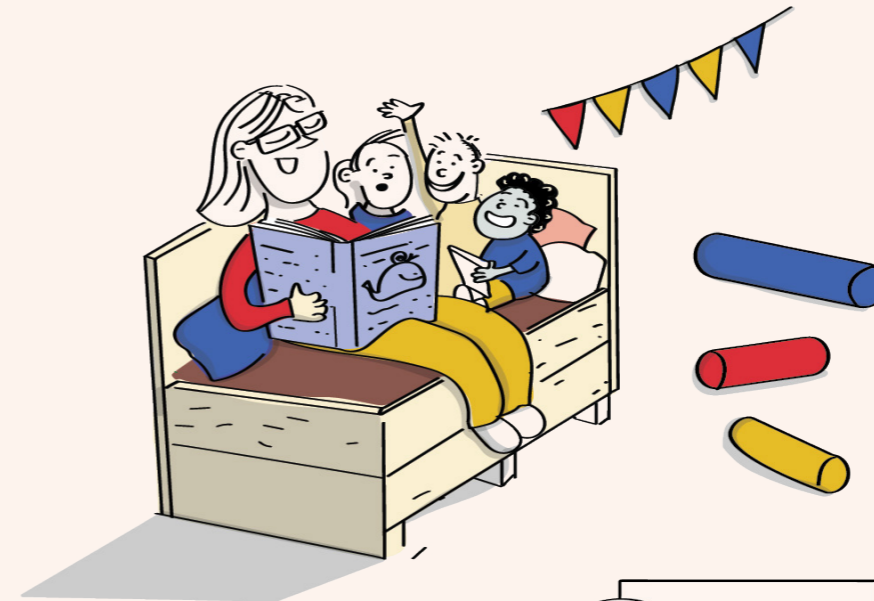
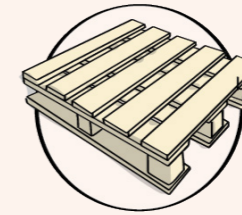
LEARNING for SUSTAINABILITY

This project has helped to develop an appreciation for learning for sustainability and the importance of recycling, re-using and re-creating. Children are benefiting from an enhanced learning environment that is creative, engaging and exciting. The indoor and outdoor spaces are constantly changing to meet children's interests and needs.



RELATIONSHIPS FOR LEARNING

Practitioners' relationships with children are nurturing and caring. Children are increasingly accessing a variety of indoor and outdoor spaces independently. They use these spaces to relax, feel safe and experience challenge in their learning.

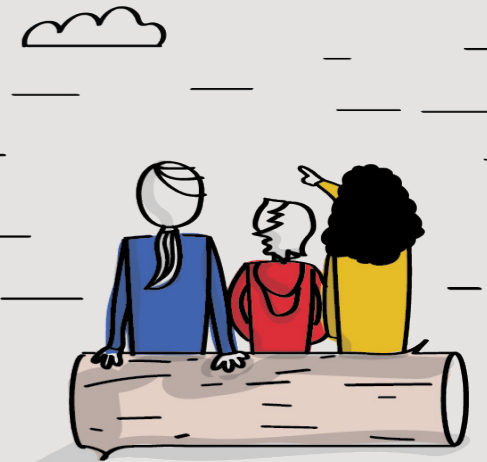


NATURAL MATERIALS

Practitioners use free, natural materials to create different learning areas. For example, practitioners have transformed a cable drum into an art table for children. Wooden pallets are used to create cosy reading spaces outdoors.

CURIOSITY AND INQUIRY

Children are happy, relaxed and enjoy learning in an environment that encourages their curiosity. Responsive play opportunities promote fun, enjoyment and wonder. The wide range of open-ended resources, natural materials and designated areas support children's inquiry and creativity.



PROFESSIONAL LEARNING

All practitioners are committed to professional learning and self-reflection on up-to-date research. They make links between theory and practice, which is reflected in how they are developing and improving the learning environment.



IMPROVED OUTCOMES AND EXPERIENCES

Senior leaders and practitioners monitor their practice, which is informed by national guidance. This ensures that they continue to improve their interactions, provocations, children's literacy and outdoor learning experiences.



NEWTYLE SCHOOL

Angus Council

HIGHLY EFFECTIVE PRACTICE IDENTIFIED BY HM INSPECTORS

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