

# Summarised inspection findings

**Bilston Primary School Nursery Class**

Midlothian Council

24 April 2018

Bilston Primary School nursery class is part of Bilston Primary School and offers early learning and childcare for children age 3-5 years. Morning and afternoon sessions are provided during term time. The nursery moved into the new school campus from the 'Bilston annex' in August 2016.

## 1.1 Self-evaluation for self-improvement

good

This indicator underlines that rigorous self-evaluation is the responsibility of all practitioners and stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasises the need for strong leadership and a shared understanding of strengths and areas for development. A key factor is how to demonstrate the impact of self-evaluation and how evidence is used to improve outcomes for children. The themes are:

- Collaborative approaches to self-evaluation
- Evidence-based improvement
- Ensuring impact of successes for children and families

- All practitioners understand the importance of self-evaluation as integral to continuous improvement. The team works well together and ensure they focus on improving outcomes for children through their self-evaluation. They are reflective as individual practitioners and keen to develop their own knowledge in order to provide children with good quality early learning and childcare experiences. Parents are valued as key partners and their feedback is regularly sought in a variety of ways such as spending time in the setting, contributing to learning plans and participating in the parent council. This provides them with a way to share their ideas and influence the direction of improvement. The children's opinions and feedback are important to the nursery team who ensure they consult with children about matters affecting them. As a result, there is a strong sense of inclusion and community where the views of all are valued.
- The nursery team have worked well to evaluate the learning environment since moving to the new building. They have engaged well with national practice guidance to support this process and as a result have made well-judged decisions. This has led to a positive impact on children's experiences, particularly in outdoor learning. They have successfully created an environment which supports children's independence, curiosity and problem solving skills. Practitioners reflect on what is working well within the session and what might be improved. As such, they are beginning to build a clear picture of their strengths and areas for improvement.
- The team use their observations of children's play to document learning experiences over time in individual learning journals. These focus on examples of children's self-directed play and involvement in nursery routines and events. Children contribute pieces of artwork and enjoy accessing these folders throughout the session. Parents are encouraged to add to and reflect on learning plans, sharing children's interests from home. Practitioners know children well as individuals, particularly in the areas of health and wellbeing and holistic development. As self-evaluation processes develop, it will be useful to focus on evaluating the impact of improvements on children's progress across the curriculum. This will complement planned development to the way in which practitioners track and plan for individual children's learning.
- Practitioners ensure that they incorporate time for discussion and reflection into their daily practice. They undertake a wide range of professional reading to support the development of their own knowledge. Opportunities for training and professional learning are tailored to meet the needs of the setting and used to improve outcomes for children. For example, practitioners

undertook training to support children's self-regulation skills. As a result, they have noted clear improvements in children's resilience and ability to talk about their feelings.

- Improvement priorities are planned for in conjunction with the primary school. Alongside this, the team have identified additional aspects of the setting that they wish to develop. Practitioners regularly share good practice with other settings through information sessions and professional networking events. This supports effective self-evaluation processes as practitioners moderate and discuss their own practice. As planned, the team should work to formalise their monitoring and improvement planning processes so that they can begin to assess the impact on children's progress over time and share successes with children and families.

## 2.1 Safeguarding

- The setting 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. At the time of the inspection, there were no identified areas for development.

## 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

- Across the setting, good quality approaches to learning enable children to develop their emotional, physical and cognitive skills well. Overall, most children are making good progress in early communication and language. They communicate effectively with each other as they play and are confident to make their needs and thoughts known. Most children demonstrate good talking and listening skills as they play cooperatively and take part in small group times. A few children demonstrate a wide use of vocabulary and share their knowledge of the world around them. Children regularly access books throughout the playroom and enjoy re-telling familiar narratives using puppets. The majority of children show an interest in early writing and apply these skills when creating shopping lists for and making snack menus. We have asked practitioners to continue to build on these good examples in supporting children to develop their skills in real-life contexts.
- Most children are making good progress in numeracy and mathematics. They count with confidence as they play imaginative games and sing familiar songs. Children show an enthusiasm for puzzles and a few are developing number recognition skills. They challenge themselves with shape activities and jigsaws that promote problem solving skills. Most children show a good understanding of mathematical language as they build in the block area and create with loose parts in the garden. Practitioners make effective use of routines and events, such as buying from the community fruit van and harvesting vegetables, to support children's developing numeracy skills. A few children require additional support or challenge in order that they make the best possible progress in this area of their learning.
- Most children are making good progress in health and wellbeing across the curriculum. They have an understanding of how to keep healthy through daily routines such as snack, tooth brushing and hand washing. Most children are developing good physical skills as they participate in physical education sessions, play outdoors and challenge themselves when experimenting with large loose parts. Most children show a good understanding of their needs and those of others, appropriate to their developmental stage. They can articulate how they are feeling and discuss the emotions of others. Children are developing friendships and are supported very well by practitioners to cooperate in their play and learning.
- Most children show a high level of interest in the world around them and are confident to try new experiences. Practitioners make good use of the changing seasons to support learning and as a result, children are inquisitive and curious in their play. They search for insects and

learn about how to care for the environment. Children are becoming confident gardeners as they grow plants and vegetables. They show a good understanding of where food comes from as they use their vegetable harvest for cooking and baking.

- The setting recognises children's development and achievements through praise and their 'wow moments' wall display. This celebrates individual children's achievements both at home and at nursery. Parents are encouraged to contribute to this so that everyone can celebrate the success of their friends. We have asked practitioners to build on these processes in order to track children's wider achievements and build on prior learning. This will support planned improvements to the way in which children's progress over time is tracked.
- Practitioners have established strong relationships with families and a climate of respect and trust. They use their understanding about the individual needs of children well to promote equity and reduce any potential barriers to learning. The impact of any strategies is monitored and discussed to inform future decisions.

## 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.