

Summarised inspection findings

Chesters Nursery School

Glasgow City Council

23 April 2024

Key contextual information

Chesters Nursery School is based in a self-contained building in the grounds of Camstradden Primary School in Drumchapel, Glasgow. Children attend nursery from the age of two until they start school. 96% of children reside in households designated as within Scottish Index of Multiple Deprivation (SIMD) deciles one and two. There are three large playrooms with direct access to two fenced outdoor spaces in the grounds of the school. Regular use is made of nearby woodlands. The nursery provides early learning and childcare (ELC) for a maximum of 75 children between the hours of 8.00 am and 6.00 pm. Children attend on a variety of attendance patterns. The current roll is 82 children.

There is a large team of full and part time staff, including a head of centre, depute, lead practitioners, child development officers (CDOs), support worker and administrative staff. The experienced head of centre works in close, effective partnership with families to link them with a wide range of community groups and agencies. The leadership team, staff and families work together to ensure swift practical and educational support for children and their families, often in times of crisis. Recently, more children and families access Chester's for short periods of time while they, for example, await rehousing or apply for asylum.

2.3 Learning, teaching and assessment

very good

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

- Practitioners sensitive, caring interactions create a loving and calm atmosphere where children are involved and respected. Children and their families are greeted warmly by patient, attentive and welcoming staff. Practitioners know children's talents, strengths and challenges in detail and use these to sensitively respond to individuals. Children are engaged, resourceful and creative as they learn indoors, outdoors and in their local community. Almost all children are frequently absorbed, particularly in imaginative play and problem solving, for extended periods of time. Practitioners have worked thoughtfully alongside children to establish and maintain more accessible spaces. The team have improved children's ability to influence and direct their own play. This supports children to make choices, develop their interests and practice new skills very well.
- Practitioners use open-ended questions, commentary, well-chosen vocabulary, and images to support children to share and extend their learning. Practitioners and children make good use of digital technology to enhance communication. Children use computers and tablets effectively to access stories in their home language or document their learning in the construction areas. Children are highly motivated by the increased access to technology offered by staff.
- Practitioners use a mix of formal and informal observation methods to inform planning for children's learning and to set realistic individual next steps for each child. The team make good use of developmental milestones, a range of appropriate assessments and early language and

communication trackers to assess children's progress. Senior leaders, practitioners and visiting specialists work very well together to identify strategies to support children. Frequent communication, family support and regular reviews inform strategies for children. Effective tracking processes and assessment procedures, alongside very good partnerships with visiting specialists, ensure children with additional support needs make very good progress.

- Practitioners make good use of daily observations and focus on responsive planning to extend children's interests for children under three. Short term planning in the three to five rooms takes good account of children's interests and planned events. Practitioners make well considered links to experiences and outcomes across the early level. Practitioners pay careful attention to children's achievements in nursery, during home learning activities and activities in the local community. Staff and children notice and celebrate when children are successful. As identified through self-evaluation, the team should continue to reflect on the skills developed during additional planned learning experiences. This will ensure all planned experiences take full account of, and build effectively on, children's existing skills and prior learning.
- A local authority online system for tracking literacy, numeracy, health, and wellbeing is implemented well by the team. The head of centre, depute and lead practitioner collate comprehensive tracking data with practitioners. This captures children's progress in learning. Practitioners contribute well to planning and tracking meetings. The team continue to upskill their knowledge and skills in collating and interpreting data. The senior leadership team have in-depth knowledge about families, the local context and the progress of individual children and families. The team should continue to develop the skills and confidence of all staff in linking their use of data to their daily work with children and families.

2.1 Safeguarding and child protection

- 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

very 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

- Almost all children are making very good progress appropriate to their age and stage of development. Children who require additional support with their learning make very good progress appropriate to their stage of development and specific, often complex, needs.
- Almost all children make very good progress in communication and early language. Younger children communicate their ideas, needs and preferences using single words, short sentences, and gestures. Almost all older children are confident communicators who narrate, ask questions, and explore the meaning of words in their imaginative play and when playing outside. Children frequently seek out, explore, and listen to stories and rhymes independently and with support from practitioners. Children can identify and discuss favourite books and songs with enthusiasm and enjoy recalling and predicting events in familiar stories. A few children enjoy following instructions to make soup for their friends to enjoy. A few children now need to write for a purpose in real life activities that motivate them to apply their skills.
- Almost all children make very good progress in numeracy and mathematics. Children accurately identify, order and match numerals to quantities. Most children explore volume and capacity for extended periods in the interesting sand and water areas. Groups of children extend their mathematical language as they explore height, symmetry, and balance. They identify, categorise, and use three-dimensional shapes in the block play area. Children are creative and curious as they make connections to other areas of learning in literacy and science as they build and test their structures.
- Almost all children are making very good progress in health and wellbeing. Children develop their gross motor skills as they challenge themselves to balance and climb and touch the tarp in the outdoor trail they helped create. Children are joyful, they challenge themselves to overcome unfamiliar sounds and try new experiences in the local woods. They develop their independence and fine motor skills very well as they help to set up their camp and use natural materials in their play. Almost all children share very well, they are patient and understanding with their friends and work very well together to complete tasks and challenges. Children show empathy and understanding to one another appropriate to their stage of development. All children would benefit from continued support to name and explain their feelings and emotions.
- Overall children make very good progress across their learning. Families, practitioners, and children frequently notice and celebrate everyday achievements, in addition to what children and families achieve at home and in the local community. Home learning, including literacy,

numeracy and cooking activities are shared using an online platform and social media. Children are proud of their achievements and seek out staff to discuss and share these. The senior leadership team should continue to work with staff to use data to ensure the information they have about children's achievements influences the planning of learning.

- Practitioners demonstrate a very good understanding of the importance of promoting equity across all aspects of their work. Practitioners and children are inclusive and welcoming to everyone. Children who require extra support are identified and supported well through effective personalised planning. This includes timely referrals to speech and language therapists and social workers and well-planned targeted interventions. Partners spoke very highly of the nursery and the tangible difference they make for families. The team understand their role in promoting equity and provide sensitive and valued support and advice for families. Practical support includes, maximising children's attendance, a nursery food bank and help with housing and benefits. Useful translation tools support families cultural, socio-economic, and linguistic backgrounds. The team should continue to explore and raise the profile of how they learn more about and celebrate the diverse cultures of children and their families.

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.