

Summarised inspection findings

Dunard Primary School Nursery Class

Glasgow City Council

11 June 2024

Key contextual information

Dunard Nursery Class is based within Dunard Primary School. The nursery comprises of one playroom and a smaller break out room. They have controlled access to a large fenced, tarmac outdoor space. Children attend from the age of three until starting primary school. The current roll is 34. The nursery is open from 8:30 am until 3:40 pm Monday to Friday. Children attend during term time and access a range of half or full day sessions. The headteacher has overall responsibility for the nursery and is the named manager. The recently appointed, acting depute headteacher has delegated responsibility for the management of the nursery. The nursery team includes a team leader and three child development officers. There is currently an unfilled vacancy.

1.3 Leadership of change

satisfactory

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 nursery share a recently developed vision, values and aims with the school. Practitioners work with children to help them try to understand the values. However, the values do not yet feature as an important aspect of the work of the nursery. Moving forward, senior leaders should involve practitioners more fully in developing their ownership of the values. They need to consider how they reflect what is important in high quality early learning and childcare. The headteacher visits the nursery regularly and is known to the children. She meets with the team leader to discuss aspects of the nursery when required. Moving forward, the depute headteacher should seek to increase the involvement of practitioners and children in creating an appropriate vision for the early years. The team leader has responsibility for leading the nursery team on a day-to-day basis. The team work well together and create a caring ethos for all children and families.
- Practitioners take part in useful professional learning and take on leadership roles within the nursery, as directed by senior leaders, in the nursery. As a result, they are starting to improve resources and activities for children across the curriculum. They are a reflective team and take part in regular, informal, professional dialogue leading. This is starting to impact positively on the learning experiences they provide for children. Practitioners now need to have a greater degree of autonomy to develop their roles more fully as leaders.
- The nursery team feel included in the life of the school. They attend whole school collegiate activities and are aware of school priorities. Practitioners work together to plan how they take forward these priorities in the nursery in a meaningful way. They use audit tools to help them provide well-resourced areas to support children's learning. With support from the local authority, practitioners have begun to make positive improvements to the nursery environment. However, to embed change and improvement, senior leaders need to provide greater strategic support. This will help them manage the pace of change and evaluate the impact of changes

more effectively. Practitioners should also look at how they can involve children in identifying areas for improvement and encourage them to take on leadership roles.

- Practitioners provide opportunities for parents to share feedback on aspects of the nursery such as 'stay and play' and 'play along maths' sessions. Building on this positive practice, practitioners should explore how they can work more closely with parents to involve them more effectively in improving in the nursery.

2.3 Learning, teaching and assessment

satisfactory

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

- Most children are happy and settled in the nursery. They engage well in a wide range of appropriate learning experiences in the playroom and outdoors. Children enjoy using the wide range of resources and most play well together. A few children would benefit from further support and challenge from practitioners to help them settle better to tasks. Practitioners support children to resolve conflicts, reminding them to use strategies they have learned through a carefully planned programme. This is helping children to start to play well together and share resources.
- Practitioners know children well and understand their individual needs. They use questions and commentary to help children sustain their play. Practitioners interact sensitively with children and use praise and encouragement to help children succeed. They model language and support children to develop their vocabulary. Children have a few opportunities to use digital technology during play. Practitioners should, as planned, continue to embed the use of digital technology and support children to use it to extend their learning. The team have recently made changes to the playroom to support more child-initiated learning. This is working well for most children. Practitioners should continue to observe children and consider the pace and balance of the session.
- Practitioners know children well and make observations of them at play. However they now need to develop further their knowledge of children as learners to help them identify and support next steps in learning. Practitioners are at the early stage of implementing useful local authority trackers to record children's achievement. As practitioners become more confident, these should help them to recognise accurately children's achievements and plan and share children's next steps in learning.
- Recently, practitioners have reviewed and adapted approaches to planning for children's learning. They observe children and plan over different timescales using the experiences and outcomes from a Curriculum for Excellence (CfE), and children's interests. Practitioners have also started to develop a more responsive approach to planning for children's learning. Moving forward, practitioners should continue to review and develop their processes and try to achieve an appropriate balance of child-led and adult-initiated experiences.
- Practitioners observe children and capture their learning and experiences in online learning logs. These learning logs do not yet consistently demonstrate significant learning or show the progress children are making. Practitioners should consider how they can improve their use of this system to record children's significant learning and show the progress they are making. Children's learning is shared with families through engagement with the online learning logs. Practitioners should now explore how they can involve children in using the online learning logs and support them to start talking about their learning.

2.2 Curriculum: Learning and developmental pathways

- Children learn through play across a range of different areas of the curriculum. Practitioners are starting to use their leadership roles to ensure that the learning spaces effectively promote early language, maths, numeracy and health and wellbeing. Children have space and time to develop curiosity and creativity. Practitioners use local authority guidance and programmes to provide breadth across the curriculum.
- Practitioners use national practice guidance to create interesting spaces for children. They have rightly identified that they need to continue to monitor how children are using these spaces.
- Practitioners use the local environment, including the nearby children's woods to enhance children's learning. Children participate enthusiastically in outdoor games that are provided by a local community service.
- All children are supported well as they move into primary one. The school provides an extensive transition programme. This involves children, their buddies and parents in appropriate experiences to help them settle well into primary school. Senior leaders should consider how they can support practitioners to work with teachers across the early level to ensure continuity and progression in children's learning.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners encourage parents to be involved in their child's learning. Parents take part in interesting 'stay and play' sessions and attend 'play along maths'. They are also invited to be helpers at planned visits to the nearby children's woods. Parents are enthusiastic about these opportunities and feel it is helping them to start to understand what their child is learning. Practitioners should, as planned, continue to develop further opportunities for parental involvement.
- Parents are encouraged to access children's online learning logs. Practitioners invite parents to contribute their child's experiences and achievements from home. Practitioners should plan how they can support all parents to participate in this process.
- Practitioners welcome parents into the nursery at drop off and pick up times. They take time to share information on children and are responsive to parents' needs. Practitioners invite parents to attend information evenings when children are moving from nursery to school. They share an informative report about children's progress.

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.

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

- The nursery team recognise that positive relationships are the foundation for improving the wellbeing of children and families. They create a caring, respectful and inclusive ethos where all children and families are welcomed. They respect and embrace the diverse cultures of families. Practitioners nurture and support children to develop their understanding of their own emotions using social and emotional programmes. Children are developing their ability to talk about and name their own emotions. They are starting to, with support, use strategies to regulate their own feelings and make positive choices. Children know how to keep themselves safe while walking to the children's woods and are learning about their right to play. Practitioners should now explore how they can develop further children's understanding of wellbeing in a meaningful way.
- Practitioners are aware of their statutory duties and are clear about their role in keeping children safe. They have a good understanding of children's care needs and work closely with parents to create a personal plan for children when they start nursery. This plan has a focus on children's wellbeing needs and practitioners identify individual targets. Children's targets are not yet leading to improvements in children's outcomes. Practitioners should ensure that targets are specific, reviewed regularly and signed by parents. This will help to meet children's individual needs and support them to make progress.
- Practitioners identify children who may benefit from support from other agencies to help them make appropriate progress. They liaise with agencies appropriately to help increase their skills and develop strategies to provide support for children. Practitioners have a good understanding of their responsibility to promote inclusion and equality through interactions with families. They value and respect the individual cultures of all families. As planned, they should encourage parents to share their cultures and festivals with the nursery. Children with English as an additional language are supported well in the nursery. Practitioners liaise with the designated teacher in the school when support is required. This is developing staff's confidence to support children with EAL. Children's own languages are valued and celebrated in the nursery.

3.2 Securing children's progress

satisfactory

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

- Overall children are making satisfactory progress in communication and early language. The majority of children listen well to stories and can answer related questions. They are familiar with the book of the month and enjoy using puppets to re-tell the story. Children take part in conversations with each other and practitioners and are starting to express their views. They show an interest in mark-making both in the playroom and in the outdoor area. A few children would benefit from more opportunities and encouragement to develop their mark-making skills in real-life experiences. A few children would benefit from carefully planned interventions to help them make appropriate progress.
- Children are making satisfactory progress in numeracy and mathematics, with a few making good progress. The majority of children can recognise some numbers, count to five, with a few counting to 10 and beyond. They can name colours, shapes and enjoy solving problems in the construction area. Children have opportunities to learn about volume and use a variety of containers to pour and empty while playing in the water. Practitioners should continue to model mathematical language and provide further opportunities for children to develop and extend their numeracy and mathematical skills in different contexts.
- In health and wellbeing, children are making satisfactory progress. They are developing their physical skills well as they play outdoors and walk to the children's woods. Children are developing control of their fingers through a well-planned motor skills programme. Children learn about healthy foods and are starting to develop their independence when helping themselves to food during their relaxed snack and lunch time. Children are kind to each other and are developing friendship groups. Practitioners should continue to develop how they help children learn to talk about their emotions.
- Children enjoy their time at nursery and participate enthusiastically in the wide range of activities on offer. The information recorded in children's online learning logs and floorbooks do not yet demonstrate accurately children's progress over time. Practitioners will benefit from looking more closely at how young children learn and how to identify significant learning. This will help them to plan appropriately challenging experiences across the curriculum and identify and record children's progress over time more effectively.
- Practitioners praise children's achievements in the nursery. However, their achievements beyond the nursery need to be better captured and recorded to enhance children's confidence and links with home. Practitioners should continue to develop how they gather information on children's achievements at home.

- Practitioners promote equity in the nursery. They are aware of information that helps identify potential barriers to children's progress and achievement. Moving forward they should explore how they can use this more effectively to guide their interventions to support children's progress.

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.