

# Summarised inspection findings

**Robert Owen Memorial Primary School Nursery Class**

South Lanarkshire Council

11 June 2024

## Key contextual information

Robert Owen Memorial Primary Nursery Class is based in a separate building in the same campus as the primary school. The nursery comprises of a large playroom with small breakout rooms. Children have direct access to a large, fenced outdoor area. They also access facilities within the school such as a gym hall, sensory room and lunch hall. Children attend from the age of three until starting primary school. The nursery is registered for 50 children and is open from 08.30 am until 4.00 pm Monday to Friday. Currently 33 children are attending. Children attend during term time and can access full day sessions. The headteacher has overall responsibility for the nursery and is the named manager. The depute headteacher has ongoing management responsibility for the nursery. The team leader has responsibility for day-to-day management of the nursery. The wider team includes seven early years practitioners and one support assistant. They also have regular support from an early-years peripatetic teacher.

### 1.3 Leadership of change

good

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 shares the recently developed vision, values, aims and motto with the school. This is at an early stage and is not yet embedded in the nursery. Practitioners are working hard with children to help them understand the values. Senior leaders should now consider how they ensure that the values are meaningful in the early years' context. The recently appointed headteacher visits the nursery regularly and includes practitioners in whole-school collegiate events. The depute headteacher visits the nursery daily and is well known to children and parents. She meets regularly with the early years team and provides helpful support and guidance. The team feel valued and included. They work very well together and create a warm, caring ethos for children and families.
- All practitioners are motivated and keen to develop their practice. They take on leadership roles linked to their strengths and interests. This is helping them to provide rich experiences for children across most areas of the curriculum. Practitioners engage in valuable professional learning and work closely with the peripatetic nursery teacher to develop areas of their core provision. A recent focus on identifying children's skills is helping to improve planning for children's learning. Practitioners have started to consult with children and involve them in making changes to the environment. They should continue to build on this positive start.
- The nursery team are reflective and discuss how they can continue to improve their practice. They are aware of the priorities in the school improvement plan and know how the nursery contributes. Practitioners are also taking forward additional changes in the nursery, for example, implementing new planning procedures. Moving forward, senior leaders should provide strategic support to the nursery team to help them manage the direction and pace of change. This will help to monitor and evaluate the impact of changes on outcomes for children and families.

## 2.3 Learning, teaching and assessment

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

- Most children are happy and settled in the nursery. They are given time and space to make choices which helps them develop confidence when navigating play experiences. Children engage well and enjoy using the wide variety of attractive resources appropriately. They develop creativity as they play and explore in the well-resourced, outdoor area. Children benefit from taking part in a wide variety of interesting experiences where they develop a range of skills. They enjoy "Gastro-Guru Kitchen" cooking sessions, playing in the Muga and visiting areas in the local community.
- Practitioners know children very well and are responsive to their individual needs. They understand how young children learn and are supportive and nurturing. Practitioners listen attentively to children and support their learning through praise and encouragement. They use conversation and commentary well to help children sustain their learning. Practitioners are attuned to children who have specific learning needs. They interact sensitively and help them settle in the nursery. As a result, relationships in the nursery are positive.
- Children play well together, and most are able to share resources. Practitioners use skilful, sensitive interventions to support children to regulate their behaviour and start to resolve conflicts. Practitioners should observe and identify children who require additional opportunities to help them develop their communication and language. A few children should benefit from more targeted interventions to support their development. Children use programmable toys to support their mathematical learning and use the internet to gather information. Practitioners should continue to embed the use of technology to enhance children's learning.
- Practitioners know children well as learners. They observe them during their play, capturing evidence of their experiences through photographs and comments. They share this with parents through online profiles and record children's experiences in floorbooks, wall displays and children's folders. This information shows the wide variety of rich experiences children are involved in. However, it does not demonstrate clearly the quality of children's learning or the progress they are making. Practitioners would benefit from further professional learning to help them make quality observations and recognise and record children's significant learning. This will help them to avoid duplication and have a greater focus on children's learning.
- Practitioners have recently started using a new planning format. They plan fortnightly across all areas of learning and focus on skill development and areas of the curriculum. These planned experiences are of a high quality, developmentally appropriate and responsive to children's interests. Practitioners are beginning to involve children in the planning process. They use a tracking system to record children's progress and identify future learning. These processes are

very time consuming for practitioners. Senior leaders should consider how they can support the nursery team to streamline systems for assessment, planning, tracking and monitoring.

## 2.2 Curriculum: Learning and developmental pathways

- The nursery team provide a wide range of exciting experiences for children across all areas of the curriculum. The curriculum is firmly based on play and well matched to almost all children's developmental stages. Practitioners use their leadership roles effectively to ensure that the learning spaces are attractive, well-resourced and support children to explore and develop creativity.
- All practitioners focus on developing children's skills. Practitioners work with primary colleagues to plan exciting experiences focusing on science, technology, engineering and maths (STEM). Children visit the primary and work with STEM ambassadors from P6. Children are very enthusiastic about these sessions and demonstrate curiosity and problem-solving skills. This is also helping with transition into P1.
- Practitioners use the local environment well to enhance children's learning. They visit the local supermarket, library and nearby woods. Children are developing skills in literacy, numeracy and health and wellbeing through real-life experiences. They are also raising awareness of their local community. Literacy and numeracy permeates across all areas of the setting and quality learning experiences promote curiosity and creativity.

## 2.7 Partnerships: Impact on children and families – parental engagement

- Parents attend a range of experiences in the nursery including stay and play, Bookbug and 'nursery natters'. These events are well attended and provide parents with strategies on how they can best support their children at home. The setting also has a lending library to increase further parental awareness of storytelling and early language. Practitioners should build on this good work and continue to explore how they can provide regular opportunities to involve parents fully in their child's learning.
- Practitioners have lovely, respectful relationships with families. They welcome parents warmly into the setting. Parents are starting to share their children's home achievements, and practitioners display them on the 'Proud Cloud'. Parents are encouraged to give feedback on the impact of stay and play sessions. The nursery team should continue to develop their consultation with parents to impact positively on improving the nursery.
- Practitioners share valuable information on children's learning with parents in a variety of ways. This includes informal chats at drop off and pick up times, online journals, detailed transition reports and informative parents' evenings.

## 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

good

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

- All practitioners have strong, nurturing relationships with children and families. They create a welcoming environment with a focus on children's wellbeing. Practitioners are caring and respectful with each other and positive role models for children. They support children to begin to understand their emotions, using books and puppets to make this meaningful for children. As a result, children are starting to develop their ability to talk about and name emotions. Practitioners should continue to refine and embed this practice in a meaningful way.
- All practitioners show an understanding of the local authority Promoting Positive Behaviour and Relationships training. They encourage children to talk about their feelings and identify solutions to any problems. This consistent approach helps to calm children who are showing distressed behaviours and supports them to start to manage their responses. Most children play well together and are kind and caring.
- Practitioners are starting to involve children in making decisions about aspects of the nursery that affect them. For example, children vote for changes to the home corner and give their views on using digital technology. They should build on this positive start and continue to develop opportunities for children to be fully involved in the life of the nursery. Children participate meaningfully as they assess risks when visiting the local woods and are learning how to keep themselves safe. Practitioners should find ways to help children understand other wellbeing indicators that are relevant to them.
- All 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. Together they create personal care plans with appropriate individual targets for children. Practitioners work with children to help them start to understand their targets. Practitioners have a good awareness of children who have additional needs. They seek advice from outside agencies, where necessary, to provide appropriate support and implement strategies to support children's development. They create plans with clear short-term targets. As a result, children are making good progress in their learning and development.
- Practitioners value all families and treat them with respect. They use a variety of books and photos to support children to be aware of diversity. Practitioners work with children, families and visiting specialists to ensure they include all children. This inclusive ethos helps children to participate in the life of the nursery where possible. They complete home-nursery diaries for identified children to share daily experiences with parents. Practitioners give children time and space to develop and explore their interests at their own pace.
- Children are developing independence during lunch times and practitioners encourage and role model positive social interactions. They should, as planned, continue to evaluate the lunch time routine to ensure it meets the needs of all children.



### 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

- Most children are making good progress in communication and early language. They enjoy mark-making and are developing their skills well as they attempt to write their name and other popular words. Children enjoy recreating popular stories and nursery rhymes using puppets and prompts. A few children create their own books. Children recognise letters and a few are starting to use letters to make known words. Most children take part in conversations with each other and practitioners support children well through use of visuals and gestures. Practitioners should continue to support all children to make appropriate progress.
- The majority of children are making good progress in numeracy and mathematics. They can count and order numbers during play. They are learning about shape as they build in the construction area and create shape puppets. Children are developing an understanding of measurement through stories and cooking activities. Practitioners should continue to provide real-life experiences in all maths and numeracy concepts, for example, money and time.
- Most children are making good progress in health and wellbeing. They are starting to develop confidence and perseverance as they challenge themselves to climb and explore in the outdoor area and woods. The majority of children are learning to be responsible as they risk assess and represent the nursery on committees. They are developing independence as they select their snack and make choices about their play.
- Children are making good progress over time across most areas of the curriculum. They participate confidently in a wide range of appropriate experiences to develop their skills in creativity and curiosity. However, there are children who are capable of making greater progress. Practitioners need to focus on building on children's significant learning to support this progress.
- Practitioners praise and celebrate children's achievements in the nursery. They encourage parents to share achievements from home. Practitioners should monitor responses to ensure there are regular contributions from all children.
- Senior leaders have started to share a variety of data with the nursery team. They should consider how they can start to use this data more effectively to support outcomes for children and 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.