

Summarised inspection findings

East Fulton Primary School and Nursery Class

Renfrewshire Council

14 May 2019

Key contextual information

East Fulton Nursery Class is located within the primary school. The setting is registered for a maximum of 10 children from two to under three years of age, and 30 children from three years of age to those not yet attending primary school. At the time of the inspection, there were 46 children on the roll with a few children aged under three years. Children are able to attend morning, afternoon and full-day sessions. Children have access to a self-contained outdoor area, two attractive playrooms and the wider school environment, including the gym hall and playground areas. There have been significant changes in the nursery team in the twelve months prior to our inspection. The team are working to establish shared values and consistent approaches to learning, teaching and assessment. A local authority peripatetic teacher is part of the nursery team for two days per week.

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 teaching
- effective use of assessment
- planning, tracking and monitoring

- Consistently warm and caring relationships between practitioners, children and families make learning in the nursery enjoyable for all children. Across the nursery, practitioners have worked to review playrooms. They have reflected together to create attractive and purposeful learning environments for children. Children benefit from the rich range of natural resources available. This encourages children to explore possibilities and lead their own learning. As a result, most children are motivated in their learning throughout the session. A good variety of contexts enables children to choose to learn on their own, and in small self-selected groups. There is an appropriate balance between adult supported and child initiated learning.
- A few children aged two to three years attend the nursery. Practitioners make effective use of national guidance to plan appropriate experiences to promote engagement and enjoyment in learning. Younger children are happy and settled. They are growing increasingly confident as they engage in play with older children. The youngest children enjoyed spending quiet time together with a caring adult and used their language best at this time. Younger children also benefit especially from the small-scale physical, and sensory resources available in their playroom.
- Practitioners have recently reflected on the features of high quality interactions. As a team, they should continue to develop consistent approaches to support children to extend and deepen their learning in play. A few children still need some extra support to progress from being interested to being fully involved in experiences.
- The interests of the children inform the different contexts for learning in the nursery. Practitioners observe how children respond to learning environments and provide provocations to extend learning. Consultation with children helps practitioners develop learning spaces. This is leading to opportunities that are more engaging and an increased sense of ownership for

children. Children can choose to learn outdoors every day. Practitioners have identified outdoor learning as an area for further development.

- Practitioners know the children as individuals. They are enthusiastic about continuing improvement, and make good use of professional learning and visits to a range of early learning and childcare settings to inform further development. They are working together to develop their use of observations and learning stories to inform judgements about children's progress. They recognise that they need to continue to work together to ensure a shared understanding of high quality observations.
- Electronic personal learning journals record episodes of children's engagements in experiences and include reflections on learning and some possible next steps. This is an area requiring further development. Going forward, practitioners need to involve children and parents more in the process of capturing, evaluating, and using assessment information to inform the planning cycle. Practitioners should aim to ensure that parents and children understand next steps and are clear about what they can do to help take learning forward at home.
- Practitioners use floor books to plan for children's learning. Short-term planning takes account of children's interests and gives children a voice. Practitioners use floor books to document children's experiences along with some possible lines of development. They now need to develop their use of floor books to promote reflection on learning and to encourage children to ask questions, and plan their own learning. This will help children develop the habit of thinking and talking about themselves as successful and informed learners.
- Practitioners are beginning to track children's progress in literacy and numeracy using a recently developed tracker. Looking forward, they need to develop this further and should seek opportunities, within and beyond the team, to build confidence in their professional judgements.

2.1 Safeguarding and child protection

- 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.

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

- There is a positive focus on developing children's early literacy, numeracy and health and wellbeing across the nursery. As a result, most children aged three to five are making good progress in these key aspects of early learning.

Children aged two to three

- Children aged two to three years are progressing well in their learning and development. Younger children develop their emotional and social skills through positive interactions with caring adults and peers. Children enjoy handling books and are developing the confidence to have a go at 'reading a story' to a friend. They are developing early numeracy concepts in play, for example through a simple fishing game.

Children aged three to five

- Children aged three to five years are keen to talk about their play and readily engage with adults and peers. They enjoy sharing stories and most are keen to contribute their opinions. Small group and one to one opportunities to share stories and talk about ideas are a strength of the nursery. Children demonstrate their interest in songs and the patterns of spoken language. There is scope to develop this further. Practitioners are effective in creating motivating play contexts that stimulate children's interest in mark making for a range of interesting purposes. As a result, most children are keen to explore letters, words, signs and drawing.
- Most children are making good progress in numeracy and mathematics. Most children are learning to count to ten, with a few confidently counting beyond ten. Children counted glass beads and matched quantities to numerals and tally marks with increasing confidence. Children demonstrate their awareness of shape and 3D objects, making simple shapes from magnetic units and modelling with blocks. As planned, practitioners should continue to develop further children's awareness of numeracy and mathematics across the setting, particularly as useful tools for making decisions and solving real life problems.
- Most children are making good progress in health and wellbeing. Children enjoy healthy snacks. There is scope for children to develop their understanding of healthy choices through a more active role at snack time. Children access the school gym hall on a weekly basis for energetic play. As planned, develop further opportunities to challenge and extend children's physical skills outdoors, for example through 'risky play' and play with balance bikes.

- Inspection observation, information in online learning journals, floor book evidence and dialogue, confirm that children are keen learners who are making good progress in their learning.
- Practitioners note and celebrate children's achievements in the nursery. There is scope to open up more opportunities for children to contribute to the life of the setting, the wider community and as global citizens.
- Parents appreciate the increased range of information about learning displayed in playrooms and corridors. There is scope to involve parents and carers further in sharing information about learning beyond the setting. Practitioners should continue with plans for curriculum workshops, nurture bags, and increased family learning opportunities.
- Practitioners promote equity through their daily practice. There is a supportive and inclusive ethos based on mutual respect and trust. The nursery takes good account of the cultural, socio-economic backgrounds of children and their families. Practitioners are proactive in identifying and reducing barriers to effective learning for children.

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.