

Summarised inspection findings

Honeywell Nursery Class

North Lanarkshire Council

1 April 2025

Key contextual information

Honeywell Nursery Class is situated in a self-contained wing on a shared campus with St Aloysius Primary School and a non-denominational school. The nursery comprises a large playroom with direct access to a large, fenced outdoor area. Children access facilities such as the school gym hall and a community space.

The nursery is registered for 70 children and is open from 09.00 am until 3.00 pm, Monday to Friday. Children attend full day sessions during term time, from the age of three until starting primary school. Currently the roll is 58.

The acting headteacher has been in post for five months. She has overall responsibility for the nursery class and is the named manager. The principal teacher has ongoing management responsibility for the nursery class. The early years lead practitioner has responsibility for day-to-day management of the nursery class. The staff team includes seven early years practitioners and four additional support needs assistants. Over the past six months, there has been significant staffing changes.

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

- Practitioners have developed strong relationships with children and their families. Across the setting there is a warm, welcoming and nurturing ethos. This helps children feel safe and secure. Practitioners understand and acknowledge the emotional wellbeing of children. They sensitively support children to make good choices. Children new to the setting settle well and receive well-timed and considered support. As a result, children are happy, kind and respectful towards each other.
- Practitioners work well together to audit and improve the nursery environment. Children's curiosity, creativity and enquiry are enriched within the newly developed stimulating and purposeful outdoor space. Practitioners should continue to develop the indoor environment to provide further support and challenge for all children.
- The majority of children engage well in a range of well-balanced adult-initiated and child-led activities for short periods of time. Children are keen to make choices about leading their play and learning but do not always have the opportunity to do so. Practitioners should now plan for and provide more opportunities for children to make choices about what and where they learn. This should support more children to engage in learning for longer periods of time. Practitioners should also plan more opportunities for children to take on leadership roles to develop further children's independence.

- Almost practitioners interact positively with all children. They listen attentively and use developmentally appropriate language well. Senior leaders should continue to develop staff's understanding of children's development. Practitioners often used closed questioning techniques when engaging with children. They should now develop further their use of open ended and other types of questioning to extend children's learning.
- A few children are beginning to use a range of digital technology to support their learning. This includes children using tablet computers to research their current interests and the interactive whiteboard to develop their numeracy skills. Practitioners should now plan more carefully how digital technology can support and enhance children's learning. This could support an increasing number of children to develop age-appropriate skills when using devices in different contexts.
- Practitioners use observations to make judgements about children's progress. Practitioners use observations to help plan and record children's experiences in floorbooks. They are at the very early stages of using online learning journals to track and monitor individual learning. These journals are not yet demonstrating clear progress for children. Practitioners do not always capture important learning as part of their observations to support accurate judgements about children's progress. Senior leaders should now support practitioners to engage further with moderation activities and national Benchmarks, to have a clearer understanding of progress across the early level. This should help practitioners plan experiences that meet children's needs for their age and stage of development. Practitioners now need to engage further in moderation activities, within and outwith the setting, to develop a shared understanding of children's progress across the curriculum.
- Each practitioner has responsibility for planning and evaluating an area of learning across the setting. Most practitioners listen carefully to what children are interested in and what they would like to learn about next. They plan activities for children using experiences and outcomes at the early level of Curriculum for Excellence (CfE). Senior leaders should continue to support practitioners to develop ways to plan activities that more effectively meet the needs and interests of all children. Senior leaders should also support practitioners develop further methods of tracking and monitoring children's progress. This should help practitioners identify more clearly the progress that children make and identify significant next steps in their learning.

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

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

- The majority of children make satisfactory progress in communication and early language. Children enjoy looking at books, environmental print and using puppets in the puppet theatre. Most children listen well to stories, recall familiar rhymes and confidently take part in conversations with each other and adults. Children use a wide range of vocabulary when talking with adults. Most children are enthusiastic about mark-making and create detailed drawings. This is evident across all areas of the playroom, both indoors and outdoors. A few children write their own name, other words and use writing for a purpose. For example, they plan menus for their café. Practitioners should continue to provide more opportunities to develop children's literacy skills across the playroom and outdoors, and to provide further challenge for children.
- The majority of children make satisfactory progress in early numeracy and mathematics. A few children make good progress. Most children rote count to 10 and beyond and recognise these numbers in the environment. A few children identify two-dimensional shapes and use mathematical language as they build, count and sort blocks by size in the construction area. Children name colours, use scales to weigh sand and pour water as they explore volume. Practitioners should continue to provide further opportunities for children to develop and extend their mathematical skills in real life contexts.
- Most children make satisfactory progress in health and wellbeing. They enjoy free-flow access to the outdoors and confidently run, jump and climb using the climbing wall. The majority of children develop independence during nursery routines. For example, they pour water for snack time and get dressed independently for outdoor play. Children now need more opportunities to develop their independence, for example at snack times.
- Most children make satisfactory progress over time. Most are enthusiastic and capable learners. Practitioners capture evidence of children's progress through attractive wall displays and floorbooks. They are at the early stages of using online learning journals. Senior leaders need to support practitioners to engage more in planned professional dialogue. This is to help practitioners discuss how they can best support and plan for children's progress over time more effectively.
- Practitioners are at the early stages of encouraging parents to share their child's achievements from outwith the setting. Practitioners are beginning to track children's achievements in the setting. Practitioners should continue with their plans to celebrate and record children's

successes more visibly. This would help build a richer picture of children's strengths to plan appropriate next steps in learning.

- Most practitioners know individual children well and are aware of the socio-economic context of the nursery. Senior leaders need to analyse information and data more effectively. Practitioners currently do not have a clear knowledge of the gaps in children's learning. Senior leaders now need to support practitioners to identify accurately any trends or patterns and address any gaps in children's learning through high-quality experiences and well-planned interventions.

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.