

Summarised inspection findings

St Bride's Primary School Nursery Class (Cambuslang)

South Lanarkshire Council

16 September 2025

Key contextual information

St Bride's Nursery Class is located within St Bride's RC Primary School in Cambuslang, South Lanarkshire. The nursery class has one large playroom and open access to an outdoor play area. The children also access spaces in the school including the library, the gym and the nurture room. The nursery class is registered to provide early learning and childcare to a maximum of 50 children aged from three years to those not yet attending school. At the time of inspection, there were 40 full-time children on the nursery roll. The headteacher and the nursery team leader together lead a well-established team of six experienced practitioners and a support assistant. The headteacher has overall responsibility for the leadership of the nursery.

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

- Practitioners demonstrate the nursery vision and values well in all aspects of their work. They work in a nurturing, collaborative and respectful way. As a result of these positive approaches, children are happy and settled in a welcoming environment that helps them play and learn well. Senior leaders and staff share the school vision, values, aims and motto with parents through the school newsletter. The nursery team work very well together, providing a warm, welcoming and inclusive ethos for children and families.
- The headteacher includes nursery plans as part of whole-school improvement planning. Practitioners speak confidently about the improvements they are working on, for example improving the outdoor area and developing loose parts play. Senior leaders correctly identify they should now implement a more structured and robust approach to quality assurance. This should include using national guidance effectively to evaluate practice and accurately identify areas for development. Practitioners are improving their approaches to seeking the views of children and families as they reflect on areas for improvement.
- Practitioners are reflective and enthusiastic, recognising the importance of the professional learning they undertake. The team speak positively about improvements they put in place following training. For example, a series of workshops inspired practitioners to offer support for children to express their emotions as they arrive at school. As a next step, practitioners should develop further their approach to evaluating the impact of such initiatives and sustaining this over time.
- Practitioners take on leadership roles effectively related to their areas of responsibility for planning learning. The team should now consider developing their leadership roles further, as part of their approach to nursery improvement. There is scope for the team to include children more by providing them with an increased range of responsibilities and leadership roles within the nursery.

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

- All practitioners have created a welcoming ethos for children and their families. Their positive, warm relationships support all children to feel secure and valued in nursery.
- Children make choices about where to play and select resources freely, both indoors and outdoors. Practitioners provide a range of stimulating experiences which encourage children to problem-solve and use their imagination as they play. As a result, almost all children are motivated and engaged in their play and learning. As planned, practitioners should continue to develop opportunities for children to explore and experiment with open-ended and natural resources. This will allow children to further develop their curiosity, creativity and inquiry skills.
- Children confidently play games, draw, listen to music and join in with yoga sessions. The team should continue to broaden the opportunities available to children to express their own ideas, thoughts and feelings through expressive arts experiences.
- Practitioners provide effective support to help children use digital devices purposefully to document and share their learning. Children are confident and enthusiastic in using technology, particularly enjoying opportunities to take photographs of their peers to capture moments of exploration and discovery. This approach enhances pupil engagement and encourages reflection on learning experiences.
- Practitioners interact with children in a nurturing and respectful way, resulting in confident, well-settled children. The team listen carefully to children and respond well to their needs and interests. They use commentary and questioning well to encourage children to share their thoughts and talk about their learning as they play. Practitioners' further consistent use of open-ended questioning during interactions will challenge children to extend their thinking and take their learning further.
- Practitioners know children well as individuals and are developing their understanding of children as learners. They make regular observations of children's experiences focused on the key areas of literacy, mathematics and health and wellbeing, recording these in learning folders. Children have open access to their profiles and are keen to share the activities they engaged in. Practitioners now need to include observations of learning across the curriculum and link these observations more effectively to their planning processes. This will maximise children's opportunities to develop their skills and understanding.
- Practitioners respond well in their daily practice to support children's interests and needs as they arise. They meet regularly as a team to share the interests they have observed as children play and plan for further learning experiences. Practitioners link intentional planning effectively to Curriculum for Excellence experiences and outcomes. As a next step,

practitioners should continue to develop planning processes to ensure that children are fully involved in leading their own learning.

- Practitioners meet regularly with parents to discuss next steps for individual children. They now need to develop consistency across the team in setting these targets to ensure they are appropriate and achievable to ensure all children are appropriately supported and challenged.

2.2 Curriculum: Learning and developmental pathways

- Practitioners plan for children's learning experiences well using the experiences and outcomes from Curriculum for Excellence. This ensures children experience thoughtfully planned opportunities to develop these skills. Practitioners provide a varied curriculum that is play-based and very responsive to children's interests. They ensure that children are offered a range of stimulating experiences indoors and out. Members of the team have worked on a curriculum rationale with local authority support, however, there have been changes in the staff team since then. Staff now need to revisit and update this. As part of this process, they should consider the need to provide appropriate levels of challenge to ensure all children make the best progress possible. They also need to consider making better use of opportunities in the local area to enhance children's learning.
- Nursery staff support the transition from home to nursery well. Settling in processes are flexible to meet the needs of individual children. Children have regular opportunities to visit the primary school to use the gym, library and they use the dining hall for lunch. As a result, children are becoming familiar with the school environment. In the summer term, there is a well-established transition programme to support children moving into P1.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners know children and families well and parents speak positively about the relationships they have established with the team. Practitioners keep families informed about children's nursery life through daily conversations. Parents have the opportunity to speak to staff in more detail about their child's progress at regular parent consultations. Practitioners share information on children's experiences through newsletters and social media. They welcome families into the nursery four times a year for 'stay and play' sessions. Children take books home from the nursery library to share with their parents. This is helping children to engage well with books and texts.
- As identified, the team should now encourage further partnership working with parents. Children would benefit from increased parental engagement in supporting their learning at home. Parents should also be given meaningful opportunities to share their views and support nursery improvement.

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

- Positive relationships between children and adults are a strength of the nursery. Senior leaders and practitioners support the wellbeing of children, families, and each other well. The promotion of their values which include caring, community, fair and respectful, support this effectively. Most children interact well with each other and develop strong friendships. Where conflicts arise, staff manage these well, supporting the children sensitively to develop resilience. As a result, most children share, take turns and play positively alongside each other.
- Practitioners recognise the importance of emotional wellbeing and encourage children to talk about their feelings. They use books and stories to support children to identify their emotions and have introduced an emotional 'check in' system for children. A few children benefit from the additional support provided by nursery staff to regulate and manage their emotions. Staff should continue to encourage children to understand their own feelings and those of others. This will support all children to play positively with their peers in the nursery.
- Children are beginning to develop an awareness of wellbeing indicators through relevant experiences and daily routines. Children talk about the importance of keeping themselves and each other safe and are aware of risks in their environment. Practitioners should continue to develop this work to include more of the wellbeing indicators.
- Practitioners support children well to be independent at lunch and snack times. Children prepare food and enjoy sitting with friends during sociable, calm and relaxed snack times in the playroom. At lunchtime, they are confident and independent in following the routines.
- Practitioners know their roles and responsibilities in relation to legislative requirements for keeping children safe and meeting their care and learning needs. They take part in appropriate training to ensure they understand procedures and policies. The team recognise where children may benefit from individual support and undertake training where appropriate. For example, following bereavement training, practitioners provided targeted sessions to support children experiencing loss and this has impacted positively on children's wellbeing.
- The team has developed trusting relationships with families, allowing them to respond well to children and their individual needs. They work hard to reduce potential barriers to learning. Children who require additional help with their learning have specific plans in place with clear, appropriate targets and make good progress in their learning.
- Practitioners are at the early stages of using the language of the United Nations Convention on the Rights of the Child (UNCRC) with children. They should continue to develop opportunities for sharing children's rights in meaningful and engaging ways with all children as part of daily practice.

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

- Almost all children make good progress in communication and early language. Almost all children speak confidently to adults, with the majority of children using ambitious vocabulary. Almost all children recognise their own name, with a few beginning to identify letters. Most children listen well to stories and create their own stories through role play. They sing songs confidently and would now benefit from more opportunities to engage with rhyme. Most children engage well in mark making experiences, adding increasing detail in their drawings which demonstrates well their emergent writing skills. Children would benefit from further practice in writing for real-life purposes, through nursery routines and experiences.
- Almost all children are making good progress in early numeracy and mathematics. Most children count confidently during play and routines. The majority of children can count to 10 and a minority can count beyond 10, with a few children expressing their enjoyment in counting to 100. Practitioners should now work to deepen the children's understanding of number concepts. Children explore weight, volume and capacity and use relevant mathematical language correctly to describe shape, size and length accurately.
- Almost all children make good progress in health and wellbeing. Children are beginning to assess and manage risk and would benefit from further involvement in risk assessing their environment and activities. Children run, balance and climb successfully during play outdoors and in the gym. They help prepare snack and are helpful around the nursery. Practitioners should provide children with more responsibility and leadership roles across their day and as part of their everyday practice.
- The team use local authority trackers well to capture children's progress in literacy, numeracy and health and wellbeing. Senior leaders are developing a strategic approach to recording and reviewing children's progress over time. The team should continue to engage with professional learning opportunities to deepen their understanding of the progression of children's learning over time. This will support them to improve the links between their observations of children, the identification of next steps, planning for learning and tracking progress. This will better support all children make the best progress possible.
- Children's achievements in nursery are celebrated well with children receiving certificates which they share with their families. Their achievements are tracked in their learning folders. Practitioners should continue to encourage families to share children's achievements from home.

- Practitioners approach nursery events thoughtfully, ensuring they minimise costs for families. They recycle uniforms and signpost families to local supports when appropriate. The nursery community is diverse, and practitioners should continue to value and celebrate the rich cultural heritages brought by 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.