

# Summarised inspection findings

**Braehead Primary School Nursery Class**

Stirling Council

20 December 2022

## Key contextual information

Braehead Nursery Class is currently situated within Braehead Primary School. A new nursery is being built in the grounds of the school and should be completed early 2023. Children attend from the age of three until starting primary school. The nursery is registered for 24 children at any one time. The current roll is 39. This will increase when the move to the new nursery takes place. Children access 1140 hours of early learning and childcare (ELC) and can attend the setting on either a part day or full day basis. The nursery opens all year round. Stirling Council are taking part in a pilot of funded ELC for children deferring entry to primary school. A few parents have accessed this.

A principal early childhood educator (PECE) has management responsibilities for the nursery and two senior early childhood educators (SECE) have responsibility for the day-to-day running of the nursery. The headteacher has overall responsibility. Within the past three years, there have been significant changes within the staff team.

### 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 have recently reviewed the nursery's vision and values following a consultation with staff and parents. Practitioners demonstrate the values respectful, inclusive, safe, kind and connected (RIScK) through their interactions with children, families, each other and visitors. They support children well to develop an awareness and understanding of the values through meaningful contexts. A few children describe what it means to be kind and include others in their play.
- The principal early childhood educator (PECE) leads and manages the nursery well. She is committed to continually improving the quality of provision. She has a positive relationship with practitioners and supports them well in their practice. As a team, they know their community very well and strive to do their best for children and families.
- Practitioners' professional learning has given them a deeper understanding of the challenges children can face and the impact this can have on their development and learning. They are aware of children's needs and are quick to respond. Each practitioner has a 'champion role' for key areas of improvement. They share their learning and support colleagues to improve the quality of children's experiences. All practitioners are gaining confidence and deepening their knowledge through these opportunities.
- Senior leaders and practitioners use a range of self-evaluation activities to help them identify what they do well and what they need to develop further. They have identified correctly the need to review and streamline approaches to planning, tracking and monitoring children's progress. They demonstrate enthusiasm and motivation for ongoing improvement to ensure they provide quality nursery provision. Moving forward, practitioners should take a more

focused approach to self-evaluation. They now need to reflect critically on their practice. This should help them to make improvements that are a result of sound judgement.

- The nursery improvement plan sets out clear areas for improvement. This includes re-establishing parental engagement post pandemic, raising attainment in literacy and numeracy and improving children's wellbeing. Practitioners can now demonstrate the impact of some of these improvements. In particular children's wellbeing. Children are thriving, confident and demonstrate resilience.
- The PECE and practitioners are beginning to benefit from guidance from senior leaders within the school. They will require support to help them manage and direct the pace of change more effectively. It is important for senior leaders within the school to have a clear overview of the work of the nursery and the progress children are making in their learning.

## 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

- Practitioners know children very well and are caring and compassionate. They create a nurturing, positive learning environment where children are welcomed and valued. Practitioners are genuinely interested in all children. They actively listen and respond to their needs. Most children are motivated and engage well with a range of experiences both indoors and outdoors. This includes visits to the community garden where children learn about the life cycle of plants and observe the chickens.
- Practitioners interact with children in a way that is warm and supportive, which creates a positive climate for achievement. They have a good understanding of child development and of how children learn. They use questioning techniques well to support children's thinking skills. This supports children to follow their interests. Children are now ready to take an increased role in leading and reflecting on their own learning.
- Planning for children's learning starts with children's interests and practitioner observations. Practitioners carefully plan skilfully paced adult-initiated experiences to engage and motivate children in their play. They observe children and record information about their learning in online journals. This includes written observations and photographs. They are developing their use of floor books and learning walls to explore children's interests. This is helping practitioners to identify possible lines of development to explore with children.
- With the support of senior leaders within the school and the local authority, practitioners should continue to review and streamline planning, tracking and monitoring processes. They should continue their thinking about how they can adapt documentation and approaches to assessment. In doing so, it would be helpful to improve further their use of observation. This should ensure that practitioners capture significant learning for each child and support the identification of next steps where appropriate. Senior leaders and practitioners need to undertake robust tracking, monitoring and evaluation of children's progress to improve further children's learning across the curriculum. This should help practitioners to ensure expectations for children's learning is high with the appropriate level of challenge.
- Practitioners provide very good support to children who require additional help with their learning. They plan with parents and partners to ensure appropriate interventions enable children to access the full range of experiences. Practitioners review these strategies regularly to determine the progress children make in their learning. Both parents and partners comment on the very effective support provided for children.

## 2.2 Curriculum: Learning and developmental pathways

- Practitioners plan experiences across the curriculum and use meaningful contexts to engage children and support their learning. Senior leaders recognise the need to provide experiences that will offer children greater depth and challenge in their learning. This should support children to extend and deepen their thinking to ensure sustained progress in their learning.
- Increasingly, practitioners in leadership roles are supporting all staff to provide literacy and numeracy opportunities across the curriculum. They should continue to use self-evaluation to measure the impact of changes to children's learning. In doing so, they need to take into account how the nursery environment could promote early numeracy and literacy more effectively.
- Practitioners support children well at transition times. When children start nursery, practitioners tailor transition arrangements to meet the needs of children and families. Practitioners and P1 staff work together to ensure children have a smooth transition to primary school. Teachers visit children in nursery to begin to form relationships. Practitioners know their children very well and verbally share helpful information on children's progress within nursery. They should now review and adapt how they share information with P1 teachers to ensure continuity and progression of the curriculum and learning. Practitioners should build on the positive relationships with P1 staff to develop further early years pedagogy across the early level.

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

- Practitioners work with partners within the community to enrich the curriculum. Children are becoming aware of the importance of respecting their community. There could be benefit in increasing the range of partners who work with the setting to enhance further children's experiences.
- As identified within the improvement plan, practitioners recognise the importance of re-engaging parents with the nursery post pandemic. They are keen to provide opportunities to enable parents to become more involved in their child's learning. This could include parents leading or joining in experiences such as storytelling, baking and woodwork.
- Practitioners share children's learning experiences, achievements and progress through online journals, a private social media group and parent meetings. Parents are active within the social media group and engage with this well. Practitioners should look for ways to increase the level of engagement in children's individual learning journals. This should enable parents to have a clearer understanding of their own child's progress in learning.
- Practitioners support children well to share their views and ideas. Children are confident in doing so because of the responsive approach of practitioners. This includes deciding snack menus and making important changes within the environment to create larger spaces for play.

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

### 3.1 Ensuring wellbeing, equality and inclusion

very 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

- The importance of relationships and promotion of wellbeing is central to the work of senior leaders and practitioners. They support children very well to understand a range of emotions. Practitioners use daily check-ins and a specific programme extremely well to support children's emotional literacy. They are very good role models and demonstrate positive behaviours, respect and kindness in their interactions with children. Practitioners use successful approaches to support children to understand how their emotions and actions can affect others. This has had a significant impact on children's wellbeing. Children are now confident to share how they feel and why. Their social skills have improved and as a result, they engage well with each other during play.
- Practitioners use the national wellbeing indicators very effectively with parents at transition points to gain an understanding of children's wellbeing. They continue to use this information to ensure they meet children's health, wellbeing and care needs. Practitioners support children well to become familiar with the wellbeing indicators through relevant experiences. Children know what it means to be safe, healthy, active and included. They demonstrate this during their play, visits to the gym hall and interactions with others.
- Children benefit greatly from snack and mealtimes that are calm and unhurried. Practitioners use these times very well to engage with children and promote conversation. Children are independent, take turns and share preferences as they sample different foods. They enjoy these social occasions.
- Senior leaders and practitioners are clear about their statutory duties in relation to early learning and childcare. They know their roles and responsibilities in relation to keeping children safe and planning to support children's health, care and wellbeing needs.
- Practitioners have created a highly inclusive and respectful ethos. They support children to develop an understanding of the world in which they live by valuing and celebrating diversity. They do this through celebrating particular events and in their interactions with children. Practitioners, when required, will challenge discrimination in a developmentally appropriate way through discussion and useful resources. They make very good use of a family book, which includes photographs of staff, children and their families. This enables children to discuss similarities and differences within families and in the community.
- Senior leaders and practitioners have a clear focus on improving outcomes for all children by reducing barriers to learning. They also recognise the challenges families may be experiencing with the current cost of living crisis. They work collaboratively with partners to provide personalised support to children and families. In doing so, children access all aspects of nursery life and continue to make progress in their learning. Practitioners review regularly the



assistance they provide to children and families. This ensures the individualised support makes a positive difference to children's lives and the progress they make in their learning.

### 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 early communication and language. They listen attentively during group activities, can follow instructions and are able to use a good range of vocabulary. Most children demonstrate an early awareness of rhyme and letter sounds. They show a keen interest in early writing. Most children are beginning to experiment with writing their own name and a few are becoming more assured in doing so. Practitioners should continue to support children in developing their early writing skills. This should include an awareness of writing as a form of communication.
- Children are developing their early mathematical skills through adult supported experiences and in their play. Most children are making good progress in numeracy and mathematics. They count with confidence and show good number recognition skills. Most children can recognise and name two-dimensional shapes and are able to use mathematical language appropriately during their play. A few children can compare weight, size and amount. Most children are now ready to develop further their skills in problem solving and using money in relevant contexts.
- Almost all children are making very good progress in health and wellbeing. They are caring towards each other and are developing empathy. Friendships are strong and help children in their learning. Most children are aware of how they can support their own health and wellbeing. They make healthy choices at snack, brush their teeth and talk about the impact of exercise on their body. Children have good fine motor control and demonstrate this when using writing tools, scissors and playing with intricate objects. They demonstrate high levels of confidence and self-expression during physical activities.
- Children are motivated learners with a keen interest in all that is happening in the playroom and beyond. They are confident in trying new experiences and enthusiastic about learning. Children are learning about the seasons of the year and the signs of seasonal change. Practitioners celebrate children's achievements well. Practitioners recognise there is scope to improve how they recognise and build on children's achievements from outwith the nursery.
- There is a strong compassionate and inclusive ethos within the nursery. Practitioners support children extremely well to access the range of learning experiences provided. They take into account potential barriers to learning when planning learning experiences. Practitioners use highly effective universal approaches to learning and targeted support as required. They monitor closely children who are receiving additional help with their learning. Practitioners evaluate their approaches through regular reviews and updates involving parents and partners.

This helps practitioners identify if further supports may be required to ensure children make the best possible progress in their learning.

## 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.