

Summarised inspection findings

Foulford Primary School Nursery Class

Fife Council

25 February 2020

Key contextual information

Foulford Nursery Class is located within Foulford Primary School in Cowdenbeath. The nursery class comprises one playroom within the school building, an outdoor space and a modular unit with one playroom and a family room situated in the grounds of the school. The nursery class currently offers a morning or afternoon session. The nursery has capacity for 112 children, and at the time of inspection, there were 77 children on the roll.

2.3 Learning, teaching and assessment

very 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

- Children settle very well within a calm and stimulating environment, which supports them to be happy, confident and independent. Early years pedagogy and practice is valued and children learn very well through play. Children are highly engaged and focus for sustained periods of time through experiences that promote curiosity, investigation and exploration. Children naturally form groups with positive friendships, and children who want to spend time on their own are able to do so respectfully.
- Practitioners are well-organised, work effectively as a team and interact with children in a nurturing and caring way. Practitioners use very skilful questioning with effective use of praise to facilitate children's learning effectively. Children are very keen to talk about their learning, and practitioners instinctively know when to offer children support and when to step back. Children are confident to try new skills and ask for help when required. All practitioners engage appropriately at children's level of understanding.
- All children engage well in stimulating and respectful environments. This supports them to engage effectively in independent learning. The outdoor environment provides many opportunities for children to use problem-solving skills and develop teamwork. Children refer to the school vision of, 'one team, one dream' as they play. Practitioners use daily responsive planning well to act upon children's immediate interests. Children's interest in, 'timing' is extended through the introduction of stopwatches. For example, children timed each other racing and cycling round the track. The indoor and outdoor environments offer attractive resources for children, with a wide range of natural resources and loose parts for play.
- Most practitioners make effective use of assessment through skilfully written observations. All staff are aware of individual children's next steps and support them well through experiences and interactions in play. Personal Learning Journeys (PLJs) contain assessment information relating to each child. Tracking and monitoring procedures are in place to ensure progression within early level. Children's progress across learning is challenged and supported using formal and informal tracking information. Children enjoy sharing their PLJs with each other and their key people.

- Learning walls capture children's deeper interests well as contexts for learning such as birds, safety and darkness. Practitioners gather what children already know, then encourage children to ask what they would like to find out more about. Children are encouraged to use technical resources, books and other methods to research and learn. Practitioners should continue to develop children's voice within the work of the nursery.
- Practitioners use a range of digital technologies with children throughout the nursery. For example, children use a camera to record their favourite areas. The interactive boards offer a range of literacy and numeracy games to support children to develop their understanding in these areas. A few children use torches to light up objects of interest.
- Practitioners ensure that effective transition arrangements support children as they move into P1. Children have P4 buddies who support them from nursery to P1. There is enhanced transition for children who require additional support in their learning. Transition arrangements include visits to the local woods, the P1 classrooms, coming together in the shared space and utilising other areas in the school such as the gym hall and playground. This helps children to become more familiar with the school environment and develop relationships with staff and children across the school. The school and nursery should consider how to develop and promote shared early level pedagogy and play. Practitioners should explore further the continued use and development of the shared space to enhance children's experiences.

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

very 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

- Overall, most children are making very good progress in language and communication. Children speak confidently about their learning, describing what they are doing and why. They engage in conversations with their peers and practitioners, which extends and develops their vocabulary well. Children talk about their learning using a range of communication tools, which supports their language development very well. Mark-making is available across the learning environment, engaging most children to use the tools available to develop their early writing. A few children confidently write their name, with the majority attempting to write letters and numerals. A few children write for a purpose, for example, writing Santa lists. Children access books, both fiction and non-fiction across the learning environment. They read books independently and enjoy small-group stories with practitioners. Children should continue to regularly describe and write about their learning.
- Most children are making very good progress in numeracy and mathematics. They demonstrate a keen interest in numbers, using the language of counting in daily practice. Most children can count to ten, with a few counting beyond. Outdoors, children use the numbers on the parking spaces to park their scooters. They use well the language of shape, size and measure. For example, they use measuring tapes to measure wood, as they make wooden models. Children describe well the changing colours as they mix their own paint at the colour station. They use tally marks and graphs to count their votes for the naming of the nursery shed. Children should continue to use numeracy and mathematics across a range of contexts. This should support them to develop further their progress and learning in numeracy and mathematics
- Overall, most children are making very good progress in health and wellbeing. They are happy and have fun during their time at nursery. Children have daily access to an attractive and engaging outdoor space, and are developing their gross motor skills very well, riding scooters, climbing the wooden chute and using loose parts to make climbing areas. Children are kind and considerate to each other, regulating their emotions well and receiving sensitive support if required. Children develop their hygiene skills and brush their teeth independently during the nursery session. They help practitioners prepare a healthy snack and independently serve themselves. Children should continue to develop further their social and emotional skills.
- Practitioners monitor children's progress over time very well at key points, using a range of information. For example, significant learning observations in learning journals, language data and literacy, numeracy, health and wellbeing tracking. Focus groups support children who

have gaps in their learning. Parents engage in daily dialogue with practitioners and have twice-yearly formal meetings to discuss their child's progress.

- Children celebrate success daily through well-delivered praise and encouragement. Star moments linked to the four capacities capture achievements from home and nursery, alongside an achievement tree. Children comment on each other's art work and choose the 'Picture of the Week' to display.
- The supportive, inclusive ethos and practitioners' knowledge of individual children ensure most children make very good progress in their learning. Early identification of children who may face barriers to their learning results in early intervention. This allows practitioners to meet the needs of all children in a timely manner. Practitioners use early language data effectively to identify targeted interventions for small groups and individuals who may experience a communication barrier to their learning. Regular evaluation of strategies implemented across the nursery ensure positive impact for all children.

1. Quality of care and support

Nurturing, caring and compassionate interactions resulted in high quality outcomes for children. The ethos was warm and inclusive supporting children to feel safe and secure. Highly effective communication and relationship building supported strong partnership working with parents which resulted in the team being very knowledgeable about children's needs and interests.

There were a wide range of quality resources available for children to access both indoors and outdoors. These resources provided high quality opportunities for the children to problem solve, be creative and develop life skills during their learning in an enabling environment. Children spent extended periods of time taking part in a range of learning experiences which included; creating models at the workbench, exploring loose parts outdoors and being creative in the art area. The staff team were experienced in using a responsive approach to the children which included the use of high-level questioning and appropriate prompting to challenge them and encourage independent thinking and problem solving.

Children's personal learning journals told a story of their learning experiences and progression and achievements were also showcased within some of the folders. All about me forms were included in each child's folder. These forms should be reviewed and updated with parents at least six monthly to ensure that children's needs could continue to be fully met to a high standard. Effective, individualised strategies and targets were in place to fully support all children and their families. Partnerships with other professionals which included speech and language therapists, health visitors and educational psychologists were highly successful. For example, this involvement had developed staff knowledge which resulted in children's communication and language skills being enhanced.

Snack time was a valuable social experience for the children which provided the opportunity to develop life skills. Children had grown and harvested potatoes and carrots in their outdoor area. They peeled, chopped and tasted vegetables and made soup with them. The children had also made up soup bags to sell as part of their enterprise scheme. This has resulted in children developing an understanding of the seed to plate concept as well as enhancing their life skills.

Care Inspectorate grade: very good

3. Quality of staffing

Staff were professional, motivated and strongly committed to ensuring positive outcomes for children. They worked very well as a team and had developed positive relationships with families who referred to them as; 'supportive' and 'approachable'. They engaged well in further learning and training opportunities to support them to keep their skills and knowledge up to date and shared this across their team to promote good practice. The team were keen to share the impact of their training with us and discuss their next steps within their professional development. For example, training for Solihull Approach, forest kindergarten, yoga, families outside and additional support needs had resulted in staff development to further enhance outcomes and opportunities for children.

The staff team had a sound knowledge of current guidance which they implement effectively to safeguard children.

Staff participated in peer support and the monitoring of personal learning journals. This resulted in professional dialogue taking place during the sharing of quality feedback. This practice has supported and further developed the quality of observations and maintained high quality teamwork.

The staff had a good knowledge of most current best practice documents and guidance. Documents including 'My World Outdoors' and 'Loose Parts Play' had been used to develop and improve the outdoor play area. Staff regularly used additional documents including 'Building the Ambition' to support reflection and ongoing improvement within the children's learning environment to further extend learning opportunities, challenge and achievements. The staff team should continue to use and develop their knowledge of these documents to sustain their proactive approach to providing high-quality learning experiences for children.

Staff were skilled in leading a variety of well organised parent groups including Bookbug, Yoga and Peep sessions. These groups offered story sharing, signalong, action songs, discussions about emotions and creative learning experiences. Staff were experienced and enthusiastic and included all parents and siblings within the groups. Children were given choices throughout these groups and staff took time to listen to children's suggestions and comments. The children and their families made good use of the lending library and story bags after the Bookbug session. These opportunities resulted in maintaining positive partnerships with parents and further developing home learning links.

Care Inspectorate grade: very good

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection, there are no requirements and no recommendations

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.