

Summarised inspection findings

Hazelwood School Nursery Class

Glasgow City Council

24 September 2019

Key contextual information

Hazelwood Nursery operates from one playroom within a purpose built 3-18 school. The school was designed to meet the needs of children and young people who have sensory, dual sensory and additional complex needs. The nursery is registered for a maximum of 16 children aged from two years. At the time of inspection eight children attend the nursery for full days on a Tuesday, Wednesday and Thursday. This session the playroom used for the nursery has changed to allow direct access to the toilets and changing areas. As a result, there is no direct access from the playroom to the attractive nursery garden area. The headteacher has overall responsibility for the work of the team of child development officers (CDOs) who support children and their families.

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

- Relationships between children and all practitioners are positive. Children settle quickly due to the safe environment, reassuring presence and responsive interactions of all practitioners. There is a calm, caring and supportive environment for learning. This supports children to feel secure, and to begin to form attachments with key adults. Where children are distressed, or find it difficult to cope with a transition, practitioners are skilled in anticipating and meeting needs. Overall, most children are interested in their surroundings and a few choose where to play. The team recognise that children benefit from time spent in their attractive outdoor area. They have rightly identified the need to increase the amount, and quality of, outdoor learning. It would be helpful for the team to have the opportunity to look outward to inform and develop a shared pedagogy.
- Practitioners have rightly identified the need to develop further their environments for learning. The team have secured new resources to meet the changing needs of children. The playroom now includes a cosy space, den and home corner. The team should continue with work to develop and improve the learning environment. Most children would benefit from practitioners' increased focus on natural materials and the development of a more enabling environment for learning.
- Practitioners use their positioning, body language, tone of voice, signs and symbols and eye contact well. As a result most children enjoy and engage well in structured group activities such as welcome time. To maximise personalised learning for children the team should evaluate closely the effectiveness of a few whole group planned activities. Practitioners should support all children to sustain and extend their particular individual interests.
- Practitioners use encouragement and praise well to motivate children to concentrate on activities. They make good use of specific feedback to children to recognise their achievements. Children's experiences and achievements are documented through

photographs, and detailed, up to date daily home diaries that contain important information about personal care and experiences in nursery and at home.

- Practitioners make some use of digital technology, in particular to assist children to develop their communication skills. As planned practitioners should develop further their use of technology to enhance learning.
- This session practitioners have developed their planning for learning. As a result, planned learning experiences are beginning to respond more effectively to children's individual needs. Practitioners make regular observations of children's learning and development as they work with children. These are used to inform detailed reports to parents and in meetings with other professionals. Children have short and long term targets that have been agreed in consultation with parents. The team should develop further their skills in writing and evaluating specific measurable targets.
- The team have piloted a new approach to tracking children's progress introduced over the last academic year. This has enabled them to identify gaps and use this to plan improvements to their use of the new system. Practitioners recognise that the cycle of assessment, planning, tracking and monitoring is still at an early stage of development. As planned, the team should work together with the senior leadership team to evaluate the work of their pilot. This will help them to develop further their skills and confidence in using the range of data to build a holistic picture of children's progress.

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.

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
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- Almost all children are making satisfactory progress in developing their communication and early language skills. The majority of children enjoy learning to respond to, or show an interest in, one another during welcome time. Most children enjoy joining together to share familiar songs, stories and rhymes. Practitioners signpost a few activities in the learning environment through the use of symbols. The team should continue to reinforce the intentional use of communication strategies in all areas of the playroom and outdoors. Most children communicate in their own way to babble, vocalise and use gestures to indicate their needs and preferences. In the best examples, practitioners use well-judged commentary to reinforce key words and phrases. A few children listen well and respond to simple instructions. The team should maximise opportunities to build on children's developing communication skills through all activities and experiences.
 - Most children are making satisfactory progress in early mathematics and numeracy. In mathematics, children enjoy exploring sorting and matching with construction materials. In a few examples, practitioners use positional language appropriately to develop children's understanding during free play and structured activities. Most children are developing their early understanding of time and routines throughout their day. A few children enjoy filling and emptying containers in the sand area and during messy play. The team should ensure all activities and free play opportunities consistently build on prior learning and skills to provide challenge for all children.
 - Most children are making good progress in health and wellbeing. A few children challenge themselves to climb, jump and explore the room as they develop their gross motor skills. Children develop their posture and muscles as they tolerate longer periods in standing frames during messy play activities. Most children explore taste and texture as they explore food with their fingers or are supported to drink from an open cup. A few children develop an early understanding of risk and how to keep themselves safe when using physical equipment. Children benefit from sessions in the school hydrotherapy pool and school gym. As planned, practitioners should continue to work with health care support workers, parents and other professionals to support children to extend the range of textures and tastes they experience during snack and lunch times.
 - Most children use their senses to discover and understand their surroundings as they explore objects with their mouth. A few concentrate for longer periods, laugh and make eye contact with key adults as they stroke and pull stretchy material to bounce their teddy bears during a group game. A few children seek out spaces to enclose themselves in smaller cosy areas.

Children use their whole body to respond enthusiastically to action songs during a signed music session shared with children in P1. The team should provide personalised experiences during free play, outdoors and in planned experiences that support children to progress across all areas of learning and development.

- The team celebrate children's achievements regularly through detailed exchanges in their daily home diaries and new star of the week awards. Children's achievements could be used more effectively when tracking and monitoring progress to build a full holistic picture of the progress that children make over time.
- There is an inclusive, respectful approach to meeting children's individual needs. The team have a good understanding of each child's unique home circumstances, religious beliefs, dietary and medical needs. Practitioners use their experience and skills well to identify and minimise barriers to accessing learning experiences. For example, they position children to ensure they are included and involved at all times. The team should continue to ensure that all resources such as books, small world play and outdoor equipment reflect children of different abilities and are fully accessible.

3.1 Ensuring wellbeing, equality and inclusion - wellbeing

- Children feel relaxed and secure within the setting. Practitioners recognise the importance of warm, responsive care. They support wellbeing through building respectful relationships. Practitioners model kind, considerate behaviour in their work and share in the responsibility for creating a positive and respectful ethos. Children develop friendships and show consideration for each other, appropriate to their stage of development. Children are supported to make a few choices between objects and activities. The team should continue to increase opportunities for children to make a meaningful choice and participate.
- The team have a good understanding of the national Getting it right for every child (GIRFEC) wellbeing indicators. There is a sensitive approach to responding to children as unique individuals. All practitioners have a good understanding of and value children's strengths, capabilities and specific stage of development. Practitioners use the wellbeing indicators in their work with parents and partners to help them assess children's needs, likes and preferences. Practitioners are at an early stage of using the language of wellbeing with children. Children are developing independence, as they are encouraged to make choices about their play and to help dress themselves for outdoor play. The team should continue to maximise opportunities for children to feel included, responsible and increasingly independent.

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.