

Summarised inspection findings

Winchburgh Primary School Nursery Class

West Lothian Council

11 February 2020

Key contextual information

The nursery offers increased hours for children aged three until they attend primary school. Parents are offered a combination of morning, afternoon and full-day sessions. Nursery practitioners support well the various attendance patterns of children. The nursery roll has increased significantly along with numbers of practitioners.

1.3 Leadership of change

very 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 been successful in introducing a number of significant changes to the provision including an expansion in hours. Their recent revisiting of the vision, values and aims is helping to augment the quality of change and address simultaneously the challenges of increasing practitioner numbers and a rising roll. Practitioners recognise the need to ensure that all children and their families understand fully the revised vision, values and aims. Practitioners are beginning to establish improved links with the developing and expanding local community.
- Senior leaders provide a clear plan and sense of direction. This establishes clear expectations about achieving a high quality provision for all children. Together with the head teacher, practitioners have been successful in creating a cohesive and motivated team. This has led to positive relationships between the nursery and the primary school. There is now a strong opportunity for practitioners and teachers to continue to enhance the climate for learning across the early level.
- The improvement plan ensures practitioners are fully involved and remain enthusiastic during a considerable period of change. Senior leaders have established effective approaches to monitoring the work of the nursery. Practitioners use a well-planned approach to reviewing quality indicators and auditing important aspects of the nursery provision. They use this effectively to help identify well-timed changes. Practitioners engaged appropriately in number of important changes introduced in a short period of time. These have improved relationships and created a nurturing and respectful ethos. Practitioners show sensitivity and care towards children who may need more support in coping with their new placement. A few parents have commented positively on the changes taking place. In moving forward, practitioners should ensure that parents are involved fully in developing an understanding of the changes in the setting and evaluate their impact on children.
- Senior staff support practitioners effectively when they join the team through efficient and well-organised induction approaches. New staff have a clear understanding of their role in supporting children's learning experiences. All practitioners lead on specific areas of development that ensure a blend of professional interests and identified priorities within the setting. They contribute actively to the various improvements across the nursery with great enthusiasm and willingness. Practitioners are involved in a good range of professional

development opportunities provided in-house and by the local authority to help develop and enhance their practice.

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

- Across the nursery, children engage well and enjoy their learning. Over the last few months, practitioners and senior leaders, with support from the area manager, have made significant changes to the nursery environment. These changes ensure children have free access to resources across the nursery encouraging creative, explorative play. Most practitioners use questioning effectively to help scaffold children's thinking and language development. Children have free access to a large outdoor area where they benefit from a range of resources which develop imaginative outdoor learning. Practitioners are well organised to provide support for children who have varied patterns of attendance across the week. They are aware of the need to vary experiences across the day for full-time children. For example, through using the community and the gym hall. A few children would benefit from a quiet area when they need space and time to rest and relax when tired.
- As a result of the improved environment, children are encouraged to be independent in their learning. Practitioners capture children's interests well which provides them with opportunities to lead their learning through play. Practitioners should now build on this success and develop further children's leadership skills. They should look at ways of using provocations to stimulate further depth of learning and introduce new experiences to children.
- Practitioners assess children's learning well through observations which they record in online learning journals. Professional learning has taken place with practitioners to improve the quality of their observations of learning. They record photographs and descriptions of children's learning and identify next steps. Most parents have been able to access this and a few are beginning to add details of children's achievements at home. Practitioners should increase the use of regular assessment of children through weekly focus groups. Practitioners need to determine further children's progress in literacy, numeracy and health and wellbeing in addition to current assessment arrangements. They need to ensure that information from assessments informs more fully planned learning and children's experiences within the nursery. Practitioners need to ensure children receive individual support and challenge to help them make appropriate progress through the early level. To help moderate the standard across the early level, practitioners should continue to work with P1 staff in the school and across the cluster.
- The local authority provides supportive documentation relating to approaches to planning and tracking of progress. Practitioners use weekly professional development sessions effectively to plan for a range of play experiences across the nursery which meets the needs of most children. A few children would benefit from more challenge in their learning. Practitioners are beginning to use local authority trackers to provide them with information on the overarching needs of the nursery. Children with additional support needs are included well within the nursery. A few children need to have an individual plan to provide specific targets for their learning to help practitioners track more effectively their progress.

2.2 Curriculum: Learning and developmental pathways

- Children experience well planned opportunities that allow children to learn through explorative imaginative play. Practitioners use Curriculum for Excellence to plan a range of quality learning experiences for children. Their focus on early literacy, numeracy and health and wellbeing is leading to positive outcomes for children. Practitioners should revisit the principles of curriculum design to explore ways to increase depth, challenge and progression in learning for all children. They need to ensure a greater focus on ensuring the stimulating learning environment provides a broad curriculum allowing individual children to progress through the early level at an appropriate pace.
- Practitioners make good use of the well-resourced outdoor area to enhance the curriculum. They have made appropriate links with the local building developers who have provided resources to allow children to explore building through their play. Practitioners should increase their use of the local community to help improve the breadth and depth of children's experiences and promote access to real-life opportunities which develop their skills. Practitioners have made an early start to introducing children to the world of work through inviting parents to talk about their jobs. As planned, practitioners should continue to build this aspect of practice to help children make links between the skills they are developing in the nursery and the world of work.
- Children's transitions into nursery are flexible and take account of their individual needs. The nursery's arrangements for children moving to primary one ensure children feel confident and familiar with their new learning context. Practitioners should work closely with teaching colleagues across the early level to support further children's transitions and begin to develop shared approaches to continuity of learning, teaching and assessment.

2.7 Partnerships: Impact on children and families – parental engagement

- See choice QI.

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

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

- Practitioners have a sound understanding of the importance of relationships in children's learning and development. As a result, children are happy and relaxed, and keen to try new experiences. Practitioners are well informed and vigilant in supporting children's needs.
- Children are relaxed with adults in the nursery and are caring and kind towards their friends. Practitioners make good use of praise and model positive interactions consistently well. They help children to become aware of their feelings and reactions, and what they can do to regulate their own behaviour. Children are encouraged and supported to make friends within the nursery. Practitioners provide good advice to families to encourage consistent approaches to promoting positive behaviour.
- The principles of Getting it right for every child, and the national wellbeing indicators underpin practice in the nursery. Practitioners know children and families well. They strive to ensure that they have a good understanding of any potential barriers to wellbeing children might experience. Practitioners are developing children's awareness of the wellbeing indicators. They are helping children to begin to understand how to use them in their daily lives. Children respond well to the wellbeing characters and enjoy talking about how they can replicate the qualities of the characters.
- Practitioners keep up to date with developments in early learning and childcare to enable them to fulfil their statutory duties. Children with additional support needs are included well in the life and work of the nursery. Practitioners establish meaningful links with parents to ensure the nursery and parents work together to meet children's needs for example supporting children to become more independent with personal hygiene. They also work closely with other agencies such as speech and language therapy to meet children's needs. Practitioners work hard across the playroom to support individual needs. They should establish more formal individual learning plans for a few children with additional support needs. Practitioners need to set specific short-term targets for learning that parents and staff can work on collectively to support children's learning.
- Children are developing their understanding of wellbeing through experiences in the nursery. Practitioners collate appropriate information about children in their personal profile under the wellbeing indicators. Children are learning about how to keep themselves safe in the outdoor area. They need to benefit further through for example extending their experiences to include more opportunities to learn and keep safe in the woodland and in the local community. Children can talk with confidence about healthy choices and they take turns to prepare healthy snacks.
- Practitioners treat all children and their families with fairness and respect. Practitioners promote diversity appropriately through a range of resources in the playroom. Children need

more time to understand and relate these experiences to real-life situations. Practitioners model fairness and challenge children respectfully if they voice stereotypical views during play. They are aware of their responsibilities in promoting equality and diversity and should develop this more fully across the nursery. They should also consider how an increased focus on the rights based learning might enable children to explore equality and diversity further.

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 language and mathematics. Children are confident and independently access a wide range of interesting resources to help them learn. Most children appear happy and settle quickly on arrival. They are thriving in a supportive and nurturing environment. A few children would benefit from more challenge in their learning to allow them to make better progress.
- Practitioners are beginning to monitor children's progress over time in literacy, numeracy and important aspects of health and wellbeing. As a result, most children are developing the appropriate attitude, skills and knowledge to continue to be motivated life-long learners.
- Most children are developing their social, physical and cognitive skills well in both the indoors and outdoors. A few children need to develop their confidence to explore new learning experiences in the outdoor area. Children are developing their awareness in making risk assessments of the outdoor play areas which is helping them learn about keeping themselves and others safe.
- Most children are able to recognise their name and talk about environmental print in an around the playroom. They enjoy looking at books and are encouraged to talk with adults about stories they have chosen. Most children are becoming confident in listening to others when in small group settings and relish opportunities to help or work together, for example, during preparations and clearing away snack. They respond increasingly well to open-ended questions when talking about something of interest to them. Many children are very willing to provide their view on what they want to play with and a few were suitably engaged in role-play 'cooking' in the home corner demonstrating their understanding of keeping safe and sharing this learning with others. A few children need to continue to secure their progress in listening and talking.
- Children are confident counting in play situations across the indoor and outdoor learning areas. The majority of children are responding well to the current focus on measurement and are beginning to use the appropriate language to describe length and make comparisons in their play. Children need to develop their understanding of shape and information handling further. Staff should continue to develop their skills in numeracy and mathematics, to ensure they have no gaps in their understanding.
- Children enjoy reviewing and talking about their progress as captured in the online folders and staff are including children's comments. Practitioners are at an early stage of engaging parents

and all children in this process. Practitioners are working hard to improve observations of children's progress and identify relevant next steps.

- Children's achievements are recognised and celebrated in a meaningful way. Practitioners record children's achievements through wall displays, and online learning journals. They should now build on the positive start to include and involve parents more fully in identifying and reviewing their child's progress. Children develop confidence by taking responsibility within the nursery, for example preparing snack and dressing themselves for outdoors. They are developing their understanding of citizenship by working with a local building company to become aware of the house building within the area.
- Practitioners have a good understanding of equity and are aware of children that may be affected by their socio-economic circumstances. They ensure that their needs are met. Steps have been taken to limit the cost to parents of children being at nursery. Practitioners focus on encouraging language development in children with restricted language to help them access the curriculum.

Choice of QI: 2.7 Partnerships

- Engagement of parents and carers in the life of the setting
- The promotion of partnerships
- Impact on children and families

- The nursery has well established long-term links with other services predominantly health-related to support children's learning and development.
- The nursery have improved their approaches to working with parents and created a more open door policy that parents have welcomed. They recognise the ongoing changes as being positive and a few parents have indicated that they would like more information about children's learning and progress. The nursery has plans to introduce parenting workshops as part of future developments.
- There are currently a few helpful links with the local community that are supporting practitioners to develop their outdoor learning environment. Practitioners recognise they are at the early stages of helping children understand more about the local changes to the community that are underway. They should continue to develop and strengthen links with a wider range of partners to enhance further children's learning and development.

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.