

# Summarised inspection findings

**Fauldhouse Nursery Class**

West Lothian Council

21 November 2023

## Key contextual information

Fauldhouse Nursery is a class within St John the Baptist Primary School in the village of Fauldhouse, West Lothian. It is open 50 weeks of the year - Monday to Thursday from 7.47 am until 6.14 pm, and from 8am until 11.54 am on Fridays. Almost all children attend a morning or afternoon session with lunch provided. A few children attend full days. The setting offers places to children aged from two years to those not yet attending primary school. The setting has capacity for 60 children. The roll at the time of the inspection was 29. Children have access to a spacious and attractive playroom and dining space. There is a secure outdoor play space which children can access independently.

The headteacher has oversight of the setting and delegates the day-to-day responsibility for leading the nursery class to a principal teacher.

### 2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high quality learning experiences 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

- Children are very happy, settled and confident in their play spaces. Children who are new to the setting are becoming more independent in choosing where they want to play. Practitioners have, along with primary school staff, a clear focus on bringing about the best outcomes for all children. Practitioners work alongside children skilfully, respecting their rights and supporting their wellbeing. Children contribute positively to their setting and community. They help with nursery routines and show kindness and affection toward each other.
- Children learn through well-planned and balanced approaches to spontaneous play, child-initiated and adult-led experiences. Children are highly engaged in exploring all of the beautifully presented, creative play spaces. They are very confident in initiating play and including their friends. Children choose to have adults close to them as they value their contribution and close nurturing relationships. Children lead their own learning with great enthusiasm. Their ideas arise from the interesting learning materials or discoveries they make as they play. Practitioners are skilled at consulting with children to help them develop their interests, solve problems and become more independent.
- Outdoors, children show high levels of engagement and an eagerness to explore. They benefit from using real ingredients to make scented playdough, learning about textures. Practitioner interactions encourage children to think about their choices, actions and use a wide range of skills. Children use technologies inside and out to enhance their learning. They have fun with tablet computers as they record their own learning and access it through matrix barcodes.
- Practitioners are skilled at interacting with children to enrich their learning and create a joyous ethos. They put thoughtful interventions in place, such as using visual prompts, to support children who find communication and concentration challenging. Practitioners know children

very well and anticipate what children might like, and which approaches will support them in making progress. Practitioners use questioning, comment and informal conversation with children to promote extended dialogue. This helps children to learn alongside each other developing key skills and managing positive relationships.

- Practitioners have a shared understanding of how children develop in their early years and use national and local guidance very effectively. They use professional learning to deepen their understanding of the steps children need to take to ensure they make progress in all areas of their learning. Practitioners record accurate observations of children's progress as they learn. They have very recently moved to a new digital platform to share children's learning with each other and families. As this is a new initiative, practitioners need more time to develop this in consultation with families. This will ensure it is working effectively and offering families support through demonstrating how well children are progressing in the setting.
- Practitioners have effective systems in place for planning learning which reflects recently introduced local guidance. These are consultative and take very good account of children's interests and developmental needs. Practitioners' approaches ensure children engage in meaningful learning in all areas of the curriculum. Practitioners keep a very close check on children's progress within the playroom. They gather information about children's learning and development to ensure children make progress in line with national expectations. Practitioners work closely with senior leaders across the school. Together, they put interventions in place for children who experience challenges in their learning. As a result, children make very good progress. Practitioners have close professional links with other early learning professionals. They moderate their shared understanding of national standards and share effective practice.

## 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

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

- Children's progress in health and wellbeing is very good. They use reasoning to decide which clothes they need to put on according to the weather outdoors and dress independently for energetic play. Almost all children are good at identifying and talking about their feelings and preferences. They are learning to take account of the rights of others through negotiating and sharing. Children can identify fruits and vegetables as they prepare them in their home corner and for meals. They show high levels of independence at mealtimes, selecting their food, serving themselves and pouring their drinks.
- Almost all children listen attentively to each other and the commentary of staff. They like to engage in extended conversations with practitioners discussing what interests them. Most children are making very good progress in acquiring new vocabulary. Where they experience barriers to learning, children respond very well to successful interventions to improve their language skills. Children take great pleasure in dramatising favourite stories. Outdoors, they use props in the right sequence and have fun retelling their stories. All children are highly engaged when listening to stories. They decide the books that adults read to them and can identify favourites. Most children make marks frequently to communicate their ideas in writing through their play. They make lists and signs for their playroom. A few older children are beginning to write their own name. Almost all children read pictorial signs and follow instructions.
- Almost all children count, as appropriate to their stage of development. They incorporate numbers readily into their daily routines. A few older children can identify numbers and quantities as they play. All children are developing an understanding of time in their setting and the seasons as they investigate outdoors. Children explore measure enthusiastically as they use cupfuls of flour to make playdough and experiment with water outdoors. Children collect and display information which is relevant to their lives in the setting. They gather their views about lunch and their feelings and created a chart to show whether items float or sink.
- Children make very good progress during their time in the setting. Practitioners have clear evidence to show how well children progress in literacy, numeracy, health and wellbeing. They are gathering information about children's progress in other areas of the curriculum to reflect children's wider skills, interests and knowledge. Children who need extra support make very positive progress in all areas of their development.

- Practitioners are attentive to children's successes. They know each child very well and quickly recognise when they have achieved a next step, shown confidence and resilience. Children are proud of the recognition they receive. Practitioners celebrate when children achieve well in the setting and at home. They encourage parents to share children's experiences beyond the setting. Children are caring and supportive each other. They learn to show recognition of others as a result of the sensitive modelling of practitioners.
- Practitioners have an informed understanding of the factors which lead to barriers for children and their families. They are highly sensitive, respectful and caring when supporting families who are experiencing challenges. Practitioners continue to gather and interrogate data which outlines the challenges children face in their learning and development. They put bespoke interventions in place to secure better progress for children. Practitioners use the expertise of outside professionals to ensure their interventions are effective and targeted. As a result, children make very good progress.

## Other relevant evidence

- Children have very good access to books in all areas of the playroom. They visit the local library.
- Children engage in energetic physical play each day and throughout the session.

## Practice worth sharing more widely

Practitioners have created a beautiful learning environment indoors and out. This is enabling very high levels of engagement from all children. Practitioners plan areas meticulously. These areas are visually appealing, creatively resourced and support children to build their skills in all areas of the curriculum very effectively.

Practitioners take part in regular professional learning within the school and with their local network. They engage regularly with representatives from West Lothian Council. Practitioners have very few opportunities to meet as a team. They are very efficient and creative with the time they have to ensure a shared understanding of the professional standards they are working within.

Practitioners use the indoor and outdoor environments skilfully to enable children to learn and make progress in all aspects of health and wellbeing. An extensive home corner mirrors a real home. This is enabling children to develop positive relationships and express their feelings. They display family photographs helping children to make emotional connections.

Practitioners are very attentive to children's language development. They use conversation and natural materials to add value to children's vocabulary. Practitioners use signs and pictorial symbols to promote children's independence very well. They display books they know children will like in all play spaces. Children can access a wide range of mark making materials to match their stage of development.

Practitioners have embedded all aspects of early mathematics indoors and out. Children have extensive opportunities to learn about number, money and measure in meaningful ways. Practitioners demonstrate how well they understand children's progress in early number through their choice of materials and high-quality interactions. They use creative approaches to help children learn and apply what they know about shape, position and movement. For example, they have engaged in professional learning to ensure they use block play skilfully.

Practitioners anticipate what children find interesting because they know them so well. They organise and resource learning environments to enable children to be inquisitive and enquiring in science, technologies and creativity.

The high-quality learning environment enables all children to be meaningfully engaged throughout their nursery session. Practitioners are skilled in ensuring children have a breadth of experiences and sufficient time to learn in depth. They use local and national benchmarking tools effectively to provide progression and challenge in children's learning through the materials they select. As a result, all children are making strong progress.



### 1.1 Nurturing care and support

Children were nurtured and supported throughout their daily experiences with warm, fun and familiar relationships. Children's feelings and cues were recognised and used to provide respectful and responsive care. They were celebrated through praise and recognition. As a result, children were relaxed, confident and secure. All parents we spoke with felt that staff were thoughtful and professional.

Daily routines such as mealtimes and personal care respected children's rights. This enabled children to develop their confidence in life skills at a pace that was right for them. For example, choosing and serving their own food. Children were generally free to move around as they wished to suit their needs and wishes. However, some interruptions to play and choice occurred at transition points. For example, all play was stopped during lunchtime, including access to the outdoor space.

Most children's individual wellbeing benefitted from effective use of personal planning. Staff knew the children well and could tell us how they were supported alongside families and other agencies when needed. However, this detailed knowledge was not fully reflected in the personal plans, resulting in children's progress not always being monitored. As a result, some children may not be getting the support they need to reach their full potential. Moving forward, personal plans should be working documents which guide consistent care, monitor progress and evaluate outcomes for children.

Required medication was available in the service and staff were generally knowledgeable about health and medication needs. However, these were not being consistently or accurately managed to ensure children's safety and wellbeing. For example, non-medicated intolerances such as to egg or milk, were not planned for. This meant staff were not always clear about how best to support children with food intolerances. Medication plans were reviewed annually with parents rather than the recommended termly for early learning and childcare services. The management of medication and health needs should be improved so children are consistently healthy and well (see area for improvement 1).

**Care Inspectorate grade: good**

### 1.3 Play and learning

Children had fun as they experienced high quality play, learning and development opportunities. A breadth of interesting and exciting play spaces motivated and enticed children to play and learn. As a result, most children were meaningfully and actively involved in leading their play and learning through a balance of free and planned play experiences. Children independently made choices in play based on their interests and ideas. Staff listened, watched and then used these interests to offer further learning opportunities through skilled interactions. For example, children's interest in insects led to a range of experiences and learning, as staff asked questions and made suggestions to support children's thinking. Staff were beginning to work with families to extend this learning between the setting and home through joint activities.

Opportunities for children to learn independently were plentiful. For example, children made their own playdough, and fetched water to use in play as they wished. Development of literacy and numeracy skills were embedded throughout all the play spaces, offering practice and

reinforcement. For example, recipes in the mud kitchen, writing resources, songs, stories and conversations with staff.

Observations of children's learning showed how they were progressing. These kept parents informed of their child's development and were used to plan further experiences. The use of learning journals continued to develop in order to support the tracking of children's progression in learning. Staff had a very good understanding about how to support most children's individual learning needs through having knowledge of child development, relevant theory and practice. However, the needs of two-year-olds should be further considered to ensure the pace of learning is right for them.

**Care Inspectorate grade: very good**

### 3.1 Quality assurance and improvement are led well

A shared ethos of empowering children and families was evident in practice. This was demonstrated by examples of staff gaining new skills to support children and aiding families when needed. A settled and supported team provided a happy and nurturing place for children to be.

Children were meaningfully involved in the life of the service, however further attempts to engage parents were needed. Various methods to inform parents were used such as newsletters and a noticeboard. However, parents were not routinely entering the setting during drop-off and collection times. We discussed the importance of parents feeling welcomed in the setting daily and the positive impact this would have on their involvement in children's learning. Staff were confident this could be addressed through their already positive relationships with families.

Quality assurance, including self-evaluation and improvement plans, were in place and were mostly leading to continuous improvement. The service demonstrated ability to recognise what worked well and what needed to improve. For example, staff noticed how children used areas of the playroom and made changes accordingly to extend play opportunities. In addition, recent improvements had been made to enhance the safety of children when moving between outdoors and indoors. However, there were missed opportunities to ensure personal plans and medication management were effective. Moving forward, the service should ensure that quality assurance activities are purposeful and informed by national best practice. This would contribute to a high-quality provision for children. The service could refer to the Care Inspectorate's website The Hub for bitesize information sessions for further support.

**Care Inspectorate grade: good**

During the previous Care Inspectorate inspection, the service had no requirements and no areas for improvement. As a result of this inspection, there are no requirements and one area for improvement.

#### **Area for improvement 1.**

To contribute to children's health and wellbeing, the provider should ensure the management of health and medication needs is improved. This should include but not be limited to:

- the detailed planning of intolerances which shows how the child is affected and how staff can support
- consistent knowledge and understanding of medication and health needs by all staff
- the accessibility of medication and medication forms for a timely response

- the reviewing of information with parents at least termly to ensure it is up to date and relevant
- the quality assurance of medication management to ensure adherence to 'Management of medication in daycare of children and childminding services' (Care Inspectorate 2014).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state, 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

## 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.