

Summarised inspection findings

Lochgelly West Primary School Nursery

Fife Council

28 January 2025

Key contextual information

Lochgelly West Primary School Nursery is located within the primary school building. It serves the north and west areas of Lochgelly in Fife. The setting operates term time with children receiving their entitlement to 1140 hours of early learning and childcare (ELC) by attending 9:00am to 3:00pm each day. The nursery is registered for 30 children aged three up to primary school age. The current role is 20 children. The majority of children live in Scottish Index of Multiple Deprivation (SIMD) data zones 1 - 3.

A principal teacher is responsible for the leadership of the nursery and is supported by three full-time and two part-time early years officers. The newly appointed primary school headteacher has overall responsibility for the school and nursery. A part time nursery teacher (NT) and early years lead officer (EYLO) provide peripatetic support on a part-time basis. The nursery consists of two playrooms and a garden. The children share the corridor between the two playrooms and toilets with the school and are accompanied by a practitioner when using these spaces. Practitioners also accompany children from the garden at pick up and drop off times. Children have regular access to areas of the school building, such as the canteen and gym hall.

1.3 Leadership of change	good
<p>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:</p> <ul style="list-style-type: none">■ developing a shared vision, values and aims relevant to the setting and its community■ strategic planning for continuous improvement■ implementing improvement and change	

- All practitioners are committed to and demonstrate the shared values of the nursery during their daily interactions with children and as a team. They display the nursery vision, aims and values 'caring, ambitious, respectful learners' in their daily practice and interactions throughout the setting and share these effectively with families. Practitioners and teachers support children well to understand the values through age-appropriate learning activities and at a weekly assembly.
- All practitioners demonstrate positive and respectful relationships towards each other. As a result, they work very well as a nursery team. Staff in the nursery and primary school are now working together more closely and everyone's skills and contributions are valued.
- Senior leaders provide effective direction and ensure all staff are involved in regular professional dialogue. They have developed a useful calendar of self-evaluation activities which is supporting staff to reflect on their work. As a result, senior leaders and practitioners are focusing on appropriate priorities for the nursery improvement plan and increasingly achieving positive impact. Senior leaders and practitioners should continue to develop their approaches to self-evaluation to build on this work.
- All practitioners keep abreast of current thinking in early years practice. They engage in a range of relevant and meaningful professional learning activities. This has resulted in practitioners having more confidence to initiate change and develop a deeper understanding of

child development. Practitioners would benefit from further opportunities to improve and to share their knowledge with colleagues from the local area.

- There is an ethos of leadership at all levels within the nursery and practitioners take on new roles of responsibility with enthusiasm. Peripatetic staff provide effective support through their work with the setting. They also help practitioners to identify, plan for and assist children who require additional support with their learning. Staff should now support children to take on meaningful leadership roles. They would benefit from sharing their voice in nursery improvement work, such as identifying areas of the setting they would like to develop.

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

- All practitioners have nurturing and respectful relationships with children. They provide learning opportunities that are well-considered and agreed by the whole team. As a result, almost all children are engaged, motivated and interact well with one another during experiences. They are developing confidence and making choices in their play. All practitioners listen to and act upon the views of children recognising their rights. They encourage children to understand how to build positive relationships with one another and support children who are upset. Practitioners need to consider ways that children's experiences and play can offer greater levels of challenge. This would help to extend all children's learning further.
- All practitioners know children well, both as individuals and how they learn together. They use well-considered provocations when planning for and responding to children's interests. Their interactions develop children's curiosity and creativity through the use of skilled questioning to promote children's ideas and develop their understanding. Practitioners provide routines that minimise disruption to children's play and support the flow of learning.
- All practitioners add relevant information regularly into children's personal learning journals. They provide detailed observations and commentaries that helps to capture the knowledge and skills children are developing. Practitioners meet together regularly to discuss and record children's progress and plan next steps in learning. Most children are beginning to talk meaningfully with practitioners about their learning and achievements. Peripatetic staff also meet regularly with practitioners to accurately evaluate children's progress. Practitioners need to consider how they can share children's learning more widely or in more detail with parents and how they can support families to share learning from home.
- Practitioners have established effective planning processes that are used well to secure improved outcomes for children. They plan learning for children across the curriculum using well balanced intentional planning. This enriches children's experiences. Practitioners also involve children regularly in planning what and how they would like to learn. As planned, practitioners should continue to increase their confidence using local authority planning tools to enhance further their approaches.

Curriculum: Learning and developmental pathways

- Children are developing good skills in literacy, numeracy and health and wellbeing. Practitioners are confident in planning learning across all curriculum areas. Their approaches to planning takes account of national guidance and children's interests. Practitioners make creative use of the unique spaces to meet individual children's needs. They regularly consider how to develop children's skills in inquiry and social and emotional development. They demonstrate cohesive planning through a variety of floor books and well organised planning walls.
- Practitioners make good use of local community spaces, the fire station, a neighbouring woodland area and local care home to enhance children's learning. This helps children to understand empathy and how to care for others and their environment. Practitioners build on children's learning by accessing a visiting professional from beyond the setting to share their skills. As planned, practitioners should continue to develop further these wider experiences.
- Transitions into the nursery and onwards into P1 are managed well. Practitioners give children time and space to explore, feel settled and consider the context of the community. Senior staff should now provide opportunities for practitioners to work more closely and share practice with primary colleagues at early level.

2.7 Partnerships: Impact on children and families – parental engagement

- All practitioners know families well and value parents as partners. Parents feel welcomed and supported by staff. They are happy that their children settle well when coming to nursery. Parents report they feel empowered and enthusiastic to attend planned parenting group sessions. Practitioners share that they are exploring ways to involve parents more, given the limits to parental engagement caused by the restrictions at pick up and drop off points.
- Practitioners share quality information about children's progress daily with parents through an online platform. They support parents through regular access to meaningful home-link learning resources. Parents appreciate the support and guidance provided by staff and it has encouraged them to contribute further to their community.

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. Areas for development have been agreed with the school and the education authority.

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 are nurturing and create a welcoming ethos for children. This helps children to feel happy, valued, safe, and secure. Practitioners talk about the wellbeing indicators in a meaningful way for children and this is embedded throughout their daily practice. They make very effective use of the language of wellbeing when speaking to children about their successes and achievements. As a result of this positive practice, children name and discuss their emotions well in an age-appropriate way.
- Senior leaders and practitioners are fully committed to supporting the wellbeing of all children and understand highly effective care. Almost all children negotiate with one another and play alongside one another positively. Children are independent when serving themselves throughout meal-time experiences and make decisions with confidence about what they eat. They understand the benefits of health foods and can carry out hygiene practices effectively.
- All practitioners understand and carry out their statutory duties in relation to keeping children safe and well. They work with partners from other agencies effectively. This has helped children to make progress in their learning. A few children have individual plans in place to support their health and development and learning needs. Practitioners gather and record information and use this to support children's individual wellbeing needs. Practitioners could be more specific when setting targets for individual children's care, welfare, health and learning needs. All practitioners should ensure that they review individual plans consistently and within the statutory time.
- Practitioners promote inclusion and equality positively across the nursery. For example, all practitioners have an awareness of and recognise families' individual circumstances and how best to support them. Practitioners create and model a respectful and inclusive ethos which helps all children to feel valued, safe, and secure. Practitioners could use resources to help children understand and celebrate more fully the diverse world they live in. As a result of support from staff, children experiencing barriers to their learning and development are making progress in engagement and participation with their peers

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 communication. The majority of children listen well to each other. They share ideas and information meaningfully through stories, demonstrating their imagination and recall skills. All children participate in rhyme and singing which is building their vocabulary. Most children recognise their name when self-registering and voting for their favourite lunch or story. The majority of children are mark-making and drawing. Practitioners could provide more opportunities for mark-making and writing for a purpose in a wider range of play situations to further support children.
- Most children are making good progress in mathematics. They use mathematical language and show an understanding of size and measure at the woodwork bench. They count orally during routines throughout the nursery day. Children use simple counting skills and sort and organise objects when voting. They discuss and identify simple fractions as they use visual supports to divide and share playdough and clay. A few children have an awareness of position and movement creating recognisable structures during block play.
- All children are making good progress in health and wellbeing. They are developing strong friendships with other children. Almost all children take turns, share and interact with one another well. They are confident to make choices about their learning and help to keep the nursery tidy. Children are developing a range of independence skills as they get dressed for outdoors. They purposefully talk about all areas of health in relation to their lives. Children have good physical skills and can climb, balance and slide. They initiate opportunities to skip and jump over suitable equipment.
- Most children are making good progress over time as a result of their nursery experiences. Almost all practitioners provide a well balanced approach to supporting children who may have barriers to their learning. This helps ensure all children make progress at their own developmental stage. Staffing arrangements allow practitioners additional time to work with individuals. This consistent approach is supporting children to make appropriate progress.
- All practitioners give children's achievements in and outside of nursery high importance. They offer extensive verbal praise to children and acknowledge their successes at weekly assemblies and on celebration boards. As a result, children feel proud of their achievements.

- Senior leaders and practitioners know individual children very well and take full account of the differing circumstances of children and families. They work well together to develop an inclusive ethos that promotes kindness and respect.

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.