

Summarised inspection findings

Clovenstone Primary School Nursery Class

The City of Edinburgh Council

25 April 2023

Key contextual information

Clovenstone Nursery Class is situated within Clovenstone Primary School and serves the Wester Hailes area of Edinburgh. Children attend the nursery from the age of three until starting primary school. All children attend on a full day basis 8.30 am – 3.00 pm, term time only. The nursery is registered for 60 children. The current roll is 37. Currently, 70% of children live in Scottish Index of Multiple Deprivation (SIMD) data zones one and two. 38% of children have English as an additional language. Whilst the acting headteacher has overall responsibility for the nursery class, this responsibility has been delegated to the acting principal teacher. The nursery team consists of a newly appointed early years officer, senior early years intervention officer and a team of practitioners. Two support staff have been employed to support children during lunchtime periods.

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

- Children benefit from the positive relationships they have with practitioners. They feel safe and secure within the nursery and are confident to approach practitioners for support. Practitioners encourage children to make choices and develop independence during play and through nursery routines.
- Most children engage confidently with the range of stimulating experiences both indoors and outdoors. They explore a wide range of interesting and intricate materials to develop fine motor skills. Children are particularly motivated outdoors as they enjoy the freedom to run, climb and explore the area in all weathers. The majority of children concentrate for extended periods of time, for example, when building structures within the block play area. A few children would benefit from greater levels of challenge in their play to deepen their learning.
- All practitioners are caring, nurturing and responsive in their interactions with children. They simplify vocabulary, use signing and visual prompts effectively with children who require help to communicate their needs. This supports children to access all areas of the playroom and to feel included. Most practitioners make good use of questions to encourage children to talk about their experiences. They should continue to ensure there is a consistent approach to using questions and commentary to support and extend children's learning.
- Practitioners engage in regular dialogue to discuss individual children's responses to learning experiences. They observe children during play and record aspects of their learning within children's electronic learning journals. Currently, practitioners' observations do not always clearly identify the skills individual children are developing. Senior leaders should continue with their plans to support practitioners to develop their skills further in observing and recording children's significant learning. There are a few good examples of practitioners identifying what children might learn next. Moving forward, practitioners need to ensure assessment information

leads to the identification of appropriate next steps in learning for individual children. This should support practitioners to plan more effectively for children's learning.

- All practitioners use developmental overviews and other tools to track children's progress. Senior leaders and practitioners now need to refine and streamline these processes. This should ensure the various trackers connect together more effectively to build a clear picture of children's progress over time.
- Practitioners support children who require additional support with their learning well. They use identified strategies effectively to support individual children in their learning and development. Regular professional dialogue sessions enable practitioners to discuss individual children's progress. Senior leaders recognise practitioners could be more involved in the planning process for these children.

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

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 their communication and early language. They communicate their ideas, thoughts and feelings confidently. A few children engage with adults in extended conversations. Most children draw and paint with increasing detail. A few children are beginning to form letter shapes in writing. Most children enjoy listening to stories. They refer to available non-fiction texts, labels and signs throughout the setting. Practitioners should increase opportunities for children to sing songs and play rhyming games through play.
- The majority of children are making good progress in numeracy and mathematics. Children count for a purpose as they make playdough. A few children recognise and order numerals to ten. Children would benefit from play experiences that focus on sorting, ordering and comparing objects. Children are beginning to use the language of volume appropriately as they explore their interest in water and sand indoors and outside. Practitioners should support children to develop early mathematical concepts such as money, time and problem-solving through meaningful and real-life experiences.
- Almost all children are making good progress in health and wellbeing. Most children have well-developed balance and coordination. They play cooperatively with friends and take turns during games and small group experiences. Children are developing an awareness of different cultures and customs of people as part of exploring an interest in countries of the world. They make healthy choices at mealtimes and most serve themselves independently and clear up afterwards.
- Children achieve and succeed as a result of the supportive and positive ethos created by practitioners. Their achievements are celebrated by practitioners who know them well. Practitioners use praise to encourage children. This helps build children's confidence and resilience. Practitioners should now work together to develop further ways to track and build upon children's individual achievements at nursery and from home.
- The nursery team create a supportive and inclusive ethos for all. Practitioners are sensitive to the individual needs and circumstances of all children. They recognise the positive benefits to children's outcomes of involving parents in family learning experiences. Practitioners' various targeted interventions to support wellbeing and early language development impact positively on the outcomes for children. With the support of senior leaders, practitioners should develop further their use of data arising from these approaches. This should inform their professional judgement of progress over time. This will ensure that gaps in children's progress are clearly

identified, and future planning is appropriately targeted to meet the learning needs of all children.

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.