

Summarised inspection findings

Haghill Park Primary School Nursery Class

Glasgow City Council

6 February 2024

Key contextual information

Haghill Park Nursery Class is part of Haghill Park Primary School and situated within the same building. The nursery provides early learning and childcare (ELC) placements for children living within the communities of Haghill, Dennistoun and Carntyne. Children can attend the nursery from the age of three until starting primary school. The nursery is registered to provide places for 40 children at any given time. Children attend during term time and access a range of full time or half day sessions. Currently, there are 32 children on the roll. Nineteen children access their full entitlement to 1140 hours of ELC. The remaining 13 children access 600 hours of ELC in the nursery with the option to access the remaining 600 hours of ELC from another setting or childminder in the local authority. Full time places are allocated through an admissions panel. Currently, none of the children accessing 600 hours of ELC in the nursery are accessing the remaining 600 hours elsewhere.

There is one playroom and children have direct access to a large outdoor area. The headteacher of Haghill Park Primary School is the nursery manager. There is a team leader who is responsible for the day to day running of the nursery. She is supported by Child Development Officers. Just under 40% of children have English as an additional language.

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

- Practitioners have established successfully a nurturing and respectful ethos across the nursery. All children experience warm and caring relationships with practitioners and with each other. Almost all children engage well for extended periods of time with a range of activities in thoughtfully developed learning environments. Children explore loose parts and natural and open-ended resources which promote their curiosity, creativity and enquiry. Practitioners are highly motivated to expand their professional knowledge and have a strong team approach to improve learning experiences for children and families.
- Practitioners use open-ended questions to support children to extend their learning. Children make good use of digital technology to enhance their learning. They confidently use programmable toys to develop their understanding of positional language. Children use computers and tablets effectively to listen to stories and take photographs of their learning experiences.
- Practitioners make skilful observations of children's learning. Practitioners record observations of children's learning and progress in online learning journals and use them well to plan appropriate next steps in children's learning. Most parents/carers access the online journals regularly and almost all say they find the information about their child's learning and

development helpful. Children enjoy looking at their learning journals and sharing them with adults. Practitioners need to help children to develop further their skills in identifying the learning in their play.

- All practitioners participate regularly in the moderation of literacy and numeracy across early level. They work with colleagues within the nursery and school and schools and settings within the learning community. This is helping them to successfully develop a shared understanding of national standards and progress across early level in literacy and numeracy.
- Practitioners plan across the curriculum using Curriculum for Excellence (CfE) experiences and outcomes. They have a strong focus on literacy, numeracy and health and wellbeing. They use short term intentional plans and daily responsive plans to meet children's interests and extend their learning. Practitioners should develop further the inclusion of children in the planning process to help children to have greater ownership of their learning. Practitioners need to ensure they plan clear, specific targets for children who require additional support with learning. They should clearly identify strategies used to support children who require additional support.
- Practitioners and senior leaders meet four times a year to track and monitor children's progress in literacy, numeracy and health and wellbeing. They should develop further use of data gathered about children's progress to help them to identify gaps in progress between cohorts of children. Senior leaders and practitioners need to ensure children's care plans are reviewed regularly with parents and children. They should include clear and measurable next steps for all 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. At the time of the inspection, there were no identified areas for development.

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

- Since starting nursery, most children are making good progress appropriate to their age and stage of development. Children who require additional support with their learning could make better progress.
- Most children make good progress in communication and early language. They listen well and follow simple instructions. The majority of children communicate their thoughts and feelings with confidence. They enjoy listening to stories and rhymes. Almost all children recognise their own name, and most can identify the initial sound of their name. Most older children draw recognisable figures with detail. A few children are beginning to write their own name and form letters. All children need to mark make and write for a purpose more regularly across all areas of the playroom and outdoors.
- Most children make good progress in numeracy and mathematics. Children benefit from a numeracy rich environment, in the playroom and outdoors. Most children use confidently a wide range of mathematical language as they measure, compare lengths and capacity, and describe position and direction. Most older children count confidently from 0-10 as they play across the curriculum. A few identify numbers to 10 from dot patterns. Most children can copy and complete simple patterns using two-dimensional shapes. All children need to develop their knowledge of money.
- Most children are making good progress in health and wellbeing. They develop their gross motor skills as they run, jump, balance and climb in the school gym hall and outdoors. Children develop their independence and fine motor skills as they dress themselves appropriately for outdoor play and follow hygiene routines. Most children share and take turns well as they play in pairs or small groups. All children need to develop their understanding of their own wellbeing.
- Practitioners share and celebrate children's achievements in a number of different areas via wall displays and online learning journals. A few parents share children's achievements from home using the online journals. Practitioners should track children's achievements beyond the setting and the skills children are developing. They need to identify, with rigour, those children at risk of missing out and ensure all children have opportunities for a wider range of achievements within the nursery.

- Practitioners have a clear understanding of the socio-economic backgrounds of children and families. They have developed a very inclusive environment for children to learn in. All children access appropriate clothing and footwear, provided by the nursery, to play outside in all weathers. Children learn about each other's culture and languages through the language of the month. All children and parents access regularly the lending library which contains a range of texts in most languages children speak at home. Practitioners need to develop the use of data about the progress of cohorts of children. This should help them to identify better the gaps in children's knowledge and skills and plan appropriate interventions to support all children to make further progress. Senior leaders should continue to ensure that interpretation services support children and families to engage in their children's learning and development. Senior leaders and practitioners need to develop further how work to close the poverty related attainment gap is measured.

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.