

Summarised inspection findings

Bonnytoun Nursery Class

West Lothian Council

1 October 2019

Key contextual information

Bonnytoun nursery class is located within the grounds of Springfield Primary School, West Lothian. The nursery class offers a range of full day and part time sessions to children aged from three years to those not yet attending school. The nursery class is registered for 60 children at any one time and at the time of inspection, there were 97 children on the role. The headteacher of the school is the registered manager of the nursery class.

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

- The school and nursery have recently reviewed and refreshed their vision, values and aims to reflect their context and place in the community. Practitioners engaged with all stakeholders in the process, as a result, creating a sense of ownership. The vision, values and aims are displayed throughout the nursery and are reflected in everyday practice. Practitioners and children demonstrate the values in their daily interactions.
- Practitioners are led very well by the early years officer and work together well as a team. They demonstrate an enthusiastic and professional approach to their role, both collectively and as individuals. Practitioners are reflective and are keen to learn and make improvements to their practice. They have embraced change in a positive manner and can confidently talk about the impact of change. The nursery is supported very well by the depute headteacher of Springfield Primary School and benefit from her strategic leadership, guidance and support. The nursery also has continued support from the local authority, including the recently introduced post of Early Learning and Childcare Area Support Manager.
- Professional learning opportunities for practitioners are available across the nursery, cluster and local authority. This session, practitioners have engaged in a wide range of professional learning, including managing distressed behaviours in the early years. There is evidence of the positive impact this has had on individuals and as a team. Practitioners also engage in training for additional qualifications in their own time. Collegiate learning and moderation within and outwith the nursery is supporting practitioners to develop a consistently high quality approach to early learning and childcare.
- The nursery has an improvement plan in place, which links to a three-year cycle of improvement. The priorities are appropriate and relevant to the nursery and reflect national and local guidance. Practitioners are involved in the development and evaluation of the plan, as a result, they contribute effectively to delivering the priorities. They have established leadership roles, for example, taking forward the development of loose parts and nurturing approaches. As planned, the nursery should continue to develop leadership roles for children and practitioners at all levels.

- There is a robust system for self-evaluation, which clearly links to the identified priorities for improvement. Practitioners, parents and all stakeholders are fully involved in the process, which is seen as the responsibility of all. As discussed, children now need to be involved further in the process. Practitioners have a clear understanding of the process and benefit from a manageable pace of change to secure improvements. Moving forward, there is scope to develop further the range of self-evaluation activity to capture and reflect the changes and improvements made. This will allow practitioners the opportunity to measure their success.

2.3 Learning, teaching and assessment

very 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 in the nursery have created a warm and welcoming ethos, based on respectful relationships. They are highly responsive to children's interests and plan stimulating provocations inside and outside to extend learning. Play spaces are exciting, intriguing and support children's explorations. Almost all children are confident and independent in their play. They move purposefully through the play space and engage in self-chosen experiences for extended periods of time. Practitioners ensure that children have plenty of time to deepen their interests and become fully engaged in play. This means that children are very happy, settled and motivated in their learning.
- There are very good opportunities for children to be involved in and contribute to the life of the nursery. Children take on roles of responsibility, for example, caring for animals on the nursery pet committee. The setting should continue to explore ways to give children meaningful roles and responsibilities. Children express their preferences through voting, and through the use of floorbooks, contribute ideas for further learning. Practitioners are aware of children's rights and strongly value the child's voice. As a result, almost all children confidently express their views and opinions.
- Practitioners know children very well as individuals and as learners. They have high expectations of children and sensitively intervene to support play and children's skill development. Practitioners model respectful interactions, for example, checking with children before removing play materials. The use of skilful interactions, including open-ended questions, ensures that children are challenged, as well as supported, to develop understanding.
- Practitioners have a very good understanding of early learning and pedagogy. Children's interests provide the starting point for planned experiences. Evidence in floorbooks shows how children's inquiry questions are investigated using books, tablet devices and real life contexts. There is scope to extend the range of approaches practitioners use to support children to contribute their views and ideas to the planning process. This will enable children to develop their skills in leading their own learning.
- Practitioners observe children at play and record focused observations in children's online learning journals. Observations are linked to key aspects of learning, and this enables practitioners and managers to track progress over time effectively. Individual next steps in learning are identified and regularly revisited until achieved. Most families use the online journal to review learning at home with their child and some add their own reflections. Children would now benefit from using their journal to have more regular conversations about learning with their keyworker. This will support children to reflect on their learning, think about their next steps and begin to understand themselves as learners.

- The depute headteacher has developed robust approaches to enable children's progress to be monitored and timely feedback given to each practitioner to enable them to improve practice. This is helping to ensure the best possible outcomes for every child. Practitioners engage in regular professional dialogue and have attended professional learning to understand and practice moderation. This has developed their confidence in understanding child development and progression in learning. As identified, the setting should now continue to develop practitioner consistency in recording observations of children's progress.

2.2 Curriculum: Learning and developmental pathways

- The rich indoor and outdoor learning environments provide a wide range of learning experiences that are well matched to the developmental stages of the children. The use of carefully chosen loose parts is ensuring that children are able to develop their curiosity and inquiry skills. Children have extended daily access to a varied and stimulating outdoor environment, which provides opportunities to swing, climb and explore the natural world.
- The curriculum rationale provides a basis for the development of key aspects of learning. This includes health and wellbeing, language and literacy, mathematical learning and reflects the high aspirations of the setting. Practitioners draw on a range of local and national guidance, as well as relevant literature, to ensure that provision is based on good practice. Individual practitioners take responsibility for leading on the development of different aspects of provision, for example, outdoor play. This has led to continuous improvement in practice.
- Stimulating learning opportunities enable children to find out about the world around them. Children are exploring lifecycles by looking after tadpoles and caterpillars. Outside, children are able to plant seeds and can talk about what plants need to grow. A live feed from the bees' nest in the garden has provided a rich context for learning and children are able to talk about how bees make honey. A range of non-fiction books about bees supports discussion and the development of key vocabulary and concepts.
- Links with local organisations have added richness to the curriculum. For example, donations from local bands have given children the opportunity to explore interesting instruments such as trumpets, tubas and clarinets.
- Well-planned transition experiences support continuity and progression for children. Children visit the P1 classes regularly in the summer term to become familiar with the adults and spaces. The P1 teachers visit the nursery to share French songs and phrases. Online journals are continued in P1, which enable prior learning to be valued and built upon. Building on this positive start, continue to develop further ways for P1 to capitalise upon the rich and complex play available in the nursery. This has the potential to support skill progression across the early level. P6 buddies develop supportive relationships with nursery children and shared experiences such as football provide a context for friendships to be developed. Children who require additional support are well planned for, through enhanced transition arrangements.

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

3.1 Ensuring wellbeing, equality and inclusion

very 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

- Positive relationships across the nursery are built upon mutual respect and trust, leading to a welcoming and friendly environment for all children and families. The ethos of the setting is nurturing and respectful. Practitioners are warm and caring, as a result, children feel settled, safe and secure. Transition from home to nursery includes an initial visit to the nursery. This is followed by a settling in period which is tailored to the individual needs of children and their families.
- A key worker system allows children and families to feel supported and involved in all aspects of nursery life. Practitioners respect children as unique individuals with their own personalities and strive to meet their needs. Overall, children's behaviour is positive, in line with their age and stage of development. Where necessary, individuals are supported sensitively to develop the necessary skills to show consideration for their peers.
- Children's rights are promoted across the nursery and the principles of Getting it right for every child (GIRFEC) are evident in practice, for example, across the wall displays. Building on the positive start to introduce the wellbeing indicators, practitioners should continue to embed a shared understanding with all children and parents of what these mean. This would promote further the language and understanding of wellbeing across the nursery.
- Children are happy and confident both indoors and outdoors. Outdoor learning supports children to be healthy and active as they have fun with their peers, for example, engaging with the recently developed water wall. This supports them to develop confidence and resilience and impacts positively on their sense of wellbeing. The opportunity to share and take turns with their peers is evident, for example, using the timer to take turns on the new rope swing.
- Children enjoy a healthy snack in the setting, serving themselves and enjoying this social experience. They have opportunities to discuss the snack menu, visit the local shop and place an online order with a local supermarket to buy their snack items. They are developing their personal hygiene skills. Children have opportunities to be helpers, for example, as a snack helper. Practitioners should continue to build opportunities for children to develop their independence and leadership skills.
- Overall, statutory duties are complied with in line with current early learning and childcare guidance. There is an understanding of what is required of practitioners and the management team in their requirement to fulfil statutory duties to secure positive outcomes for children. Individual needs of children are responded to in a sensitive and caring manner. Children who require additional support have plans in place, which have clear targets and are regularly updated to demonstrate the progress made over time.

- There is a welcoming and inclusive ethos where children are nurtured and encouraged to reach their full potential. Inclusion and equality is promoted throughout the work of the setting, with all children and families treated with respect. Practitioners treat children fairly and take account of their individual likes and dislikes. Children who face additional challenges in their learning are very well supported by practitioners.

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

- The nursery provides a nurturing environment for children and families. Children are supported by well-planned experiences and supportive and attentive adults. They engage in problem solving and are engrossed in play for extended periods. As a result, almost all children are making very good progress in their learning.
- Children are making very good progress in health and wellbeing. Almost all children are able to negotiate in play and share space and resources with others. Where appropriate, adults intervene sensitively to support children to resolve social conflict, explore their emotions and understand how others are feeling. Consequently, children are able to cooperate in play and are kind and considerate.
- Children learn about managing risk through a range of challenging experiences, including woodwork, fire lighting and physical play outside. Simple charts enable children to undertake risk assessments for themselves. Children are learning how to take care of others by looking after the nursery pets. Children could now take on a greater role in risk assessing spaces and outings.
- Children are making very good progress in their language and communication development. They talk confidently to adults and peers and most children can follow instructions or deliver a message to other children. Almost all pre-school children are able to confidently talk about favourite stories or characters and retell familiar stories. Almost all children can recognise their name and a few older children can pick out familiar words and letters in the environment.
- There is evidence of children's mark making around the room. Most older children are able to draw recognisable pictures and talk about them. Outside children use a variety of materials to make their mark, for example, paint and chalk. Practitioners should continue to develop opportunities for children to engage with text and mark make in real and meaningful contexts.
- Practitioners provide a wide range of materials to support mathematical development inside and outside. Outside children have the opportunity to explore filling and pouring, weighing and measuring and use the language of measurement with increasing confidence. Sand timers support turn taking enabling children to develop a sense of the passage of time. Children are able to apply mathematical skills in context, for example, solving how to create a long river. Inside children can explore numbers in a variety of ways including through practical applications such as following a recipe for making playdough.

- Almost all older children can count with one to one correspondence to ten and confidently recognise numbers, and a few children are interested in larger numbers. Children have explored how to record and display information through tallying and charts. Practitioners model mathematical language and encourage children's problem solving through well-judged interactions. As a result of these carefully planned experiences and interactions, children are making very good progress in their mathematical learning.
- Achievements from home are shared through regular dialogue with families, online journals and the achievement tree. Practitioners know their families very well and work hard to reduce barriers to learning and promote equity for all. Detailed individual plans enable children who need additional support to make very good progress.

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
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- Relationships between practitioners and parents are very positive, this was evident during the course of the inspection week. Parents are involved with the setting through stay and play sessions, curriculum evenings and ongoing daily dialogue. Parent questionnaires are completed on a regular basis. Overall, feedback is positive regarding the setting and children's experiences. The nursery have a 'You said We did' approach and this is displayed on the nursery noticeboard to show how parent voices have been heard and action taken when required. Overall, parents who responded to the pre inspection questionnaires were happy with their experience at Bonnytoun Nursery.
- Partnership working was an identified area for improvement in the nursery improvement plan for session 2018/2019. Practitioners have worked hard to develop effective partnerships, for example, engagement in the early years network, contact with outside agencies and links with Burgh Beautiful. Engagement with the local care home is developing intergenerational friendships and supporting children's involvement in the wider community. Walks to the park and shops are also supporting children to explore their local community. 'Parents as partners' is supporting children to develop an awareness of the world of work, for example, police officer and ranger visit. There is scope to develop this further to enhance the experiences provided for children, including developing skills for life and work. Opportunities for extended family engagement, for example, grandparents and 'special person days' have a positive impact on children's progress in learning.
- Communication between the setting and parents is very positive with the use of a parents' notice board, Bonnytoun Blethers newsletters and daily dialogue. Parents like and engage with their child's online personal learning journals, this supports them to keep abreast of their child's learning and progress. Achievements are shared in the journal and on the achievement tree. There are home learning experiences, which support children and parents to learn together at home, these are changed on a termly basis. There are committees, which involve a few children are part of. We would ask that practitioners continue to involve all children in making decisions which affect them and their learning. Children's interests are recognised and practitioners are very responsive in their actions.

Practice worth sharing more widely

Rich learning environment indoors and outdoors and the intentional choice of loose parts to promote learning.

Monitoring conversations led by the depute headteacher. Data collected and collated.

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.