

# Summarised inspection findings

**Mosspark Primary School Nursery Class**

Glasgow City Council

30 April 2024

## Key contextual information

Mosspark Nursery Class is based within Mosspark Primary School. The nursery comprises of two large play spaces with direct access to a fenced outdoor space. There is a separate entrance and cloakroom area for children and families. Children also access facilities within the school such as a gym hall and lunch room. Children attend from the age of three until starting primary school and currently the roll is 55. The nursery is open from 8.35 am until 3.50 pm Monday to Friday. Children attend during term time and access a range of morning, afternoon, or full day sessions. The headteacher has overall responsibility for the nursery and is the named manager. The newly appointed acting depute headteacher has delegated responsibility for the day-to-day management of the nursery and works in close partnership with the lead child development officer. The wider team includes six child development officers (CDOs), two part-time support assistants and an allocation of time from clerical, domestic and janitorial staff.

### 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 have created a very warm, caring ethos in the nursery and relationships between children and practitioners are very positive and respectful. Almost all children engage very well in their play. Practitioners support children to name, understand and begin to manage their feelings through regular small group sessions. Children relate well to characters and stories that explore how to resolve conflicts and compliment others. Most children are patient and show respect and care for one another in their play. The team facilitates a rich variety of developmentally appropriate, responsive, and planned experiences across a wide range of curricular areas. Children are creative and absorbed for extended periods in their imaginative and sensory play. They benefit from highly engaging literacy and numeracy experiences. Almost all children use the wide range of open-ended resources very well to problem solve. Practitioners consistently implement individualised routines for children who have additional support needs. A few children begin to explore their environment and play alongside others as they benefit from this personalised support.
- All practitioners know children very well as learners and create a positive ethos for learning. They are responsive to children's individual needs and almost all use questioning skilfully to support children to extend their learning. Practitioners listen attentively to children and give them time and space to follow their interests and deepen their learning. Practitioners demonstrate a strong commitment to children's rights throughout the setting. They value and include children in decision making about learning spaces. Children vote confidently for book of the week or work together in their rights group. The team should continue to extend and develop their work on children's rights with colleagues across the school. Practitioners are attuned to individual children's learning styles and swiftly adapt their interactions to engage children well. They apply their professional learning well to improve their use of resources. Children develop their knowledge and understanding of digital technology very well.

Practitioners support children to independently take photos and videos of learning experiences. Most children enjoy creating characters and adding images, text and sounds to create digital versions of their own stories.

- The team leader has led the team well in introducing important changes when planning children's learning. The team use children's interests and observations effectively to shape and inform experiences, interactions, and spaces for learning. Practitioners work very well together to notice, share and celebrate significant information about children's progress. Practitioners have rightly identified that trackers used to summarise children's progress do not always capture progress for a few children. The team now use additional individualised trackers to reflect better the specific stage of development and needs of a few children. An increasing number of parents contribute ideas, suggestions, and information from home to online journals. All practitioners plan learning and teaching experiences taking account of the 'Glasgow Counts' and 'Literacy for All' frameworks. These are linked to Curriculum for Excellence (CfE) experiences and outcomes. The senior leadership team should continue to work with practitioners to evaluate sustainable approaches to documenting the planning, assessment and tracking cycle. This will ensure their approaches reduce duplication where possible.

## 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

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
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- Almost all children are making very good progress in communication and early language. Children show a keen interest in mark-making and develop their early writing and literacy skills very well. Most children draw detailed figures as they record their family members and experiences. Almost all children attempt to write their name, other popular words and lists to record ideas in their imaginative play. Children enjoy activities to explore, recognise and discuss environmental print in their community. Almost all children listen attentively to stories, identify matching sounds and rhymes and enjoy taking part in extended conversations with practitioners and each other.
  - Children show a real interest in numbers. Almost all children are making very good progress in numeracy and mathematics. They count and order numbers with confidence during play. A few children add on, identify the next number and count forward and backwards with increasing confidence. Almost all children sort, match and name shapes and are able to create and recognise simple patterns. Children use measuring tapes to find out and record how tall their creations are while playing at the construction area. Children apply their skills as they follow instructions to accurately measure ingredients to make playdough. Children are now ready for increased opportunities to develop further their understanding of symmetry and money.
  - Almost all children make very good progress in health and wellbeing. Almost all children develop their confidence, self-esteem and perseverance very well as they challenge themselves to develop their gross motor skills in outdoor play. Almost all children play very well together and begin to independently resolve conflicts, take turns, and share resources. A few children are motivated and responsible as they risk assess the outdoor area or prepare snack. Children would benefit from increased opportunities to be independent and to apply their well-developed skills in new and unfamiliar contexts outside and in the local community.
  - Almost all children are making very good progress over time. Children who are experiencing barriers to learning make good progress appropriate to their needs and stage of development.
  - Children's achievements are celebrated through specific, well-judged praise and encouragement, attractive displays developed with children, and in online records of progress. The team should continue to be imaginative and creative to support children to link the skills they develop at home and in nursery.

- The team lead, headteacher and all practitioners have an in-depth understanding of children's home circumstances, socio-economic barriers, and life events. The whole team provides sensitive, respectful, practical and emotional support for children and families. Children who require extra help are promptly identified and supported well by effective partnership working. Senior leaders should continue to develop further how they support the whole team to develop their skills and confidence in how they use their data to target support. This will support practitioners to identify and celebrate the impact of their work to achieve equity for all learners and contribute to closing the attainment gap.

## 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.