

Summarised inspection findings

Eastfield Primary School Nursery Class

North Lanarkshire Council

8 September 2020

Key contextual information

Eastfield Nursery Class is situated within Eastfield Primary School. The nursery serves the area of Cumbernauld and provides early learning and childcare for children from three years of age. The nursery is registered for 40 children at any one time. The current roll is 70. All morning children remain in the setting for lunch.

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

- The nursery is a welcoming and relaxed environment for children to learn. Positive relationships are evident between children and practitioners. Children arrive at nursery, motivated and eager to learn. They are confident within the nursery and access a range of interesting and stimulating experiences. Almost all children engage very well during free-play. They use open-ended and natural materials creatively both indoors and outdoors. Children sustain interest for extended periods as they build various structures and engage in imaginative play.
- During free play, children have the opportunity to make their own choices and decisions. Senior leaders and practitioners should review and refresh the flow of the day. They need to reach an appropriate balance of adult-led and child-led activities. Children require sufficient time to lead their play and follow their interests in depth.
- Practitioners are nurturing and responsive to children's needs. They make effective use of questions and discussions to support children's learning and deepen thinking. This is particularly evident during storytelling. Practitioners support children well to develop skills in listening, remembering and understanding. Children use the range of digital technologies well to support their learning. This includes tablet computers, interactive boards and story phones to enhance literacy and numeracy.
- Each child has an individual electronic learning journal, which contains photographs and observations of learning. Practitioners use this information to make judgements about children's progress and to identify next steps in learning. They are beginning to develop a shared understanding of expectations and children's progress through professional dialogue within and outwith the nursery. Practitioners need to continue to develop their skills in identifying and recording significant learning. They should set clear and relevant next steps for children. Practitioners need to have a sharper focus on skills development.
- Practitioners support children to reflect on and share their learning with others at the end of each session. This is building children's confidence and enabling them to begin to recognise themselves as learners. Practitioners keep parents informed of children's learning and achievements through attractive displays, floorbooks, electronic journals and social media. They should continue to encourage parents to contribute to children's journals.

- Teachers from P1 and practitioners support children well during the transition process to ensure they are familiar with the school and classroom. Moving forward, senior leaders should provide opportunities for all practitioners working across the early level to engage in professional dialogue. They need to promote continuity for children in curriculum, methodologies and learning.
- Practitioners plan over different timescales to provide children with access to a wide range of experiences across the curriculum. They should ensure experiences provide a suitable level of challenge to extend further all children's learning. Children contribute well to planning, identifying what they know and would like to learn about specific learning contexts. Practitioners monitor and track children's progress in literacy, numeracy and health and wellbeing. They use this information well to identify where further support in learning may be required. As a result, practitioners create individual plans for children and provide targeted support to ensure children continue to make progress. This process should include children who require further challenge in their learning.

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 health and wellbeing. They demonstrate an understanding of emotions, feelings and a few of the national wellbeing indicators. Children relate these to real-life situations. They are independent as they get ready for outdoors, however, they need to have greater independence at snack and mealtimes. The focus on food is enabling children to associate skills required when cooking such as kneading and chopping. Children demonstrate a range of physical skills when visiting the school gym and when using balance bikes.
- Children are making good progress in numeracy and mathematics. Most children confidently count to 10 and beyond. They recognise numerals and count out objects one by one. The majority of children use mathematical language appropriately when making comparisons of height, weight and length. Children recognise a range of two-dimensional shapes during play. The majority are ready to explore three-dimensional objects and their properties. A few children gather and record information on what jobs their friends would like to do when they are older. Practitioners should ensure they provide further challenge for children to develop and apply skills in numeracy and mathematics across learning and in real-life situations.
- In early language and literacy, most children are making good progress. Most children demonstrate good listening skills during adult-led activities. A few should continue to develop skills in taking turns when listening and talking. Children are confident to share their experiences and ask relevant questions. They demonstrate their understanding of the role of an author and illustrator. Children develop early writing skills through play. The majority of children form recognisable letters to write their name and other familiar words. Children should continue to develop emergent writing through a range of developmentally appropriate experiences.
- Children are becoming familiar with the range of jobs within the community. This helps them to develop their understanding of the individual roles and skills required. They enjoy music and singing and practise keeping the beat to music. Children represent their ideas and interests creatively through art and role-play. During this play, children confidently use real-life and open-ended materials very well to support their play.
- Practitioners celebrate children's successes through 'star of the week' and make links with the national wellbeing indicators to support children's understanding. They should continue to encourage parents to share children's achievements from outwith the setting. Practitioners should track these achievements in order to build upon children's developing skills. Children

are involved in a few enterprise activities within the school. Practitioners need to develop this further through greater involvement in a wider range of projects.

- Practitioners gather a range of information on children's learning and use this appropriately to demonstrate the progress children have made over time. They engage in 'Progress and Impact Conferences' with senior leaders. These meetings enable practitioners to discuss children's progress and identify where further support is required. Practitioners are aware of potential barriers to learning and are proactive in ensuring all children access the full range of experiences. They use specific language programmes, which are having a positive impact on children's ability to communicate verbally and through sign and gesture. Practitioners evaluate termly the impact of strategies and interventions to ensure children continue to make the best possible progress.

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.