

# Summarised inspection findings

**Broom Nursery**

East Renfrewshire Council

10 September 2024

## Key contextual information

Broom Nursery is situated within Broom Parish Church, East Renfrewshire. The nursery is a voluntary provision, which is in partnership with East Renfrewshire Council. The nursery provides funded places for up to 28 children, aged from three years to those not yet attending school. There are currently 23 children on the roll. The nursery operates from 8.30 am to 2.30 pm term time to deliver 1140 hours of funded early learning and childcare. The nursery team comprises of one manager, one depute and two practitioners. The premises are shared with other groups within the church, therefore the team are responsible for setting out and clearing away the nursery equipment daily. The nursery is run by a committee of parents, who are responsible for overseeing the nursery business.

### 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 positive relationships with children and parents. They have created a welcoming, nurturing environment where children feel safe and secure. Practitioners have a key person group and know all children very well. Almost all children settle quickly into nursery. Practitioners role model positive behaviour effectively and support children to be caring to each other. Most children are kind and respectful to their peers, with most developing friendships and an awareness of their rights.
- Most children are enthusiastic, motivated and engaged in their literacy and numeracy rich learning environment. All children have daily access to outdoors, moving freely between the indoor and outdoor spaces. Children enjoy learning through spontaneous play opportunities and child-led experiences. Most children are independent and lead their own learning confidently. All children enjoy their time outside, with a few spending extended periods of time exploring loose parts.
- Practitioners know their children very well and have a good understanding of child development. They respond well to children's needs, using sensitive and nurturing interactions. Practitioners listen carefully to children and value their views and opinions. The team use commentary well to support and extend children's learning. Practitioners use a tablet computer, programmable toy and talking and listening pegs effectively to support children's learning. They should build on approaches to using digital technology to extend and deepen children's learning.
- Practitioners effectively capture and document children's engagement in learning experiences across a broad range of curricular areas. They record observations of individual children's learning in their attractive personal learning journals, alongside capturing children's views. Practitioners should continue to ensure that observations consistently capture children's significant learning to identify the skills they are developing. Parents contribute effectively to

children's learning journals, sharing positive comments about their child's learning. Practitioners have daily conversations with parents and meet twice across the year to share children's progress more formally.

- Practitioners plan for children's learning using a range of approaches, including a yearly overview, termly focus and daily responsive planning. The team identify experiences and outcomes from Curriculum for Excellence in their termly focus and document coverage in an overview sheet. Practitioners use responsive planning well to support children's learning. They recognise the need to develop approaches to documenting planning to ensure they capture fully all learning taking place. All practitioners are aware of children who may require support with their learning. The manager and practitioners work very well with external agencies, including the local authority partnership teacher. These highly effective partnerships support practitioners to enable children to make continued progress in their learning.
- Practitioners track children's learning termly using a range of approaches, including local authority guidance and an internally developed system. This system captures children's progress at key points across the year. As planned, the team should revisit their approaches to planning, tracking and monitoring children's learning. In doing so, the team should ensure they identify clearly any gaps in children's learning and next steps.

## 2.1 Safeguarding and child protection

- The setting 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

- Most children are making good progress in communication and language, with a few making very good progress. Children enjoy listening to stories and accessing the weekly lending library, sharing their thoughts about their chosen book. Most children engage well in conversation with their peers and adults, for example, effectively describing their show and tell item. Children actively enjoy singing and reciting rhyming words. All children have opportunities to develop their mark making skills across the indoor environment, with most children writing individual letters and numbers well. Almost all children recognise their own name and the majority of children confidently write their name. Practitioners should continue to offer a range of mark making opportunities outdoors.
- Most children are making good progress in numeracy and mathematics, with a few making very good progress. Children use number in daily routines, with most counting to 10 and a few confidently counting beyond 10. They develop their understanding of symmetry meaningfully through creating symmetrical pictures. Children create patterns, recognise shapes and explore money through engaging experiences. A few children explore measure in the block area as they build towers, identifying correctly the tallest and smallest. Children are capable of exploring further data handling by capturing and displaying their findings through a range of real-life contexts.
- Most children are making good progress in health and wellbeing. Daily opportunities outdoors enable all children to develop their gross motor skills well. Children climb trees confidently, use stilts skilfully and engage in appropriate risky play. They are developing healthy eating habits as they enjoy a healthy snack and well-balanced lunch. Children engage well in a relaxed, social lunchtime experience with their key person and peers. They have adopted good hygiene routines throughout the day, including regular handwashing and toothbrushing. All children would benefit from further opportunities to explore and share their emotions with each other and their key person.
- All children are happy and enjoy their time at nursery. They continue to make good progress in their learning and this is captured successfully in their learning journals. Practitioners should continue to review and refresh their approaches to tracking children's learning, as planned. This will support them to demonstrate children's progress fully over time.

- Practitioners consistently offer praise and encouragement to all children throughout their daily experiences. Children's learning journals demonstrate children's achievements well through the four capacities, as successful learners, confident individuals, effective contributors and responsible citizens. Practitioners should continue to encourage parents to share achievements from home and capture these in children's learning journals.
- Practitioners have created a supportive and inclusive ethos within the nursery. Parents are very happy with their child's nursery experience. Practitioners work highly effectively with other agencies. They use professional learning opportunities very well to support children's needs more effectively.

## 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.