

Summarised inspection findings

Our Lady of the Rosary Primary School Nursery Class

Glasgow City Council

22 August 2023

Key contextual information

Our Lady of the Rosary Nursery Class is situated within Our Lady of the Rosary Primary School. The depute headteacher has overall management responsibility for the nursery class. There is one full time child development team leader and five full time child development officers. In addition, they have one temporary child development officer until June 2023.

Children have access to one indoor playroom and a large outdoor area which they access from an outside staircase. They are also able to use the extensive school grounds. A set number of children enjoy school lunches within a room in the main school building.

The nursery is registered for 40 children. At present 11 children attend for a morning place and eight attend for an afternoon place, with 21 attending all day accessing a school lunch. The model for expansion to 1140 hours means the nursery cannot provide full time provision for all children. A few children can access five days full time and the majority can access the remainder of their 1140 hours with other nurseries or child minders. The pattern for attendance varies daily. Over the last few years, there have been significant changes to the leadership within the nursery class.

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 in the nursery have developed strong, positive relationships with children and their families. There is a warm, welcoming, relaxed ethos across the setting. Practitioners give children effective support to help them settle. They are nurturing in their interactions throughout children's time in nursery. Practitioners have created a calm, well organised environment where children access resources independently. Almost all children are happy and very settled. A few children with additional support needs are benefitting from sensitive interactions. Children play well with each other, and a few children are developing firm friendships.
- Practitioners have created interesting learning environments both inside and in the outdoor area. Children engage well in these areas and most children sustain their play well. Practitioners need to consider providing longer periods of uninterrupted play to develop children's learning further. They encourage children to be independent in dressing for outdoors and preparing snack. Practitioners should build on this and encourage children to be more independent through, for example, making their own play dough using recipe cards and mixing their own paints. Children enjoy and benefit from regular access to the outdoor area and extensive school grounds.
- Practitioners know children well and have a sound understanding of their strengths and individual needs. They play alongside children, and a few ask appropriate questions and make suggestions to deepen and extend children's learning. This could be more consistent across the nursery. Practitioners use a variety of communication strategies well to support children

with English as an additional language and support individual development needs. Children develop their ideas through symbolic play for example, by creating fishing rods, beach houses, 'junk' modelling and block play.

- Practitioners are developing their approaches for observing and recording children's learning. They are beginning to make use of electronic learning journals to record significant learning. Practitioners now need to identify clear next steps in learning for all children. This will help them to plan appropriately for individuals and groups of children to support progress through the early level. There is a need to streamline approaches to planning to support practitioner workload and meet the needs of individuals across the nursery.
- Practitioners capture children's ideas and interests when planning learning. They now need to develop ways of consulting children further on what they want to learn. Practitioners plan to improve approaches to planning next session to ensure it takes better account of children's different learning needs.
- Most practitioners have a strong understanding of the progress children are making in their learning. They use this knowledge well when interacting with children to take learning forward. However, this is not yet fully documented or informing future planning fully for all children. Senior leaders should now support staff in tracking children's progress effectively through the early level. Children who have additional support needs have their needs well documented and their progress measured appropriately. Good links are made with parents and other agencies to support 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

- Overall, most children are making good progress in communication and early language. Most children speak confidently to each other and are keen to chat to all adults including visitors. They enjoy listening to stories and can create their own stories and retell traditional tales. Practitioners encourage children to write and recognise their names. Children are also encouraged to mark make in a few areas of their learning. However, children need more relevant, meaningful contexts for mark making across the nursery.
- Overall, children are making good progress in numeracy and mathematics. However, practitioners need to ensure all children receive appropriate challenge in their numeracy and mathematics learning. Most children are developing a good understanding of patterns and shapes in their group time and in their play. They explore height well as they measure themselves using strips of paper and compare them to others. Practitioners develop children's skills in counting and number recognition well during play. A few children explore number bonds within ten. Children recognise and name common shapes in their play. They are beginning to understand the purpose of money during imaginative play.
- Practitioners develop children's health and wellbeing well. Children are kind and caring towards each other. They display confidence and self-assurance in the nursery. Children are becoming aware of healthy eating and exercise. They are learning to reduce food waste and recycle. Children are familiar with fair trade and visit supermarkets to find fair trade products as part of learning for sustainability. Children are independent in preparing some snacks. They could use these skills when they go into the school for a meal at lunch time.
- Practitioners recognise children's achievements in the nursery and use praise and encouragement to support learning. They share children's learning and achievements with parents using electronic learning journals. A few parents contribute to the journals and share children's achievements from home. Practitioners should consider how they can do more to encourage the sharing of achievements between nursery and home.
- Practitioners enjoy respectful relationships with children and families and have created a very inclusive nursery. They are proactive in reducing barriers to learning. Practitioners know children and families very well. They recognise the challenges families may be experiencing and support them well. Practitioners have been proactive in responding to parents needs by opening the nursery early and providing lunches as required. Practitioners respect and celebrate the children's different cultures and festivals.

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.