

# Summarised inspection findings

**Beancross Primary School and Early Learning and Childcare Class**

Falkirk Council

19 September 2023

## Key contextual information

Beancross Early Learning and Childcare Class is situated within Beancross Primary School, Grangemouth. The nursery has three large indoor playrooms and extensive outdoor spaces. The nursery is registered for 64 children and there are currently 64 children on the roll. Children aged from three years to those not yet attending school attend from 8:45 – 2:45 five days a week term time. Half of children attending are moving onto school. The senior early years officer leads the nursery on a day-to-day basis. The primary school depute head oversees the nursery and the link early years pedagogue offers support and guidance. There have been a few changes to staff over the past 18 months.

### 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

- Relationships are positive between practitioners and children in the nursery. Children are happy, safe and settled, as a result. Practitioners continue to focus on developing children's rights, with children supported well to share their views. Children are developing friendship groups and most play well together.
- Almost all children are engaged in learning across the well-resourced indoor and outdoor environment. They lead their own learning through well planned and spontaneous play experiences. Practitioners motivate children to learn and actively engage in a range of rich, challenging experiences, which supports effectively their confidence and independence. Practitioners enhance and extend children's learning very well by using the wider community as a context for learning. For example, making pizzas in nursery and then using their skills to make pizza in a local restaurant. Practitioners should continue to support children to respect their environment and take care of their resources.
- Practitioners demonstrate well their knowledge and understanding of child development and early learning pedagogy. They engage in a range of professional learning to support them to meet the individual needs of all children. Interactions between practitioners and children are a strength. Practitioners are sensitive, nurturing and caring, ensuring children feel valued. Most practitioners use skilful questioning well to extend children's learning, allowing children time to follow their interests. Practitioners plan engaging opportunities in science, technology, engineering and mathematics. They provide tablet computers and whiteboards which promotes engagement in digital learning effectively. Children scan quick response (QR) codes to share their learning journeys with others. Practitioners should continue to develop children's skills in using digital technology to extend their learning further.
- Practitioners capture effectively observations of individual children's significant learning in their learning journeys. They share this information well with parents and support children to reflect confidently on their learning. Children enjoy and are proud to share their learning and

contribute well to floorbooks. Practitioners involve children and parents in planning learning and next steps through a focused approach. This approach takes full account of the views and interests of children, extending and sustaining their engagement and involvement in learning. All practitioners contribute to capturing the observations of children's learning, supporting moderation and a consistent approach to documenting learning.

- Approaches to planning include, responsive, intentional and in the moment, which supports children to experience a range of learning opportunities. Practitioners engage in weekly planning meetings, daily huddles and professional dialogue to ensure they capture children's ideas and interests. Practitioners begin to plan for children's learning prior to them starting nursery through optional home visits. This supports children to experience a smooth transition from home to nursery.
- Practitioners track children's learning through gathering, evaluating and capturing children's overall development and learning. As a team, they engage well in professional dialogue to support and challenge each other appropriately. They use a range of information to track children's learning well and link this to Curriculum for Excellence experiences and outcomes.

## 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

- From their individual developmental stage, children are making very good progress in early language and communication. Almost all children listen well. Most children are developing their understanding of a wide range of vocabulary that they use in context. Children are familiar with a range of texts, traditional tales and rhymes. Most children recognise their name in print, recognise names of letters and the associated sound. Almost all children show interest in mark making in different contexts, including outdoors. Most children are developing detail in their drawings.
- Most children are making very good progress in mathematics and numeracy. They use number and a range of mathematical language with confidence in their play and routines. Children use the language of measure and position as they create structures with blocks and open-ended materials. Practitioners have identified correctly that a few children need more challenge in developing mathematics and numeracy skills. They use real-life experiences to provide this. For example, children develop an awareness of money and pattern through contexts such as visiting the shops and sewing.
- Almost all children are making very good progress in health and wellbeing. They are developing understanding of different emotions. This is helping children to manage their feelings and, increasingly, their behaviour. Initiatives such as "Cook your roots" and "Marvellous Mealtimes" help children identify healthier food options and be independent in preparing and serving foods. Almost all children have a well-developed awareness of how to keep themselves safe. They demonstrate this well during outings, as they challenge themselves physically, use tools and enjoy regular fire experiences outdoors.
- Over time almost all children are making very good progress because of their nursery experiences. Practitioners use their extensive knowledge of children as individuals to ensure children make progress at their own developmental stage. Children are developing resilience through being encouraged to persevere and problem solve when they find things difficult. As a result, they are developing the skills and attitudes to be successful learners. Children who require additional support with their learning are making appropriate progress at their individual stage of development.
- Practitioners recognise and celebrate children's achievements in meaningful ways to support their wellbeing and build their self-esteem. They encourage families to share milestones and achievements through children's learning journeys. Children are responsible in different

contexts, for example litter picks in the community, recycling and caring for living things. Practitioners should now track children's achievements to help identify the range of skills they are developing.

- Senior leaders and practitioners actively promote equity. They use their extensive knowledge of the local community to identify and reduce any barriers to learning. Practitioners use a range of initiatives to impact positively on the progress children make. As a result, all children are making strong progress at their own stage of development. Practitioners' highly effective approach to family learning is supporting children and their parents to experience a range of learning in an inclusive way. For example, 'Back to Nature' and 'Once upon a Storytime' sessions are available to families in the local community. Lending kits allow positive experiences from nursery to be continued at home.

## Practice worth sharing more widely

The nursery, taking account of their local context, introduced a range of engaging approaches to support family learning, transition and engagement with the wider community. Initially, the nursery had a focus on engaging fathers in their children's experiences through an outdoor intervention called 'Back to Nature.' This has now been extended to include a number of children and families participating in well planned outdoor experiences. This is accessible to children attending the nursery, children not yet started and children who live in the local community. This approach takes place outdoors in Terms 1 and 4 each year. In Terms 2 and 3, the nursery offers 'Once upon a Storytime', which is an intervention focussing on the importance of developing children's speech and language at an early stage. Overall, practitioners ensure their interventions lead to increasing positive outcomes for all children.

## 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.