

Summarised inspection findings

Mossend Primary School Nursery Class

North Lanarkshire Council

1 October 2019

Key contextual information

Mossend Primary School Nursery Class is registered to provide early learning and childcare (ELC) to a maximum of 40 children from three years to those not yet attending primary school. The setting offers part time morning and afternoon sessions. At the time of the inspection there were 80 children on the roll. Half are starting school in August 2019.

1.3 Leadership of change

satisfactory

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Within the nursery class, the teacher and practitioners display commitment to the shared vision values and aims of the whole school community. The values have been reviewed and refreshed recently in collaboration with the primary school. These are evident in the day-to-day practice in the setting and are beginning to have an impact on the culture of the setting. The management team and practitioners are knowledgeable about the context of the area that the nursery serves, and the challenges that this can bring for families. Parents have commented on the positive relationships which exist within the nursery. They feel welcome and that the team are supportive and helpful. It will be important to engage all children, staff and parents when the vision, values and aims are next revisited.
- Staff have worked closely with the lead graduate to ensure there is effective direction. However, the roles and responsibilities of management and practitioners require further discussion and improved clarity. Practitioners access relevant professional learning opportunities and visit other settings which is helping them to identify good practice. As a result, practitioners are taking increasing responsibility and leadership for aspects of the setting. Practitioners also need to increase children's leadership responsibilities to ensure they have an active role in leading change within the nursery.
- Practitioners have made a recent start in using national guidance, research and knowledge of early years' pedagogy and play to help audit agreed areas, identify what they do well and plan accordingly. Practitioners have implemented significant changes in recent months to improve children's experiences within the learning environment. Most changes have not yet had time to lead to desired improvement. It will now be important for practitioners to monitor and evaluate developments to demonstrate to improvements for children's learning. As planned, and to support improvement planning. Practitioners now need to strategically address and embed self-evaluation to help identify key priorities.
- The 2018-19 improvement plan for 2018-19 for the school and nursery class, focuses on health and wellbeing, literacy, numeracy and employability. We discussed with the management team that the school improvement plan should now include specific and relevant priorities for improvement for the nursery to ensure a positive impact on children's learning and progress.

- Overall, systems are in place to implement change. However, the headteacher and senior team, with practitioners now need to ensure a strategic focus on the nursery to ensure continuous improvement with an appropriate pace of change.

2.3 Learning, teaching and assessment

satisfactory

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

- Children are happy, well-behaved and content within the setting and are keen to learn. They are given good support by practitioners to play together well. Practitioners interact in a responsive way, which helps build individual children's confidence and self-esteem. Across the session, most children demonstrate commitment to complete chosen tasks. A few would benefit from further support and challenge from practitioners to help them to settle better to tasks.
- Children are familiar with their daily routines and most engage well when playing both indoors and in the outdoor area. Practitioners should now monitor the timing of routines over the session to ensure children are not waiting too long in-between activities which are led by adults.
- Practitioners are developing a greater understanding of current thinking in child development. This is having a positive impact on the quality of children's experiences. There are some good examples of practitioners using questions appropriately to support children to extend their thinking. However, they now need to raise their expectations for children's learning to ensure that children's experiences and activities offer children depth and challenge in their learning.
- Practitioners are becoming more responsive to children's ideas and suggestions. They need to develop confidence to focus more on children leading their own learning and creating their own plans. They should extend current consultation methods to help children further in thinking about what they already know about and what they would like to learn next.
- Practitioners know individual children and families well. They make observations of children at play. However, they now need to develop further their knowledge of children as learners to help them identify and support next steps in learning. Children's progress is not yet tracked or monitored systematically. As a result, practitioners are not always confident to make sound judgements about children's progress in learning. A tracking tool has been introduced this session. This needs to be reviewed to take account of national guidance on using benchmarks to support assessment. We have asked the team to make better use of quality assessments and observations to inform planning and tracking children's progress over time and across the curriculum.
- Individual electronic learning journals are in the early stages of being used to capture and record children's learning. This information is shared with parents. The team now need to evaluate whether this approach effectively captures all children's learning.

2.2 Curriculum: Learning and developmental pathways

- Practitioners are making increasing use of the experiences and outcomes from Curriculum for Excellence to plan for children's learning. Approaches to planning have become more flexible to take account of children's interests and stages of development. We have asked that the team review and update the curriculum rationale for the nursery, with all stakeholders taking account of the principles of curriculum design. This would support practitioners further to ensure learning experiences provide children with appropriate depth, choice, challenge and progression in children's learning.
- There is an appropriate focus on health and wellbeing across the nursery. Practitioners now need focus more on the development of children's early literacy and numeracy skills through a range of experiences and opportunities.
- Outdoor play is an important part of the daily session and the team have worked hard to improve this area over time. Planting and growing activities help children to learn about the environment and natural world. The outdoor space promotes children's learning and is used well despite lack of free-flow access.
- Appropriate pastoral arrangements to support children moving from nursery to a number of primary schools are in place. This includes visits, picnics and sing-a-long sessions. Information about children's progress is transferred to class teachers. This information needs to be built upon to ensure children's continuous learning journey and appropriately paced progression. Practitioners should now develop closer links with colleagues within schools. We talked with practitioners and teaching staff across the early level about how they could develop joint-working approaches to share expectations and their understanding of early learning pedagogy.

2.7 Partnerships: Impact on children and families – parental engagement

- See Choice QI

2.1 Safeguarding

- 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.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The wellbeing of children and families underpins the work of the nursery. Positive and respectful relationships across the staff and with children, create a nurturing ethos in which children feel safe, secure and well cared for. The importance of attachments is recognised by practitioners who value each child as an individual with their own needs and interests. The inclusive environment helps to ensure children enjoy playing and learning together.
- Practitioners promote positive behaviour well by supporting children to build relationships. As a result, children are kind and helpful towards each other, they share resources and are aware of the needs of others in the group. When necessary, practitioners intervene calmly to support children with their behaviour in a way that builds trust and understanding. They use praise effectively to promote children's self-esteem.
- Practitioners recognise the importance of their role in supporting children's health and wellbeing. They are developing a good knowledge of Getting it right for every child and incorporate the wellbeing indicators appropriately in their work with children and families. A few learning opportunities are used to increase children's awareness of what it means to be safe, healthy, active, nurtured, achieving, responsible, respected and included. Children can talk about what it feels like to be safe and healthy. As discussed with the manager, practitioners now need to use the wellbeing indicators to identify learning for individual children and plan for their needs. The United Nations Convention on the Rights of the Child (UNCRC), with attractive photos, is displayed in the entrance hall. The expansion of this initiative will be a positive next step in supporting children to talk about their wellbeing with increasing confidence.
- Practitioners are aware of statutory requirements and their professional responsibility in fulfilling them. They are aware of the need to keep up to date with legislation. The team are currently reviewing and refreshing the full range of policies and procedures that support the work of the nursery. They should ensure that these are implemented effectively and fully reflect the expectations of the nursery, as well as important national developments in early learning and childcare.
- Practitioners place importance on getting to know children and their families well. They have an appropriate understanding of children's care needs. Each child has a personal care plan which gives useful information on their needs. Practitioners should now ensure processes are more rigorous to capture all relevant information about individual children, systematically and consistently.
- Within the nursery, practitioners use a range of procedures to help identify the additional support and intervention that individual children may require. Practitioners have benefitted from training in this area. An appropriate range of specialists are used effectively to plan and provide individualised support for children. Where children have an identified additional need, an appropriate plan is in place. In consultation with parents, practitioners set individual learning

targets for children. Practitioners now need to develop this further to ensure targets are reviewed regularly and meaningful next steps are identified to support children's progress and wellbeing.

- Practitioners have a good understanding of their responsibility to promote inclusion and equality through their interactions with families. As planned, practitioners should continue with this work to expand children's awareness of equality and diversity.

3.2 Securing children's progress

satisfactory

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

- During visit observations of children's play, we observed that children are making satisfactory progress in their learning. However, written information is not always reliable or accurate. To ensure all children make the very best progress they are capable of, practitioners need to build consistently on what children already know and have achieved within and out with the setting.
- The majority of children are making satisfactory progress in communication and early language. Most children listen well to each other and engage in conversations with adults and their friends. Children enjoy reciting rhymes as part of group times and sharing books with each other and with staff. Older children recognise the link between the written and spoken word and are developing an interest in early writing skills.
- Most children are making satisfactory progress in numeracy and mathematics. They are developing an awareness of counting strategies and recognise numerals through play. A few children can identify shapes and are developing appropriate language to describe size and position. Older children use mathematical language well to compare size and amount when they play in the water tray and in the sandpit. Children need to develop their numeracy skills in more real life contexts and across all areas of the playroom and outdoors.
- Children are developing their understanding of how to support their own wellbeing through daily routines such as tooth brushing. Children are not yet fully aware of risks in their play or how to keep themselves and others safe. Children demonstrate well developed fine motor skills. For example, in manipulating dough tools and when using knives to help prepare healthy snacks. Outdoors children are developing a range of gross motor skills including climbing and balancing.
- Through the use of praise, children's achievements are celebrated well. However, their achievements, particularly beyond the nursery need to be better captured and recorded to enhance children's confidence and links with home.
- Practitioners work to reduce any barriers to children's progress and achievement. They recognise that there is potential to gather and use a wider range of data to further support how barriers to learning can be challenged in order to improve outcomes for children and secure further progress. Staff should focus more on children's individual needs, especially those who may require additional support.

Choice of QI: 2.7 Partnerships

- engagement of parents and carers in the life of the setting
- the promotion of partnerships
- impact on children and families

- The majority of parents report that their children enjoy being at the setting. Parents who met with inspectors spoke of the welcoming atmosphere and positive relationship they have with the team. They reported that they would recommend the nursery to other parents. Practitioners are supportive of parents in sharing their views to improve the setting.
- Partnerships with parents and family members are increasing opportunities to share learning between home and the setting. Parents have invitations to 'stay and play' days to share their child's nursery experience. This is beginning to help parents to have a better understanding of their child's development and learning. There are regular opportunities for parents to meet with key workers to discuss their child's progress.
- Parents value the newsletters and social media posts, which keep them informed of planned activities and current events. Practitioners have introduced recently electronic learning journals to reflect children's progress. We discussed with practitioners ways in which to increase the part parents play in contributing to their child's learning.
- The nursery engages currently with a few partners in the community to support children learning. This has included links with members of the 'local men's shed' in sharing skills from their workplace. Practitioners recognise that there is potential to develop further this area of work and have made links with a residential home to plan meaningful ways to enhance the curriculum on offer and provide opportunities for children to apply their learning and skills in different environments.

1. Quality of care and support

Children at Mossend Primary School Nursery Class experienced nurturing, kindness and compassion and were supported and cared for by an enthusiastic and committed staff team.

Each child had a key worker who had special responsibility for their care. Children were happy, confident, and secure and settled in the setting. They told us that they enjoyed spending time at their nursery. Children were actively engaged in a range of activities and play experiences both inside and outdoors to promote choice and independence. Many had formed special friendships, while others were continuing to form friendships.

Staff spoke to children with respect, at child level and showed sincere interest in their concerns and views. Children were respectful of each other. We observed staff using calm and consistent approaches to support children who were learning to co-operate and share, with a positive outcome for all concerned.

The service agreed that children's personal plans, learning stories and recently introduced online learning journals needed improvement. We found inconsistencies with the format/content of paperwork used within children's learning stories. Not all children had one and no reviews had taken place. As a result, there was no record of children's current likes /dislikes or interests. Next steps recorded on learning journals did not detail clearly how children's learning needs would be met/supported. (See recommendation 1).

Where children required additional support, staff worked well with a range of professional agencies. This ensured children received the support they needed to achieve their potential. Parents spoke appreciatively of the support they received from staff and how they valued their contributions in meeting their children's needs.

Staff told us they understood the service's child protection procedures. They had been briefed on child protection matters and attended training to refresh their knowledge on this topic annually. This supported them to keep children safe and protected. Details of child protection procedures were displayed for parents/carers and visitors information.

We found the system for managing medication to be in line with current best practice guidance. This helped to ensure that children's health and wellbeing was promoted through the safe management of medication.

Care Inspectorate grade: good

3. Quality of staffing

Management and staff had created a positive ethos where children, parents/carers and visitors felt welcomed, valued and respected.

Parents/carers who took part in the inspection process spoke highly of staff with regard to how well they know their children as individuals. They found staff approachable and responsive to any questions they had regarding their children's wellbeing and development.

Since the last inspection there have been some staff changes including the addition of a lead graduate practitioner. Through discussions with the staff team and from our observations we could see that this has had a positive impact on the team. They worked well together and demonstrated a positive and inclusive approach. We found that staff enthusiasm, interests and skills helped to bring different elements to the team and helped support children's learning and on-going development. Staff engaged well with the inspection process and responded positively to our suggestions.

Management and staff were committed to improving outcomes for children and families. The staff team shared with us the changes they have made to date. They monitored and evaluated the effectiveness of the playroom environment and the impact on children's learning. They referred to best practice documents to support them on their improvement journey. They also asked the children and parents/carers for their views. As a result of changes made, staff have noticed improvements in children's wellbeing and development. They have plans to continue to monitor change and make further improvements where identified.

Staff were aware of their responsibility to keep their professional knowledge up to date and had attended training, used professional reading, visits to other nurseries and participate in network groups to ensure they had knowledge of legislation and best practice. We encouraged staff to continue to engage in professional development opportunities and use best practice guidance to enhance the quality of children's play experiences and ensure routines continue to meet their needs and preferences. This will ensure that children continue to be motivated to play and learn.

Care Inspectorate grade: good

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection, there are no requirements and one recommendation.

Recommendation

Management and staff should develop further children's written personal plans and profiles which identify their needs and demonstrate how these will be met. This is to ensure care and support is consistent with the Health and Social Care Standards which state that. 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15). 'My care and support meets my needs and is right for me' (HSCS 1.19).

To achieve this consideration should be given to:

- Consistent content of paperwork within profiles.
- Children's prior experiences before starting nursery.
- Staff develop a more evaluative writing style, placing greater emphasis on children's significant learning and identifying and revisiting meaningful observations and next steps.
- Reviewed at least once every six months, with parents/carers or more often if there are any significant changes.
- Monitoring system developed and implemented to support children's progress and the services on-going improvement focus.

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.