

Summarised inspection findings

St Patrick's Primary School (Shotts) Nursery Class

North Lanarkshire Council

17/09/2024

Key contextual information

St Patrick's Primary School Nursery Class is based within the primary school. Children have access to two separate rooms, an enclosed outdoor play area, a sensory space, school gym hall and nurture room. The nursery is registered for 54 children and is open from 8.50 am until 2.50 pm. Currently 54 children attend during term time and access full day sessions. The headteacher has overall responsibility for the nursery and is the named manager. The principal teacher has ongoing management responsibility for the nursery. The lead practitioner has responsibility for day-to-day management of the nursery. The wider team include five early learning practitioners and two support officers.

Despite significant staff absence and recent building upgrades, the management team have employed strategies to minimise impact on learning and teaching.

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
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- Relationships in the nursery are mostly positive. The majority of children play well together, and most can share resources. Practitioners encourage children to identify their feelings using a sensitive intervention to support children to regulate their behaviour.
 - Practitioners know children well and are caring in their interactions. They have formed positive relationships with children and their families. Practitioners are at the early stages of creating areas to stimulate curiosity and creativity. Children explore both rooms confidently and independently. A few children have leadership roles within the setting, for example, line leader and snack helper. Practitioners now need to support children to take an enhanced role in leading and reflecting on their own learning. This will allow them to become more independent learners and sustain their interests better.
 - Children are involved in spontaneous and real-life experiences. They have been learning about life cycles and were keen to talk about their caterpillars in the nursery. Children would benefit from more opportunities to have their views listened to and acted upon, with more natural, open-ended resources and provocations.
 - Most practitioners use questioning to support children's learning. As planned, practitioners should continue to develop their questioning skills. Practitioners praise children when they do well. Children confidently use digital technology, such as matching games on the interactive board, to enhance their learning.

- Practitioners use observations to record children's learning using an online learning journal. They share these with parents for feedback. Practitioners use floor books to record children's activities and experiences. Practitioners should continue to develop their observation skills to record children's learning. They should use their observations of children's significant learning to identify next steps for individual children to ensure breadth, depth, and challenge.
- Practitioners plan using the early level Curriculum for Excellence (CfE) experiences and outcomes. Planning approaches are activity based and not yet responsive to children's interests. Moving forward, senior leaders and practitioners need to develop further their approaches to planning using a blend of responsive and intentional planning. There needs to be a clear focus on progression and challenge for each child across the curriculum. This will help practitioners to identify clearly the progress children make.
- Practitioners track children's learning using progression pathways in literacy, numeracy, health and wellbeing and developmental milestones. Senior leaders monitor and evaluate children's progress in wellbeing. Staff are aware of children who face barriers to their learning. They now must use this information to ensure individuals are given appropriate targeted support.

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. Areas for development have been agreed with the school and the education authority.

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, children make satisfactory progress across their learning and development. Children understand the importance of personal hygiene and participate in tooth brushing and handwashing. They are developing their physical skills well in the outdoor area, for example using bikes and climbing equipment.
- The majority of children make satisfactory progress in communication and early language. Children enjoy looking at books and using puppets. Most children listen well and take part in conversations with each other. Most children are enthusiastic about mark making and this is evident across all areas of the playrooms. Children are at the early stages of writing and would benefit from more opportunities for them to further develop their mark making skills.
- In numeracy and mathematics, children make good progress with a few children counting to 10 and beyond. There are opportunities for children to count, measure and weigh. They are learning about shape as they build in the construction area. The use of mathematical language is evident across real life experiences. Practitioners should continue to further develop a numeracy environment across both playrooms and outdoors.
- Children make satisfactory progress in their health and wellbeing. They are developing confidence and can follow nursery routines. They should be encouraged to tidy up the playroom regularly throughout the session. Children demonstrate independence when pouring water during their 'loving lunch time'. They need opportunities to develop these skills further for example serving lunch. Children share and recognise their feelings using a range of resources and through accessing the sensory room.
- Practitioners encourage parents to share their child's achievements from home in their learning journal. Practitioners should now ensure achievements are recognised and made visible for children to be successful and confident. Senior leaders are in the early stages of creating a 'WOW' wall to support this work.
- Children make satisfactory progress over time across most areas of the curriculum. They participate confidently in a wide range of experiences to develop their skills. Practitioners need to focus on building on children's significant learning to support this progress.

- Most practitioners know individual children well and are aware of the socio-economic context of the nursery. Practitioners understand their role in promoting equity. Senior leaders need to analyse more robustly data gathered about children's progress. They should identify clearly gaps in individual children's learning and any gaps between cohorts of children. This should help them to provide targeted interventions to reduce disadvantage.

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.