

Summarised inspection findings

St John Paul II Primary School Nursery Class

North Lanarkshire Council

25 February 2020

Key contextual information

St John Paul II nursery class is registered to provide early learning and childcare (ELC) for 20 children at any one time. At the time of inspection, 19 children aged between three and five years attend on a full time basis. The setting includes a single playroom with direct access to a small, fenced outdoor area. The nursery also makes daily use of the lunch hall and other school facilities. Over recent years, the team have been part of a pilot of extended hours. This has involved changes over time to the length of sessions, routines and the team.

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

- Relationships between practitioners, children and families are respectful and responsive. As a result, children have strong bonds with the team and one another. A short, group 'welcome time' helps most children to settle into their day. The team should continue to reflect on and evaluate the purpose and best locations for children to come together in small groups. There is a calm, welcoming atmosphere throughout the day. The team interact with children in a consistently encouraging and positive way. They increasingly explore and take forward children's particular interests. As a result of carefully judged levels of support, children are increasingly confident and independent in their learning. Most children focus their attention well as they choose to play inside or outside. A few children concentrate for extended periods as they build and decorate structures on their own or with friends. All practitioners interact well using open-ended questions to explore children's thinking. Practitioners should continue to develop their use of questioning and commentary to extend and deepen learning. The team need to support children to talk about their learning.
- Increased use of natural and open-ended resources enables children to develop their own ideas through play. Children revisit and extend their creations in the outdoor area as they construct cars and houses. Practitioners have been creative in maximising the opportunities for learning in a small space. Their improvements to the environment and resources support children's creativity well. As a result, most children are motivated and enjoy making meaningful choices. Parents are actively involved in, and understand the benefits of increased opportunities for loose parts play. The team need to ensure all interactions and experiences build on and deepen effectively children's individual knowledge and skills. Increased planned opportunities for children to apply their skills through play and real-life contexts are needed within the setting and local community.
- Children use digital technology, such as the interactive whiteboard and tablet computer, to play learning games. Practitioners should develop further how they use digital technology to enhance children's learning by working with colleagues across the early level.

- Practitioners' recent work to ensure planning is consistently responsive has been positive. Their long, medium and short-term plans set out familiar stories and seasonal events that are a key focus for children's learning. A current focus on the story of Goldilocks supports children to explore size and number in play experiences. The team have rightly identified that planning and their use of floorbooks do not yet fully reflect their responsive approach. They need to ensure planning reflects how they build effectively on children's prior learning and interests.
- Practitioners have introduced new systems to track and monitor children's individual learning in literacy, numeracy, health and wellbeing, social studies, science and technology. Practitioners observe children regularly and record detailed 'learning stories' in children's folders. They know children and families very well. They collect a good range of information to make judgements about children's progress. Parents and children share their views about learning and most make suggestions that inform next steps.
- Practitioners need to work with children to develop further reflection on their skills and progress. Recent work with colleagues in other settings to moderate expectations of writing has improved the team's confidence. Practitioners need to work with the senior leadership team to develop further their skills and confidence in assessment approaches. The team recognise that their new approaches to tracking and monitoring do not yet provide an accurate overview of the progress children make across their learning.

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. 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

- Most children are making good progress in early language and communication. Most enjoy frequent, extended conversations with practitioners. They re-tell familiar stories and discuss their interests in detail. As a result, children are extending their vocabulary well. A few children make good use of gestures and visual cues to communicate their needs and preferences. Most children listen very well to practitioners and one another in their short, focused 'welcome time'. Most access books frequently throughout their day, and enjoy borrowing books from their local library. Children discuss books in detail and can name favourite authors. Children make good use of a wide range of materials to mark-make and represent their ideas. A few children are beginning to recognise and write their name and some familiar words. Most children are now ready to, for example, use their literacy skills to re-tell and write simple stories more frequently. Children are ready to apply and develop further their literacy in real-life and play contexts.
- Most children are making good progress in numeracy and early mathematics. They frequently count, sort, order and match numerals to five using real materials in the outdoor area. Children are developing a good understanding of mathematical language as they use measuring tapes to estimate and discuss length. A few children can compare size as they set out bowls in the home corner. Most children can identify, draw and match a few two-dimensional shapes. Most children need to develop a wider range of numeracy and early mathematics skills. Children are ready to extend and develop further skills in, for example, information handling or problem solving, across their learning.
- Most children are making good progress in health and wellbeing. Almost all children cooperate and play very well together as they share resources and space. Children are patient and inclusive as they use picture cues to share what will happen next with their friends. Most children show a well-developed understanding of how to keep themselves safe as they balance and jump over their obstacle course. Most make very good progress with their gross motor skills in energetic play, dance sessions and relaxing yoga sessions. Children develop fine motor skills as they make playdough or use small tools outdoors. Children need to develop further their emotional literacy so they can develop a deeper understanding of feelings and emotions.
- Practitioners, parents and children regularly share information about children's achievements in nursery and at home. Children are proud of their 'star awards' for mark-making and early mathematics work. They delight in the headteacher and other children from the school

celebrating their successes and achievements with them. A few children celebrate being active in their dance sessions. Children require support from practitioners to identify the skills they are developing through these achievements. Practitioners need to ensure information about children's talents and achievements informs early learning and childcare provision.

- Individuals and targeted groups of children who face additional challenges make good progress as a result of the sensitive and inclusive approach. A focus on nurture supports children to develop positive relationships and increase their resilience. Practitioners work very well with parents and other professionals, such as speech and language therapists to improve children's early communication skills. Children who face short or long-term challenges thrive as a result of the effective, tailored support that adapts to children's changing circumstances. The team should evidence the impact of specific strategies on individual children's progress.

1. Quality of care and support

Management and staff at St John Paul II Primary School Nursery Class had created a very positive, inclusive, nurturing ethos with children and families placed at the heart of everything they do.

Children were safe, happy and busy in the nursery. They had fun and enjoyed their nursery experience. The playroom layout promoted independence and choice with children confidently leading their own play. Skilled staff planned play and learning experiences and were highly effective in supporting children's learning. As a result, children were deeply engaged in their play both inside and outdoors and highly motivated to learn and develop their skills.

Staff spoke to children with respect, at child level and showed sincere interest in their concerns and views. Children were respectful of each other. Children received reassurance and affection from staff and their achievements were recognised and celebrated.

Children's health, wellbeing and safety were well supported and promoted through opportunities to learn about healthy lifestyles. This included a range of active play activities both inside and outdoors and following best practice guidance for infection prevention and control and hand hygiene. Children's allergies, cultural and dietary requirements as well as their individual preferences were also considered and respected. Snack time was a positive, pleasant social experience. It was offered in an unhurried and relaxed atmosphere. Children's independence was well supported with staff encouraging them to access what they wished. Staff supported children when required. In addition, children were provided with a nutritional lunch, access to drinking water throughout the day and had been consulted on foods to be included at snack time.

We sampled children's personal plans. These were detailed, comprehensive and personalised to meet children's needs. They identified next steps in learning, children's progress and development. They were reviewed and updated consistently in consultation with parents/carers. Management and staff continue to monitor these, to ensure they clearly demonstrate how children's learning needs and interests will be met/supported. Where children required additional support, staff worked effectively with partner agencies. This ensured children benefited from the right support at the right time to achieve their potential.

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: very good

3. Quality of staffing

Parents/carers who took part in the inspection process spoke highly of staff with regards 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.

From our discussions and observations of the staff team we found that they worked very well together and demonstrated a positive and inclusive approach. We found their enthusiasm,

interests and skills helped to bring different elements to the team and helped support children's learning and ongoing development. Staff engaged very well with the inspection process and responded positively to our suggestions in relation to their ongoing improvement journey.

Staff demonstrated a clear understanding of the policies and procedures in place to ensure the care and welfare of children including child protection. All staff received regular professional learning in safeguarding and told us they were confident in dealing with child protection concerns. This supported them to keep children safe and protected. Details of child protection procedures were displayed for parents/carers and visitor's information.

Management and staff were committed to improving outcomes for children and families. As a team, they reflect very well together using a range of current guidance and good practice documents to strengthen self-evaluation practice within the nursery. They had used these reflections to bring about positive changes to the nursery environment both inside and outdoors and to children and families. They also asked the children and parents/carers for their views. This had created a positive, quality learning environment for children and a positive working environment for staff.

The staff team confidently shared with us examples of how their ongoing training, participation in further qualifications, professional reading, reflective practice and opportunities to take forward meaningful initiatives, supported positive outcomes for children and families. These practices assisted them to plan quality experiences with strong connections between the needs and interests of children and their families.

Care Inspectorate grade: very good

During the previous Care Inspectorate inspection, the setting had two recommendations. From this, two recommendations have been met. As a result of this inspection, there are no requirements and no recommendations.

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.