

# Summarised inspection findings

High Flyers Nursery

South Lanarkshire Council

13 May 2025

## Key contextual information

High Flyers Nursery is located in a refurbished two-storey house in the Cambuslang area of South Lanarkshire. The accommodation consists of three playrooms and access to a fenced outdoor area. The nursery is registered to provide early learning and childcare for 39 children from birth to starting school. Children can attend from 7.45 a.m. until 6.00 p.m. across the full year. A job-share manager manages the nursery. She shares the post with one of the team leaders. The staff team consists of three team leaders, nine childcare practitioners, three trainee practitioners, a cook, a maintenance officer and a cleaner. The nursery receives support from an area manager and an early-years specialist support teacher.

### 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

- Babies are happy and settled. They enjoy caring relationships with staff and engage in an appropriate variety of sensory experiences. Children aged two to three play well together as they investigate the natural resources. They are developing confidence as they explore in the playroom and outdoor area.
- Children in the nursery behave well. With support from practitioners, they are developing an understanding of how to manage their emotions. They can talk about feeling happy, sad and worried. Practitioners recognise and praise kind actions in the playroom. This is helping children to care for each other and share resources.
- Relationships between practitioners, children and families are a strength in the nursery. Practitioners show a strong commitment to children's rights. They value each child and treat them with a high level of respect. There is a nurturing, family ethos throughout the nursery and practitioners know all children well. These caring relationships help children to feel safe, secure and valued.
- Children participate enthusiastically in a wide range of interesting real-life experiences including looking after 'Misty,' the nursery dog. They take part in regular visits to the local nursing home and talk about how they enjoy playing games with the residents. Practitioners use the local area well to enhance children's learning through visits to the local park, shops and railway station. These experiences enable children to contribute to, and learn about, their local community.
- Throughout the nursery, practitioners engage well with all children. They provide interesting adult-led activities to support children's learning. Practitioners listen attentively to children and support them to develop their vocabulary and have a voice. They provide time and space for children to explore resources and develop creativity. They could now support children to take a more active role in leading their own learning. Children have few opportunities to use digital

technology. Practitioners should, as planned, make better use of digital technologies to enrich children's learning.

- Practitioners make regular, useful observations of children's experiences and record these in online journals. The online journals provide valuable information for parents and show clearly how children spend their time in nursery. Practitioners now need to have a greater focus on recording children's significant learning. This will help to demonstrate more clearly the progress children are making.
- Practitioners make a positive effort to involve children in planning. They audit resources regularly and are responsive to children's ideas. Practitioners use real-life objects well to spark children's interests and develop conversations with them about what they want to do. They also use floorbooks to encourage children to contribute their ideas. Building on this positive start, practitioners should develop further their approach to planning. Taking a more streamlined approach to planning will better support practitioners to provide breadth, depth and relevance. Practitioners are at an early stage of using a local authority tracking system. This is helping them to start to identify gaps in learning and plan experiences to support children's development.

## 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. At the time of the inspection, there were no identified areas for development.

### 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, babies and children under three are making good progress in communication, early language, mathematics, and health and wellbeing. Children develop a range of vocabulary through singing songs and listening to stories. They learn about numbers through daily routines. Children are developing physical skills well in the outdoor area and during visits to the local park. They are becoming aware of their senses as they take part in a variety of sensory experiences and try different foods.
- Most children are making good progress in communication and early language. They enjoy listening to stories and demonstrate a keen interest in developing their own stories. They are developing well their imaginations through role-play and in the outdoor area. The majority of children enjoy mark-making and a few are starting to add detail to their drawings. Most children recognise their name, and a few children attempt to write their names and other familiar words. Practitioners need to support a few children to develop an interest in mark-making. Children have conversations with practitioners and each other, and a few are starting to use extended vocabulary.
- In numeracy and mathematics, most children are making good progress. They count to 10 with a few children showing confidence using number to 20 and beyond. They learn about shape and colour through games and activities and are beginning to use mathematical language appropriately. Children need to continue to develop their skills across all areas of numeracy and mathematics, including information handling, time and money.
- Almost all children are making good progress in health and wellbeing. They talk about keeping themselves safe and understand the importance of healthy eating. Children have good appetites and enjoy sharing their lunch time experience with friends. They are developing good physical skills through a well-planned multi-sport programme and visits to the woods. Children also attend swimming lessons during nursery time and are learning important skills for life. Practitioners help children to understand about their rights in a meaningful way.
- Children across the nursery are making good progress across most aspects of their learning and development. They have opportunities to participate in a wide range of interesting experiences and are developing an awareness of their local community.
- Practitioners encourage and praise children's successes and achievements in the playroom and from home. They display them on an attractive achievements board. Children are proud of

their efforts and confidently talk about them. As planned, practitioners should continue to encourage parents to share children's achievements in their online journals.

- Practitioners have strong relationships with families and know them well. Parents are confident in asking for support for their children. When required, practitioners seek advice and work collaboratively with other professionals to ensure children get the support they need to help them learn. Practitioners support children to develop an understanding of diversity through celebrations. They raise their awareness of the importance of helping others and involve them in contributing regularly to the local food bank.

## 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.