

Summarised inspection findings

Allanton Primary School Nursery Class

North Lanarkshire Council

19 September 2023

Key contextual information

Allanton Primary School Nursery Class is situated within the building of Allanton Primary School. The nursery serves the accessible rural village of Allanton and surrounding area. The nursery is registered for 24 children at any one time. There are currently 24 children on the nursery roll. Children attend the nursery from the age of three until starting primary school. At the time of inspection there were 14 preschool children and 10 ante preschool children attending the nursery. Children attend on a term time basis between 8.45 am and 2.45 pm. There are two playrooms and children have direct access to the outdoor area. Children access the school playground and garden in small groups supported by practitioners.

The recently appointed headteacher of Allanton Primary School has responsibility for the nursery. There is a lead practitioner, supported by two early learning practitioners and an early years support worker. From October 2021 – June 2022 the nursery was relocated within another early learning and childcare setting in a nearby town. This was due to extensive building work within the nursery and school building.

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

- There is a calm and inclusive ethos across the nursery. Practitioners use praise and encouragement effectively when interacting with children. Children demonstrate respect well towards practitioners and each other. There are warm, nurturing relationships between practitioners and children and between children. Most children are happy and settled as they play. Practitioners should now help children to develop their understanding of children's rights and link this to their learning.
- Children engage well, for extended periods of time, in a range of child-led, child-initiated and adult-initiated experiences. They enjoy free-flow access to the outdoor area and regularly choose to play outdoors. Most children enjoy participating in risky play and practitioners support them well to risk assess how to stay safe as they play. Children use a range of digital tools, such as digital tablets and interactive whiteboards confidently to enhance their learning. Practitioners support children well to access the local community to enhance learning experiences. For example, they regularly visit the local woods to develop their outdoor skills, such as den building.
- Practitioners observe children carefully and use questioning to help children to wonder about what will happen next as they extend their play. Practitioners provide a range of open-ended materials and loose parts to help children to be curious and creative in their learning. Children enjoy developing their problem-solving and designing skills as they play. For example, a few children explored how to move water in guttering across part of the outdoor area. Practitioners record well, in individual learning journals, the observations they make about the skills children

are developing as they play. Children enjoy sharing these journals with adults and each other. Most children talk confidently about what they are learning. Practitioners should support children to develop their understanding of the skills they are developing and identify next steps for their learning.

- Practitioners plan for children's learning using Curriculum for Excellence (CfE) experiences and outcomes across all curriculum areas. They record which CfE experiences and outcomes children have covered across the curriculum. Practitioners discuss with children what they would like to learn. Practitioners use data gathered from these discussions, and through observations, to plan learning experiences for children. They respond well to children's needs and interests, and this is helping children to lead their own learning. As planned, practitioners should now develop the use of progression pathways to support planning for progression in learning across the curriculum. This should help them to develop processes for tracking children's progress across the curriculum.

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. 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
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- Children make good progress in communication and language. They are developing their talking and listening skills well and make good use of eye contact and gesture when talking to adults and each other. Almost all children can recognise and select their name when they self-register as they arrive at nursery. Most older children are beginning to write their name independently and draw recognisable figures. Children enjoy retelling familiar stories with puppets or in role play. Children are developing their understanding of rhyme through reciting and singing a range of well-known nursery rhymes and songs. Children are not experienced enough in mark making. Practitioners should offer increased opportunities for children to develop their mark making skills in a wide range of contexts across the nursery.
 - Children's progress in numeracy and mathematics is good. Most children can count to 10 and a few can count to 20 and beyond. The majority of children can count the number of objects or pictures as they point to objects up to 10. Children are developing their understanding of capacity as they explore water play. They can describe full and empty effectively. Most children develop their understand of measure through comparing themselves with each other and identifying the size of objects which are bigger or smaller. Children recognise simple two-dimensional shapes and colours within their environment well. Children need more experience in developing their understanding of money and time.
 - Children are making good progress in health and wellbeing. They are developing their independence skills well through snack and lunchtime routines. Most children are aware of the importance of toothbrushing. In the outdoor area and gym hall, children develop their gross motor skills enthusiastically as they run, jump and balance in their play. They develop their fine motor skills well as they use cutlery to chop vegetables and small construction materials in their play. Children at the early stages of learning about their rights.
 - Practitioners gather information about individual children's progress in learning journals. They use this information to identify those children who require targeted support in their learning. As planned, they should develop a strategic approach to recording children's progress through CfE early level across the curriculum. This should help them to identify clearly the progress of individuals and groups of children.
 - Parents are beginning to share children's achievements from home and practitioners record these in individual learning journals. Practitioners use praise well to celebrate these achievements with children. Most children are confident in nursery and take responsibility for

getting ready for outdoor play and preparing and tidying up for mealtimes. Practitioners need to support children to take greater responsibility for their immediate environment by developing further tidying up routines and habits.

- Practitioners have a good understanding of the socio-economic context in which their children and families live. All children can access outdoor clothing for wet or extremely hot weather. Parents can access a uniform swap shop if they so wish. Practitioners should make this more readily available for parents to access. Practitioners should continue to develop approaches to reduce the cost of the nursery day for all families.

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.