

Summarised inspection findings

Glebelands Primary School Nursery Class

Dundee City Council

29 October 2024

Key contextual information

Glebelands Primary School Nursery is situated north of the city centre of Dundee. The nursery provides early learning and childcare (ELC) places for children living in the Stobswell and Baxter Park areas of Dundee. There are 46% of children attending who live in Scottish Index of Multiple Deprivation deciles one and two. Children can attend the nursery from the age of two until starting primary school. The setting is registered for 111 children to attend with current staffing allowing 20 children aged two years and 44 children aged three to five years to attend. Currently there are 54 children on the roll.

Children attend between 8.30 am and 2.30 pm or 9.00 am and 3.00 pm, during school term time. Parents of children aged three to five years can pay for additional hours for their child to attend between 8.00 am - 9.00 am and 2.30 pm - 6.00 pm. There are two playrooms and a large multi-purpose room used for dining and other experiences. All children have direct access to enclosed outdoor areas including woodland and the wider school building and grounds. The depute head teacher has delegated responsibility for the nursery with the headteacher overseeing the strategic leadership. The team is well established. Two senior early years practitioners are responsible for the day to day operation of the nursery. They work alongside a nursery teacher and 8.2 full time equivalent years educators, one early years educator for families and three full time equivalent early years support assistants.

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

Children aged 2-3

- All practitioners foster strong loving and nurturing relationships with children and their families. This supports all children to feel happy at nursery and feel secure to seek comfort from practitioners if they need reassurance. Almost all practitioners engage in high quality interactions with children to encourage their curiosity and support their understanding of the world around them. They use commentary very well to promote children's language development. Parents join family learning sessions to support them to share learning and get ideas of how to promote and support learning at home. Practitioners should review planning to ensure it appropriately supports the unique stage of development for children aged 2-3.

Children aged 3-5

- Practitioners have created a very nurturing, welcoming and respectful ethos and, as a result, almost all children are happy and settled early in the new term. The pace of the session allows children to have extended time for free flow, purposeful play. Almost all children play well together and engage fully in their chosen learning experiences. Practitioners have thoughtfully resourced environments, both indoors and out, with a range of real-life and natural resources

to support learning across the curriculum. They make very good use of the partners and facilities in the local community to enhance children's learning.

- Practitioners interact sensitively and responsively with children to extend their play and to provide for their care needs. Almost all practitioners use questioning skilfully to promote children's curiosity and thinking skills. They make good use of commentary to support language development.
- All practitioners support children well to use tablet devices and cameras to take photographs and to use programmable toys.
- All children have a learning journal containing photographs and detailed observations of their learning. Most observations include the child's voice and describe well the skills children are developing. Practitioners share the journals effectively with parents during the year. All practitioners engage in professional dialogue termly to support their professional judgement about children's progress and to identify children's next steps in learning. They should share these next steps with children in meaningful ways.
- Practitioners plan both responsive and intentional learning experiences that take account of children's interests and Curriculum for Excellence experiences and outcomes. They need to review planning to make it manageable and to involve children more fully in the planning process. This should help to support children to understand and talk confidently about their learning and to recognise their own achievements more readily.
- Practitioners monitor children's learning using a variety of tracking formats. They should now consider ways to streamline approaches to avoid duplication and ensure approaches are proportionate and manageable. This should support them to plan even more effectively for future learning to improve outcomes for all children.

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.

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

Children aged 2-3

- Almost all children are making good progress developing language and communication. They particularly enjoy singing and are becoming familiar with the words of songs and rhymes. Children confidently make their needs known. Most children are making good progress developing early mathematical understanding, particularly through being supported to explore repeated patterns of behaviour, including filling and emptying. Almost all children are making good progress in health and wellbeing as they settle well and engage in their nursery experiences. At their developmental stage, children are becoming aware of others as they play alongside each other and develop meaningful attachments with adults.

Children aged 3-5

- Almost all children are making good progress in early language and communication. They listen well in different situations. Children are developing an understanding of a range of texts as they explore stories in depth. Most children are increasing their vocabulary, including learning more challenging and less familiar words. The majority of children explore mark-making in their play. Practitioners need to ensure there are more opportunities for children to develop their early writing skills through a greater variety of contexts.
- Most children are making good progress in numeracy and mathematics. They apply their developing understanding of number as they count and recognise numerals in routines. As a result of a focus on measure, most children are developing skills in the use of related language. Children are beginning to collate information using simple surveys.
- Children's progress in health and wellbeing is good. They are increasingly independent as they make choices in their nursery day. Children learn about healthy eating through "Try it Tuesday" where they taste new fruits. Most children are developing gross motor control and demonstrate resilience and perseverance as they challenge themselves outdoors and in the gym. Most children are developing skills to recognise and regulate their emotions and can articulate what makes them feel happy and sad. This helps them to play well together with minimal conflict.
- Across the nursery, most children are making good progress over time. Practitioners know children very well and readily identify potential barriers to their learning. As systems to track children's progress refine, practitioners will be able to better identify where children may benefit from specific support and challenge. Building on approaches already being used to offer support, this should accelerate progress for a few children.

- Practitioners meaningfully recognise and celebrate children’s successes and achievements well through praise and encouragement. Children are developing and applying a range of skills as responsible citizens and effective contributors both in nursery and the wider community. They are proud of growing produce at the nursery allotment and are developing empathy and social skills when they visit the local dementia centre. Practitioners should develop further how they capture children’s achievements out with nursery. This should help them to track children’s skills consistently and build upon them in nursery.
- Practitioners have a sound understanding of the needs of children, their families, and the local context. They understand the unique challenges within their local community and have created an inclusive ethos that promotes equity for all. The early years educator for families promotes family engagement to ensure everyone is part of the ‘Glebie family.’ Practitioners, working with senior leaders, should continue to develop effective use of all available data and information to help plan learning any required interventions.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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|-------------------------|---------------|
| 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.