

Summarised inspection findings

Newfield Primary School Nursery Class

South Lanarkshire Council

27 February 2024

Key contextual information

Newfield Nursery Class is located within Newfield Primary School. The setting was extended in 2021 to accommodate increasing numbers of children. It comprises a spacious open-plan playroom and two adjacent outdoor areas. The nursery is managed by the headteacher with the deputy headteacher having delegated responsibility for quality assurance. The setting is staffed by a nursery team leader, seven early years practitioners and an early years assistant. Staffing was recently enhanced by the local authority's appointment of a temporary excellence and equity lead practitioner. The nursery is registered for 64 children aged three to those not yet attending primary school. There are currently 47 children on the roll. Children access their entitlement to 1140 hours by attending each day from 8.45 am to 2.45 pm.

2.3 Learning, teaching and assessment

very 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 benefit from positive relationships with staff in a warm, respectful and nurturing environment. All staff provide highly effective role models for children. Almost all children are motivated and engaged in their activities. Children are socially confident and play very well alongside their peers, showing good levels of concentration. They enthusiastically make choices about where they would like to play and independently access a variety of relevant resources. For example, children build dens in the outdoor play area using the natural resources on offer.
- Children learn through a range of rich experiences, within the playroom and outdoors. Practitioners have recently reviewed and improved the learning environment. Children enjoy free-flow access to four distinct zones across the nursery that develop their skills very well. They benefit from a variety of learning experiences covering many curricular areas including science and art. Staff have recently introduced an additional outdoor space where children are developing well their skills in assessing risk.
- All staff know children very well as individuals. They use interactions, observations and open-ended questioning techniques highly effectively to support and extend children's learning. Practitioners could now offer more opportunities for children to develop further their independence in thinking and creating. Children are developing important skills and confidence with digital technologies, including using matrix bar codes and taking photographs on tablets.
- Practitioners continually observe learning to assess children's progress. They share their observations with parents, through an online learning journal which documents children's key learning and achievements well. Practitioners make highly effective use of 'group times' to deliver well planned, differentiated learning activities.
- All staff use a responsive approach to planning through a well-balanced blend of adult-led and child-led approaches. Staff plan carefully using the experiences and outcomes from national

guidance, and children's individual milestones. Children discuss their personal targets for literacy, numeracy and health and wellbeing regularly with staff. Staff share targets with families through the learning journals. Parents report that this helps them to understand the progress their child is making.

- All staff take part in assessment conversations with colleagues, to accurately track children's progress. Staff regularly discuss where they can offer support and challenge for children. Practitioners use helpful floorbooks to track children's learning across different areas of the nursery. They make very good use of the local authority system to monitor children's individual progress in literacy and numeracy. Staff should continue with their plans to extend their tracking and monitoring across all curricular areas.

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

3.2 Securing children's progress

very 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

- Almost all children are making very good progress in early language and communication. Almost all listen well to adults, and readily approach practitioners to involve them in their play. They talk enthusiastically about their activities and are developing confidence in explaining their ideas to others. Children show interest in books and can comment on the characters and events in their favourite stories. Almost all children can recognise their name in print and a few can write it. They are developing effective skills in 'mark making' and enjoy exploring writing patterns and shapes.
- In mathematics and numeracy, almost all children are making very good progress. Most can count to 10 and beyond and can match number symbols to sets of objects. Most children recognise the value of coins and can organise toys in order by their price. All children are learning about the concept of capacity as they pour sand and water into different sized containers. Most use mathematical language correctly and a few use measuring tapes accurately to calculate the lengths of different sized boxes. Children are gaining an understanding of data handling as they register their lunch choices.
- Almost all children are making very good progress in health and wellbeing, appropriate to their stage of development. They move around the nursery confidently and show independence in accessing and tidying resources. They are learning to share, take turns and work collaboratively. Children make healthy food choices at snack time and benefit from regular fresh air and exercise. They are learning how to risk assess their play so that they are safe yet challenged by physical activities such as climbing and balancing. Children can talk openly about their feelings and identify strategies to use if they are sad or upset.
- Almost all children are making very good progress in line with their stages of development. Children requiring additional support for their learning are very well supported through planned experiences which are carefully aligned with their developmental milestones.
- Children's achievements within and outwith the nursery are celebrated through learning journals and wall displays. Almost all children are acquiring skills by working in teams, taking the lead, becoming increasingly resilient and by learning about the wider world. They are growing in their awareness of their rights as young children, developing tolerance and respect by exploring different lifestyles, cultures, celebrations and beliefs.
- Practitioners know children and their families very well and support them both practically and by signposting a range of support services. Practitioners are working to improve their use of

attainment data alongside socio-economic data to evaluate the impact of their planned experiences and interventions. This will strengthen staff's capacity to plan group or individual interventions aimed at closing the attainment gap between the most- and least-disadvantaged children.

Other relevant evidence

- All staff enthusiastically lead a variety of aspects of school improvement activity. For example, individual staff are curriculum leads for literacy, numeracy, science, technology, engineering and mathematics, and health and wellbeing. A few staff also lead improvements in parental engagement and digital technology. They use professional learning, visits to other settings and self-evaluation highly effectively to share ideas and improve children's experiences.
- Practitioners have recently revisited and updated the nursery vision, values and aims together with families. These are displayed clearly and staff referred to them during learning experiences. Children are beginning to develop knowledge of their rights, appropriate to their age and stage of development.

Practice worth sharing more widely

Staff recently worked with the excellence and equity visiting practitioner to review and improve learning spaces. This has resulted in richer, more stimulating areas which provide a broad range of experiences which are well linked to the eight curriculum areas. Planning for these spaces is child led and staff adapt activities and resources to take full account of children's ideas and interests. Play spaces are designed to support children to work individually or together as part of a team. Children's engagement in learning and their concentration has increased. The increased use of open-ended resources encourages children to observe, explore, investigate and use all of their senses.

Staff have successfully incorporated opportunities for literacy and numeracy in new play contexts. STEM provision for children is now well developed and children have very good experiences in early science, technology, engineering and mathematics. They are learning important skills about designing and building, and about a range of materials and their properties.

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.