

Summarised inspection findings

Logans Primary School Nursery Class

North Lanarkshire Council

3 June 2025

Key contextual information

Logans Primary School Nursery Class is part of Logans Primary School and located within a wing of the school building. The nursery has a spacious playroom with direct access to a secure outdoor area. The leadership team comprises of the headteacher, who is the registered manager, a principal teacher and a lead practitioner who has been in post for almost six months. There are a further four early years practitioners and four early years support workers. The nursery is open from 8.45 am until 2.45 pm each day during term-time. Most children attend for five full days each week. The nursery is registered for 40 children aged three up to those not yet attending primary school. There are currently 38 children on the roll. The nursery team has experienced significant staff changes over the last eighteen months and the majority of staff have only been in post for around eight months.

1.3 Leadership of change

weak

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The nursery leadership team do not yet collectively have an accurate view of the strengths and development needs of the nursery. In addition, the changes in staffing have had a significant impact on the quality of provision and outcomes for children. Practitioners need much clearer strategic direction to manage change and make the necessary improvements to children's experiences to improve the progress they make.
- The newly formed leadership team has led a few worthwhile changes over the last year. These include settling new staff and taking steps to develop teamwork. As a team they demonstrate a commitment to the continued development of the nursery. The nursery shares values with the school and staff display the value of kindness in their interactions with children. Practitioners now need to demonstrate all the values and share them with children in meaningful ways. A stronger focus on vision and values should support staff to raise the nursery's aspirations for all children.
- The recently appointed lead practitioner has begun to improve playroom procedures including monitoring incidents and accidents more closely. Practitioners have been encouraged to develop their leadership skills by undertaking champion roles. These include in literacy, numeracy, health and wellbeing, digital learning and outdoor play. Champion roles are at a very early stage of development. There has been some improvement to the outdoor area, but other champion roles have not yet had any impact on children's learning. The leadership team needs to monitor and evaluate these roles to ensure that they impact positively, at the same time as building staff's confidence and expertise. It will be important that leadership roles and responsibilities are clearly defined and that expectations of standards are clear and shared to ensure accountability. This should improve the setting's capacity for improvement and increase the pace of improvements. Children need to be given opportunities to develop their leadership skills through simple playroom responsibilities.

- A single nursery improvement priority is included within the whole school plan. The main priority is to improve the quality of interactions with children. As yet this has not had any significant impact. Practitioners have undertaken a few helpful training opportunities. They now need to develop their knowledge and understanding of early years pedagogy further to improve learning, teaching, wellbeing and children's progress. The priorities identified by the local authority in a recent visit have not yet been taken forward effectively or embedded within the whole school improvement plan. The leadership team needs to work more effectively with staff to increase the pace of change. They need to develop a targeted action plan to make improvement to the nursery provision.
- Quality assurance procedures are not yet embedded. Practitioners make use of a few checklists to audit their provision. Although these have identified significant areas which need to improve, they have not been actioned. Staff are aware of national advice on early learning and childcare but have not used this important guidance to review their work. They need to draw from this national advice to identify what best practice might look like in their context. The leadership team now need to monitor the work of the nursery to support all staff to make the necessary improvements. They should ensure that improvements are made and evaluated to ensure a positive impact on children's experiences.

2.3 Learning, teaching and assessment

weak

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

- Practitioners' relationships with children are warm and respectful. This climate supports the majority of children to settle into nursery each day and make choices about where they want to play. Most practitioners are consistently friendly and nurturing in their interactions with children. A few respond effectively to children's needs and interests and use open-ended questioning to further extend their engagement and learning. However, this effective practice is not consistent. Staff must ensure that, where required, children have the appropriate level of adult attention. Practitioners should continue to develop their understanding of empathetic ways to interact to support and extend children's learning and engagement.
- Practitioners are beginning to develop their understanding of the role and purpose of learning environments and open-ended resources. This increased staff knowledge is supporting a few children to maintain interest for short periods of time. However, most children do not persevere with activities. They disengage frequently throughout the day and need more adult support to play purposefully and engage in rich learning experiences. Practitioners should develop robust and effective procedures that enable them to be consistently responsive to children's needs.
- Playroom spaces have undergone some recent improvements. Practitioners need to further improve indoor and outdoor spaces using high-quality resources and experiences to enhance learning opportunities. Practitioners offer almost no digital learning experiences. They should consider how to purposefully integrate digital technology into children's play.
- Practitioners have developed a few techniques to capture children's voice. They should now use children's ideas to plan the learning spaces and promote children's ownership of their nursery. This will support children to take better care of their environment as they use resources and move between areas. Plans are evaluated periodically but more frequent ongoing review would support practitioners to adapt learning and environments in a more responsive way. Practitioners could consider planning more adult-initiated opportunities to allow children to meet in small groups and experience greater structure and variety to the pace of the day.
- Practitioners use online portfolios to record a few children's activities. Observations of learning in the portfolios are general to all children, with very few recorded next steps in children's learning. As identified in the improvement plan, practitioners should continue to develop approaches to planning and assessment. Staff need further training and guidance in how to make significant observations that support more reliable judgements to track and monitor progress.

2.2 Curriculum: Learning and developmental pathways

- The curriculum is play based and offers experiences in the majority of curriculum areas. Practitioners now need to ensure that all children receive their entitlement to a broad range of learning experiences. They need to track coverage of the early level experiences and outcomes. With support from the leadership team, practitioners should reflect on the design principles from Curriculum for Excellence. This will help staff to better plan for depth and challenge in children's learning.
- Children benefit from a spacious environment and have access to outdoor learning and a range of indoor play spaces. Across the nursery, resources are too limited and play areas do not fully reflect the early years curriculum. Lacking sufficient stimulus, children do not show sustained interest in their play. Children are able to direct their own learning but too often they do so without adult interaction or support. At times, the lack of appropriate adult intervention leads to disagreements among children. The staff team needs to review the flow of the day to be more responsive to children's needs.
- Children have benefited from a recent visit from an author and a singing group. A visit from a science group is planned. Practitioners should continue to develop and explore the learning possibilities within the local community and including the adjacent Strathclyde Park. These experiences should help children to develop an understanding of the local community and wider world.
- Practitioners offer flexible arrangements to settle children as they start nursery and as they move into P1. Teachers and practitioners could consider planning collaboratively across the early level to promote progression and continuity in children's learning from nursery to P1.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners welcome families into the nursery and work closely with them to develop children's care plans. Parents attend stay and play sessions. However, not all parents feel valued or included. A minority expressed the view that they would welcome ideas to support their children's learning at home, more engagement with staff and opportunities to contribute their views.
- Parents are kept informed of the nursery experiences through an online journal. Occasional newsletters and an informative noticeboard give parents useful information on the work of the nursery. Practitioners recognise the need to give parents more regular and accurate information on their children's progress.

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 that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion

weak

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Practitioners care about children, engage with them kindly and want the best for them. However, at times, practitioners are too task focused and the playroom organisation and routines leave children without adult support or interaction. At a few key transition points throughout the day, the majority of younger children display confusion and distress. Practitioners need to be consistently observant and attuned to children. This will support them to be more responsive throughout the day to children's social and emotional needs.
- Relationships between children are not yet fully supporting their wellbeing effectively. A significant number of children require support to manage their emotions. At times, children are dysregulated and use resources inappropriately. On a few occasions, children's behaviour creates an unsafe environment. This impacts negatively on children's learning and wellbeing. Practitioners need to develop a simple shared understanding of behaviour expectations. They need to support children with strategies to regulate their emotions.
- Practitioners make regular reference to healthy eating and being safe outdoors. They need to develop children's awareness of the wellbeing indicators, in particular the importance of being responsible and showing respect for others. Children are free to self-select from a range of snack foods and show independence in pouring their drink. Practitioners need to develop practices around snack and lunch times that ensure children have a positive social experience which fully complies with national guidance.
- Practitioners are developing their understanding of statutory duties and responsibilities for keeping children safe. They need to further develop this understanding to ensure that all their duties are consistently addressed, including planning more effectively for children who require additional support for their learning. Practitioners should consider which children will need individual plans with clear targets. Appropriate written plans, developed with families, are in place with the aim that children's individual care needs are met. However, these plans are not being implemented effectively. Practitioners are proactive in seeking advice from professionals when required. This is helping to promote a partnership approach to meeting needs and has the potential to contribute to removing barriers to learning. The leadership team should work together more effectively to ensure clear and consistent procedures to secure the wellbeing and learning of all children.
- Practitioners need to recognise and celebrate diversity to ensure that everyone feels a valued part of the nursery. They treat children with respect but should support them more proactively to develop a positive attitude to difference. The leadership team need to consider possible barriers to accessing aspects of learning including where there are additional costs for families.

3.2 Securing children's progress

weak

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, staff have insufficient evidence to demonstrate the progress children are making in their learning since starting nursery.
- Children's progress in communication and early language is weak. Most children do not talk confidently or approach adults to share their ideas. They need many more opportunities to talk in different contexts and to develop a wider range of vocabulary. Children would benefit from regular story times and access to different types of texts. This would support them to also develop a stronger understanding of rhyme, letters and sounds and that text carries meaning. A few children engage in mark making and drawing activities. However, resources are too limited to encourage children to explore writing in different contexts. Children's fine motor skills need significantly developed. They need many more literacy opportunities to make better progress.
- In mathematics children are making weak progress. A minority of children engage in counting and exploring numbers during play activities. A few explore volume and capacity outdoors at the water station but are not supported to develop their knowledge of mathematical language. A much wider range of resources and experiences should support children to make better progress in developing their skills and understanding in early mathematics.
- Children's progress in health and wellbeing is weak. They have opportunities to enjoy fresh air and develop their large-scale physical skills. The majority can run, jump, climb and use the scooters and pedal bikes to develop coordination and spatial awareness. However, children need support to learn how to assess risk in their play so that they are safe. A few children play cooperatively with one another but the majority need support to recognise their own and others' emotional needs when playing together. Most children need to develop social skills including turn taking and sharing.
- Practitioners need to encourage parents to share wider achievements from home and in the community to recognise and celebrate children as individuals. They should work with families to ensure that they become valued partners in securing children's progress and building on their achievements.
- Children's plans and online trackers do not capture significant learning or children's progress over time. Practitioners need to gather accurate assessment information about children's

learning and achievement. This should help the staff team to plan appropriate interventions which should support children to make better progress overall.

- Practitioners treat children well and allow them to make their own decisions about their play. Staff's understanding of equity is at an early stage. They are unclear about barriers in children's lives which may impact on learning. They do not yet have strategies in place to support children who may need help with their learning. To ensure strong and secure progress, practitioners need to gather important information about the children, to help them meet children's needs more effectively. The leadership team and practitioners need to plan and implement targeted interventions to support children to overcome barriers in their learning and improve outcomes.

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.