

Summarised inspection findings

Cargenbridge Primary School Nursery Class

Dumfries and Galloway Council

16 June 2020

Key contextual information

Cargenbridge nursery is an integral part of the school. It is registered to provide early learning and childcare (ELC) for a maximum of 40 children at any one time, aged from three to those not yet attending school. At the time of inspection, 45 children were accessing up to 600 hours of ELC through a variety of attendance patterns. Overall, the headteacher manages the nursery. She is very well supported by the nursery manager who has been in post for one year. The nursery team has recently undergone a number of changes.

1.3 Leadership of change

good

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 manager is working well with all practitioners. They value her leadership and the positive working relationships that exist within the team. The manager is sensitive to the many changes the team has experienced and is managing the direction and pace of change appropriately. She is committed to ensuring current thinking underpins changes to practice to secure improved outcomes for children and their families.
- The nursery team recently held a parent workshop evening to create the new vision, values and aims for the nursery. This enabled them to work with parents and carers to capture what is important to families who have children attending Cargenbridge nursery class. They plan to review the vision values and aims yearly to reflect the changing circumstances and needs of their children and families. Practitioners should consider creating a child-friendly version of the values. This should support children to know and understand what is important and expected of them at Cargenbridge nursery class.
- All practitioners have leadership roles matched to their experience and interests. They are able to talk about the ways their leadership roles are supporting positive changes to improve children's experiences. Positive examples of this are language programmes to enhance children's talking and listening skills and the development of loose parts play. Practitioners should develop leadership roles for children. This should support children to contribute more fully to the life and work of the setting and develop their early leadership skills.
- All professional learning is thoughtfully considered. This helps to ensure it supports practitioners with their leadership roles and with taking forward the nursery improvement priorities. All practitioners keep a record of training they have attended and note the impact this has had on their knowledge and practice. Records should include all forms of professional learning to include, for example, professional reading and good practice visits. They should ensure they record the difference changes make for children and families.
- The manager is supporting practitioners to use national guidance to reflect on their practice. Together, they are developing the use of the 'Self-evaluation Big Book' to record their journey of improvement and to streamline paperwork. This should be used to support them further to

ensure planning for continuous improvement is clearly linked to their self-evaluation and involves all stakeholders.

- The headteacher supports the nursery manager to monitor progress with improvement priorities. Together, they should ensure the evaluation of improvement priorities includes the impact changes are making to children's learning and progress.

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 welcoming and positive ethos in the setting. Children quickly become deeply engaged in play and sustain their involvement for extended periods of time. Almost all children are enthusiastic and independent learners. They make choices about where to play, and independently access a range of materials to extend their interests. Children are kind and caring. They have formed friendships groups and are keen to share their play with other children and adults.
- The learning environment provides a variety of different learning contexts to meet the developmental needs of children. Children can access inside and outside spaces during free-flow play. Practitioners have been extending the types of loose parts available in the outside space, which has enhanced children's play and learning opportunities. Children use a nature garden where they explore trees and mud, and play imaginatively using the pirate boat.
- Relationships between practitioners and children are caring and nurturing and as a result, children are settled, secure and confident. Practitioners intervene sensitively in play and support children to communicate with each other and respond to their needs and interests. Recent professional learning has led to a focus on interaction strategies. As a result, practitioners use a range of approaches, including making comments and asking curious questions. A minority of children would benefit from increased challenge. Practitioners should develop further the use of interactions to challenge children's thinking and deepen their learning.
- Practitioners know children very well as individuals and as learners. Planning is responsive and based on children's interests. The majority of children are ready to be more involved in leading their learning. The setting is planning to extend the use of big book planners to evidence the planning cycle and provide opportunities for sustained learning. This should enable children to be more involved in planning and reflecting on their own learning.
- Practitioners record observations of children's learning in online learning journals. Parents are able to access journals to engage with their child's learning. The setting has worked to improve the quality of observations and next steps. This has resulted in an increased focus on learning with progress over time being more visible. The setting should now build on this very positive start to ensure that all observations are of an equally high quality.
- The nursery manager has an overview of children's learning and knows children very well. The manager recognises the need to develop systems for monitoring and tracking progress.
- Children who have barriers to their learning have up to date plans to identify their needs. Practitioners have a shared understanding of children's learning needs and individual

children's targets are shared. They value the input of other professionals to support in planning experiences for individual children.

2.2 Curriculum: Learning and developmental pathways

- The curriculum is based firmly on play and active learning. Practitioners are responsive to children's interests and planning for learning takes account of Curriculum for Excellence (CfE) experiences and outcomes. Practitioners make good use of national documentation to inform the delivery of the curriculum. This is supporting them to provide relevant and engaging activities that offer all children enjoyment in their learning. They use progression pathways linked to the online learning journals to support them to plan for children's learning. Fully embedding the use of the CfE principles for curriculum design is necessary to support the setting to provide increased depth, breadth and challenge in learning.
- Transitions are individualised to ensure they meet the needs of all children and their families. Practitioners gather a range of information about children prior to them starting nursery and this supports them to plan effectively for progression in learning. The nursery and school work together to plan transition activities across the year for children moving on to school. Practitioners pass children's learning journals on to P1 teachers to support continuity across the early level. As planned, practitioners should work with primary school colleagues to develop a curriculum rationale for the early level. This should support a shared understanding of learning approaches across the early level to improve continuity and progression in learning for children.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners have strong working relationships with families and provide a rich range of information for parents. There is an open door policy and practitioners are available daily to talk to parents and carers at drop off and pick up times. Parents have welcomed the recently introduced online learning journals. They keep parents more fully informed about their children's learning at nursery. Parents and carers who are unable to come to nursery regularly due to work commitments, particularly value the easy access to the online learning journals.
- Practitioners provide a variety of opportunities across the year for families to become involved in their children's learning at nursery. This includes open evenings, key worker meetings, stay and play sessions and story and song sessions. Practitioners plan 'stay and play' sessions, with a particular focus and this is supporting parents and carers to have a better understanding of the ways in which their children learn at nursery.
- As planned, practitioners should develop further the use of skills and interests of parents and carers to enrich children's learning experiences.

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

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- Almost all practitioners understand the importance of children's wellbeing. They place high importance on developing caring and nurturing relationships to ensure all children are happy, settled, and ready to learn at nursery. Practitioners model respectful relationships and are beginning to use restorative approaches to support positive behaviour. As a result, almost all children play together co-operatively and respectfully. When required, most practitioners know how to intervene sensitively to support children with their behaviour in a way that builds an understanding of the feeling of others. Practitioners have created small, nurturing spaces where, if required, children can have time and space to manage their emotions. Snack and mealtimes are social experiences where children demonstrate good manners and are encouraged to try new foods. Practitioners should review further the snack provision to ensure it is always in line with national nutritional guidance. Children take part in weekly gym sessions and there is daily free flow access to a well-resourced outdoor area to support children to develop their physical skills. Practitioners should continue to consider ways to develop further the language and understanding of the wellbeing indicators with children in meaningful ways. This will support children to understand what it means to be safe, healthy, active, nurtured, achieving, respected, responsible and included.
- All children have a care plan which practitioners update regularly. The nursery team have reviewed recently care plans to streamline paperwork and make the forms easier for parents and carers to complete. Key workers meet with parents and carers to complete the initial care plan prior to children starting nursery. A summary of the wellbeing indicators, what these mean for children, and questions to consider are part of the induction information parents and carers receive. This forms the basis of the discussion for the care plan meeting and helps to identify early any potential barriers to learning. Practitioners also identify, with parents and carers, learning targets for children and strategies to support with these at nursery and at home. This supports practitioners to know children very well as individual learners.
- All practitioners undertake professional learning to enable them to fulfil their statutory duties well. They use local and national guidance to inform their practice and comply with codes of practice. There is a good range of policies and guidelines to ensure children are safe and well cared for during their time at nursery.
- Practitioners are attuned to the individual circumstances of families. They make provision to support families if required. For example, they accommodate attendance patterns to suit the needs of families and provide suitable clothing and footwear for outdoor play.
- All practitioners value diversity. They have undertaken gender imbalance training and are becoming more aware of the language they use and the resources they provide to ensure equal opportunities for all children. They provide open-ended dressing up resources, a few resources that reflect different cultural backgrounds and they celebrate cultural and religious

festivals relevant to children attending nursery. They should continue to build resources that support children to be aware of and appreciate the diversity of people in the world in which they live.

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, children are making good progress in their learning. The online learning journals are starting to show children's progress, and the achievement wall celebrates children's achievements at home and in the community. Practitioners should explore ways to enable children to display their own work and share their achievements with others. Tracking systems enable the manager to monitor the breadth of children's learning but do not yet give a robust overview of children's progress over time. Children are now ready for increased levels of challenge in their learning and this will enable them to make the very best progress.
- Almost all children are making good progress in communication and early language. They engage in extended conversations with other children and with adults. They listen carefully to others and most are able to express their thoughts and ideas clearly. Children who need a little more support benefit from a practitioner-led language group.
- Children enjoy looking at books independently in the cosy book corner and a few children tell stories to other children. Children borrow books and rhymes to share at home and regular story sessions are organised for families. Practitioners plan daily song and rhyme sessions. As a result, children are very interested in rhymes and songs and the majority of children are able to repeat familiar nursery rhymes. Most children are able to recognise their name and they self-register at the start of the day and at snack time. Most older children write their name and a few draw recognisable pictures. Children use mark-making tools at the art table, but the majority of children are not yet using this space for writing. Increased opportunities to write in real and meaningful contexts including using emergent writing in play will support children to make better progress.
- Most children are making good progress in numeracy and mathematics. Almost all older children can count and recognise numbers to ten and a few know numbers well beyond this. Children are developing an understanding of shape through block-play and the use of construction materials. They use the language of measurement when comparing sizes, playing with scales in the home corner and exploring containers in the water. Children would now benefit from engaging in more challenging mathematical experiences and developing their skills through real life situations and play.
- Almost all children are making good progress in their health and wellbeing. Practitioners help children to understand the feelings of others and children use cards to talk about emotions. Children wash their hands before snack and the snack helpers are aware of the importance of good hygiene. Routines such as tooth brushing are well established and children can talk

about healthy foods. Children demonstrate good levels of independence, for example, when getting dressed for outside and setting up snack. They are ready to take on responsibility and develop their independence, for example, by taking on a leadership role. In the gym, children are developing balancing, jumping and ball skills and outdoors, children are exploring a range of gross motor skills as they pedal and climb. Children manage risk well when playing outside and in the nature garden.

- Children are curious and interested in the world around them. They explore science concepts such as magnetism through play. Practitioners should build on this practice so that they continue to challenge children's thinking and extend curiosity and inquiry skills.
- Practitioners know their community well and through sensitive adjustments to practice, have developed strategies to support children and reduce barriers to learning.

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.