

# Summarised inspection findings

**Goodlyburn Primary School Nursery Class**

Perth and Kinross Council

25 June 2019

## Key contextual information

The nursery class is accommodated within a wing of Goodlyburn Primary School. Children have access to two playrooms and a self-contained outdoor area. The wider school campus, including the gym hall and eco garden, provide children with varied environments for learning. Registration is for 40 children to attend at any one time, including no more than ten children aged two years. Children attend on a mix of AM/PM sessions and full days. At the time of inspection, there were 59 children on the roll, including ten children aged two years old. Since December 2019, an interim nursery teacher has led the nursery class team.

### 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

- There is a clear vision for the ongoing development and improvement of the nursery class. The vision, values and aims are for the whole school community. There is a recognition that it would be timely to review and refresh these to ensure that they fully reflect the aspirations of all stakeholders. As this progresses, it will be important that they fully reflect national guidance for early learning and childcare (ELC) and the unique context of the setting. Language used also needs to be accessible to young children.
- The management team, including the interim nursery teacher, provide effective support and guidance to practitioners. Together as a team, they have developed an accurate view of what is working well and what needs to improve. As a result, there is considerable capacity for further and sustained improvement. All practitioners adopt 'ambassador' roles, which involves leading aspects of the setting and improvement priorities. As planned, this successful approach could now be developed to include children and parents having similar roles.
- Practitioners work very well together as a team. They are keen to continue to enhance their knowledge and practice including participating in professional learning. Recently, the team has been more fully involved in self-evaluation activities, which is supporting them to reflect meaningfully on their practice. Self-evaluation activities are varied and are now more consistently, leading to improvements. This includes the development of children's learning journals. As discussed, opportunities now need to be provided for children, parents and partners to be more involved in evaluating the work of the setting. This should build on the positive start of the monthly consultation with parents. As part of the self-evaluation cycle, it will be important to demonstrate the impact of change on improving outcomes for children.
- The nursery has established an appropriate plan for improvement. The team is involved in driving forward priorities with a clear commitment to the process of change. Positive impact is evident because of the accuracy with which priorities have been identified and acted upon. This includes work with families and the community to increase learning and achievements through programmes, enabling improvements in children's progress in literacy, numeracy and health and wellbeing.

- As part of approaches to improvement, practitioners engage in regular opportunities for learning and participate in professional dialogue. Peer evaluation has supported this and should continue to be developed with a sharper evaluative focus. Collaborative working with local ELC settings ensures practitioners adopt an outward looking approach to evaluating their practice. We discussed with practitioners and management how this could be developed further to look beyond the immediate cluster network. This could include exploring what is happening nationally and further afield.

## 2. 3 Learning, teaching and assessment

satisfactory

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

- The welcoming ethos is a strength of the setting with positive relationships evident between practitioners, children and families. During nursery sessions and the extended day there is an appropriate balance of opportunities for children to engage in free play and adult-initiated activities. We have asked practitioners to consider the changes that more targeted interventions for individual children can make to the balance of these opportunities. Children in both playrooms benefit from consistent routines and a familiar structure to their nursery experience. Effective use is made of the different playrooms and other learning spaces to support individual needs at different times. The majority of children show an appropriate commitment to their chosen tasks with a minority requiring significant support to remain in purposeful activity. It would be useful for a review of the quality of children's engagement across the day to be undertaken. This should have a view to promoting a consistent quality of learning and teaching across sessions and the extended day, ensuring children receive their full entitlement to ELC.
- Through their interactions, practitioners are respectful, attentive and supportive of children. They know children well as individuals and increasingly as learners. In the majority of interactions, the use of commentary and questions supports and extends learning effectively and promotes higher order thinking. Developing further skills in effective questioning will help all practitioners to support and challenge learning more consistently.
- There have been positive developments to learning environments, both indoors and out. This is increasingly allowing children to make choices about their learning and be more independent. This development now needs to continue to enable children to lead and direct their learning. To support this further, a review of resources with a review of accessibility to allow children to lead their learning independently should be undertaken. The fabric of the environment needs to be refreshed to ensure it reflects and supports the value placed on and respect shown to children.
- There is scope to extend the use of digital technologies to support and extend learning. During the inspection, we observed limited use of technologies in this way. This is an identified priority for improvement by the setting and should be progressed as planned.
- This session an online platform has been used to record children's experiences captured through photographs, video and observations by practitioners. This is accessible to parents who appreciate being able to share their child's nursery experiences in this way. Children now need to be more actively involved and have more ownership of this platform. Practitioners should continue to develop the quality of their observations to ensure a sharp focus on the significant learning of individuals.
- Learning targets are now established and children are at the early stages of talking about what they need to do to overtake their target. 'Together times', led by key workers, provide a useful

context to develop a language of learning. We discussed with practitioners ways of gathering assessment information in a more focused way. There is also scope to identify and progress learning targets more widely across the curriculum.

- Recently, a revised format for children's learning journals has been agreed. This includes a new approach to tracking the progress children make in their learning. Practitioners welcome this development and the clear guidance and expectations now in place. The new format now needs time to embed and will require monitoring to ensure that it fully meets the established requirements. This should include moderation of professional judgement and more robust assessment information to support the completion of tracking formats.
- Practitioners are responsive to children's interests and take forward learning, particularly in their key groups. Children are at the early stages of being involved in planning for their own learning. The current interest in the farm is a positive example of how this is being taken forward now. There is scope for approaches such as floor books or learning walls to be used to support children's ongoing involvement and ownership in their own learning. Planning by practitioners has also been developed to have a clearer focus on the learning needs of children. Learning needs are increasingly identified from better use of information in the developmental overviews.

## 2. 2 Curriculum: Learning and developmental pathways

- The curriculum has a clear focus on the development of literacy and numeracy. Practitioners understand the learning needs of their children and strive to provide an environment and experiences rich in learning in these areas. Coverage of other areas of the curriculum is tracked to promote a breadth of experience. It would be useful to evaluate the quality of children's curricular experiences using curriculum design principles.
- Recently, aspects of national guidance have been revisited to ensure a full and shared understanding. This has been a useful exercise and should be continued with a view to increase children's progress and raise attainment. Learning experiences for the younger children are based on national guidance. Working together, practitioners from both playrooms provide a flexible curriculum experience for children to meet learning needs regardless of age.
- Developments such as the use of loose parts and improving outdoor learning are enriching children's experiences. Children have regular opportunities to be creative, explore and problem solving in these contexts.
- There is a well-established programme to support transition to P1. This supports pastoral transitions well, for example, children meeting their peer group during activities such as shared gym and play times. Developing this further, with a curricular focus across the early level that extends across the year, would be a useful development.

## 2.7 Partnerships: Impact on children and families – parental engagement

- See choice QI

## 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.



### 3. 1 Ensuring wellbeing, equality and inclusion

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

- A strong focus on the promotion and securing of wellbeing and inclusion of children underpins the work of the nursery class. There is a clear understanding of the importance of positive relationships and how these contribute to improved outcomes for children. The supportive, nurturing and respectful relationships evident secure a partnership approach and a sense of community. A healthy lifestyle is promoted across learning and as a result, most children can talk about healthy food choices and the importance of physical activity.
- Practitioners successfully model positive, respectful interactions that promote wellbeing and encourage it in others. A shared purpose to get it right for every child permeates approaches used to support children. Practitioners use the language of wellbeing with children. There is scope to increase and embed this more fully to help children be more able to talk about their own wellbeing. In a helpful display, the wellbeing indicators are linked to the United Nations Convention on the Rights of the Child. These now need to be used more interactively with children to support the development of understanding of their rights.
- Positive behaviour is promoted, particularly through attachments and trusting relationships with key adults. Children are supported on an individual basis to show consideration for others and develop positive relationships with each other and trusted adults. When necessary, practitioners intervene in a way that is calm and supports children to reflect on their actions. As appropriate, children are supported on an individual basis to interact as part of the nursery community. Children are encouraged to contribute their views in a developmentally appropriate way, for example, the 'jar of wishes' used to plan snack foods for the following week. We discussed with practitioners other ways children could participate in meaningful decision-making.
- Children are treated as individuals, each with their own needs, rights and interests. The caring ethos that permeates the setting creates a climate where children feel secure and confident to express themselves. The majority of children are ready to take on an increased leadership role. This will build on responsibilities such as snack helpers and could include involvement in the Children's Council and risk assessing aspects of their play.
- We found practitioners to be reflective about their practice, very responsive and keen to continue to improve outcomes for children and families. The management team have a sound understanding of current legislation and national guidelines. This enables them to fulfil their statutory duties and ensures children and families are kept safe. Relevant information is collated to ensure the care, learning and welfare needs of children are met effectively.
- Children and families are supported in a way that encourages participation and promotes inclusion. Practitioners have a very good understanding of the individual circumstances of

children and use this knowledge to support them. Children and families are treated with respect and children are encouraged to respect each other.

- The improved use of assessment information is identifying where children may have barriers to their learning and identifying where interventions may be required. The team use a range of appropriate, targeted interventions to help children make progress. In the last term, clear overviews of needs and progress children are making have been established. This approach should now be embedded as it is helping measure the positive impact that interventions are having. Additional plans to support the learning of individuals, where necessary, are also now in place. Where necessary management and practitioners seek support and make links with external agencies. This helps secure the support required for children's learning and development and, as a result, positive outcomes.
- The team have a good understanding of their responsibility to promote inclusion and equity through their work with families. Practitioners should continue to explore how they can engage children in learning about equality and diversity in an age and stage appropriate way. Through a range of experiences children learn about the needs of others, for example, through intergenerational work and charity fundraising.

### 3. 2 Securing children's progress

satisfactory

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 two to three years are making positive progress across all aspects of their learning. They benefit from strong attachments to the adults who care for them. As they explore their learning environment children demonstrate confidence and natural curiosity whilst being encouraged to be responsible. They are developing their understanding and expressive language at their individual developmental stages. A literacy-rich environment where vocabulary is modelled and development encouraged supports this. Children enjoy learning through their senses and delight in exploring a music box and a range of jewellery.
- In early language and literacy, most children are making satisfactory progress because of their nursery experiences. The majority of children listen well in group situations and to instructions, which they mostly carry out appropriately. A few children are not ready to engage in group experiences that require listening skills and benefit from more individualised expectations which allow them to experience success. The sustained focus on building expressive language is helping most children to develop their vocabulary and understanding of language. The use of signing supports communication. Its use could be increased and supported further with visuals, for example, for the routine of the nursery day and to support transitions. The majority of children show interest in mark making at their individual developmental stage, for example, adding increasing detail to drawings or experimenting with letter formation. A few children are beginning to form letters and making positive attempts to write their name independently. Correct letter formation should be modelled for children where they show interest in writing. There is potential for increased opportunities for children to explore and apply their developing skills in a wider range of meaningful and stimulating contexts, both indoors and out.
- Overall, children are making satisfactory progress in developing early numeracy and mathematical skills. Most children apply their understanding of number in their play and in routines, for example counting as they prepare for snack or sing number songs. Children accurately use a range of mathematical language to compare size and weight and describe direction. In baking activities, a few children demonstrate their understanding of measure and enjoy the challenge of working with bigger numbers. Most children recognise simple shapes and enjoy exploring less familiar shapes. This could be extended to exploring 3D objects. Aspects such as time, money and information handling could also be promoted and with greater depth.
- Most children are making good progress in health and wellbeing. An 'emotional check in' at snack time gives children the opportunity to share how they are feeling. Extending this would

allow children to explore other emotions and enable them to articulate how they are feeling in a range of situations. Children are beginning to develop a language of wellbeing, for example, describing how to keep themselves safe. They now need to learn about all wellbeing indicators. Snack routines provide opportunities for children to handle, taste and talk about different foods. We discussed how children could play an even greater role in snack preparation with appropriate tools. Children enjoy and benefit from daily physical activities. This is helping them develop a range of gross motor skills including the physical skills and balance required to pedal a two-wheel bike.

- Through discussions with children, inspection observations and review of available assessment information, it is evident that most children are making satisfactory progress over time. As new approaches to documenting children's progress embed, it will be important to ensure that these record a robust and coherent record of children's progress over time. This should fully reflect the value added by nursery experiences.
- Wider achievements are not yet captured fully. Processes are now in place to encourage this. This includes the new formats for learning journals and the online platform that provides a helpful way for parents to share achievements from outwith nursery. Information about achievements could be used to promote progress across areas of learning through exploring the skills being developed. Most children exercise responsibility and are able to self-regulate their emotions. Positive feedback and praise is used well by practitioners to encourage cooperation and celebrate success. There is scope to increase ways for children to engage in their local community more effectively in order to develop skills as citizens of 21<sup>st</sup> century Perth, Scotland and the wider world.
- There is an inclusive ethos with a climate of trust. Practitioners are proactive in identifying potential barriers to learning. A better range of assessment data is beginning to be used to ensure equity for all children. Developing this further would inform future interventions. The range and quality of targeted interventions need to be more closely monitored. Success should be measured to ensure the correct interventions are consistently used to promote and ensure equity. This should have a clear focus on supporting all children to develop the necessary skills, knowledge and attitudes to continue to become motivated lifelong learners.

## Choice of QI : 2. 7 Partnerships

- Engagement of parents and carers in the life of the setting
- The promotion of partnerships
- Impact on children and families

- Parents are encouraged to become involved in nursery experiences and are kept well informed about the progress children make in their learning. The online platform to record and share learning has been a helpful addition to this and should be monitored to measure its success. Practitioners continue to develop interesting ways to better inform parents about learning in nursery, for example, stay and play sessions with a particular focus. This includes sharing 'loose parts' and how learning is planned to support the completion of developmental overviews. Parents report this is helping them understand learning better and gives them ideas to use at home. There is scope to build on and embed this positive start to a learning partnership through family learning.
- Partnerships are well considered and of relevance to children. An example includes the recent link established with the national 'Oor Wullie' for Glasgow Sick Kids hospital. This also involves children from P3 and has resulted in learning about, and celebration of, the Scots language.
- Parents and families are increasingly being consulted about what they think is working well and what needs to improve for their child and in the nursery overall. This is building on the already positive partnerships between nursery and home. Practitioners are keen to involve parents as fully as possible, for example through the re-establishment of 'Nursery Natters'. This has the potential to empower parents to contribute to decisions even more.
- A wide range of successful partnerships has been established with local businesses, professionals, local schools and nurseries. These partnerships enhance outcomes for the children of Goodlyburn nursery class and those attending other settings. An example is the joint play sessions with a local nursery class, which has a focus on social development and communication. This is delivered in the outdoor area with activities such as den building and creating a vegetable garden framing learning. Other benefits include improvements to the outdoor learning spaces supported by Scottish Prison Service, local businesses and the community payback team. Building on successful partnerships consideration could be made to widening the reach, nationally and internationally, to support children's skills and understanding. Parents are also encouraged to share their skills, occupations and connections, for example, supporting the organisation of a farm visit linked to contextual learning.
- There is clearly benefit to children's learning and the curriculum because of engagement with a range of partners. To develop this further more links could be made between what children are learning and work and employment in the local community.

### 1. Quality of care and support

Each child was warmly welcomed into nursery and staff took time to talk with parents and carers. Children settled quickly into their nursery sessions and most were busy and purposeful in their play. We noted that the quality of children's experiences were inconsistent throughout the day. We identified specific times of the day where changes could be made to improve children's experiences.

Staff were kind, caring and nurturing towards the children. They were very knowledgeable about the children in their care and had built up strong, trusting relationships. Children were encouraged to be independent throughout their time at nursery. We saw that staff gave children encouragement and support where needed and enabled children to solve problems for themselves.

Snack and mealtimes were sociable experiences for children, which were unhurried and relaxed. The younger children had a particularly nurturing and homely experience. Children were encouraged to self-serve and were involved in menu planning which enabled discussion about making healthy choices. We made some suggestions on the first day of inspection about the lunchtime experience for older children. Staff were proactive in taking these suggestions forward and the following day we saw that the lunchtime experience offered greater learning opportunities.

We looked at children's 'All About Me' information and found that whilst they contained helpful information to support children's development, not all forms had been reviewed every six months or sooner. The nursery had a system in place to review these however, this had not been carried out consistently. We would ask that they review this process to ensure all children's information is current and meets their needs.

Parents and carers had been involved in setting targets for their children and the children were beginning to talk about these. We saw that children were in the early stages of leading their own learning and the use of mind maps had been introduced to promote children's voice. The staff should continue to develop ways of capturing children's views and enable them to shape their learning.

We looked at the medication stored and corresponding paperwork. We would ask that staff ensure information is recorded which clearly states when medication should be administered. Staff should also ensure that long term plans for medication are signed and dated when reviewed with parents and carers. Staff had begun to take steps to address this during the inspection.

**Care Inspectorate grade: good**

### 2. Quality of management and leadership

An interim nursery teacher had recently joined the service and the staff told us that they felt well supported by her. The nursery team had a clear vision and direction for the service and were committed to making improvements. We saw that they had begun to make positive changes.

Regular meetings enabled staff to reflect on their practice and discuss their improvement agenda. They took on ambassador roles, which enabled them to be involved in leading on areas of interest

or expertise to support and improve children's experiences. Staff shared with us the positive impact the ambassador roles had.

A quality assurance calendar was in place and some quality assurance processes had been implemented. These processes were yet to be fully embedded into the service. The staff had begun to formalise their reflections by leading discussions around 'How good is our early learning and childcare' (HGIOELC?) document during team meetings. To further support improvement and the development of the service, they should work together with a range of guidance and framework documents such as the Health and Social Care Standards to continue to reflect on the service.

We found that staff had begun monitoring some aspects of the service. We suggested that this should be developed to include monitoring of staff practice, for example the use of effective questioning and monitoring of the environment. This would enable areas for improvement to be identified and action taken to improve outcomes for children.

The nursery valued partnership with parents and carers and provided a range of opportunities for involvement in the nursery. This included regular stay and play sessions and question of the month. Staff told us that the introduction of an online app for sharing children's learning had been positively received by families, which enabled them to engage with their child's learning. We would encourage the staff to consider ways to involve children in meaningful consultation which enables them to evaluate and improve their experiences at nursery.

We looked at accidents and incidents. Information was recorded appropriately and shared with parents and carers. We would ask that the service develop their audit to ensure that any common themes are identified and action taken is recorded to minimise the risks to children.

### Care Inspectorate grade: good

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection, there are no requirements and no recommendations.

## 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.