

Summarised inspection findings

Quarter Primary School Nursery Class

South Lanarkshire Council

30 May 2023

Key contextual information

Quarter Primary School Nursery Class is situated in the accessible rural village of Quarter in South Lanarkshire. The setting offers nursery provision to a maximum of 22 children aged from three years to those not yet attending primary school. At the time of the inspection, the roll was 17. The setting operates from 9 am until 3 pm five days per week during term time. Practitioners work from 8.30 am until 4.30 pm. Parents are able to purchase an additional hour of early learning and childcare if they require it. The setting has experienced a number of staffing changes in recent months.

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 and practitioners enjoy close, nurturing relationships. Led by the acting team leader, practitioners work hard to minimise any impact of changes to their team on children. They provide a warm, respectful ethos which helps children to play well with each other. Children demonstrate the school and nursery values of feeling safe, being kind, working hard, having fun and being inclusive consistently well.
- Children play closely together throughout their nursery day. They make purposeful choices based on their interests and preferences indoors and out. Practitioners know children very well. They plan an appropriate balance of adult-initiated and child-initiated experiences which they know children will enjoy. Practitioners use questioning and conversation meaningfully with children to help them develop their ideas. They should continue to build on the quality of their interactions with children to offer greater challenge and depth for children who are ready to learn more.
- Practitioners continually improve the richness of the learning spaces they provide for children. They include children in planning and increasingly in evaluating these spaces. The learning spaces indoors and out are engaging and beautifully presented. Practitioners are using professional learning well to plan more open-ended experiences which encourage children to be curious, investigate and work cooperatively with each other. Practitioners' interactions with children are consistently calm and positive. They are skilled at listening to what children say and act on it. This is enabling children to feel valued and respected.
- Practitioners observe children closely as they play. They take photographs and write observations about what children say and can do. Families engage well with these in children's learning journals, floor-books and attractive displays of all aspects of nursery life. Children use tablet computers to view their journals regularly and revisit prior experiences. Practitioners are continuing to strengthen their skills in making observations of significant learning when children overtake their targets and milestones. They work closely together to share what they see, know

and understand about individual children. Practitioners now need to use the information they gather about children to support better progress in learning.

- Led by the acting team leader, practitioners work very well as a team. They plan developmentally appropriate and engaging experiences for children in all areas of the curriculum. Practitioners check on children's progress regularly and plan appropriate interventions where children need support and encouragement. This helps them work with children and their families to set individual termly targets. With the support of the headteacher, practitioners can improve further their approaches to tracking children's progress. This should ensure they have a clear picture of the progress children make at each stage of their development.

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.

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

- Children are making good progress in early language and communication. They speak with enthusiasm to express their joy and sense of achievement, share ideas and their learning. Most children listen with interest to stories and demonstrate an understanding of the characters in their books. They benefit from an extensive range of books indoors and out but need further experience in exploring texts to incorporate them more readily in their learning. Most older children use mark making to communicate meaning and write their own name. A few children are ready to use their skills in writing throughout their play.
- Children are making good progress in early mathematics. Almost all older children count to 10 and beyond confidently. The majority order numbers to 10 accurately. Almost all younger children count to five and a few to 10 with understanding. Most children use appropriate mathematical language meaningfully to talk about and compare size. They recognise basic two-dimensional shapes and a few talk about the number of sides and corners each shape has. The majority of children use money meaningfully in the nursery shop. Children would benefit from developing further their skills in information handling.
- Children are making good progress in health and wellbeing. They talk openly about their preferences during their quality mealtimes and through their play. Children show high levels of independence as they enjoy lunch together in the dining hall. Children are becoming familiar with the wellbeing indicators and their rights as children. Practitioners continue to build on children's understanding of wellbeing in an appropriate way. Most children are learning how to manage risk well during physical play. They are developing balance and coordination well.
- Children are making good progress over time since starting nursery. Practitioners have worked well to build their confidence in making professional judgements about children's progress at regular points throughout the year. Practitioners should continue to refine the processes they use to check on children's progress. This will help them see clearly the progress children make each year. It will also identify where a few children would benefit from greater challenge in their learning.
- Practitioners recognise children's achievements in a number of thoughtful ways to ensure all children are celebrated. Displays in all areas of the playroom reflect the breadth of experiences children engage in. Children receive awards for their achievements at school assemblies. They present confidently to the school audience. Parents share children's achievements from home,

which practitioners display in the playroom. Children are very thoughtful at recognising and praising each other.

- Practitioners and families benefit from very positive relationships and open communication. This helps practitioners provide the right level of support to families. Practitioners are mindful of the socio-economic challenges families face. They ensure there is no cost barrier to children's participation in any activity. Practitioners use appropriate interventions where children need extra help in their learning.

Other relevant evidence

- Children engage in physical activity every day outdoors. They also benefit from regular energetic sessions in the school gym hall and on the playground trim trail. Children use the 'Secret Garden' often to explore wildlife and manage risk through experiencing different terrains.
- Children have access to a high-quality selection of books indoors and out. There is also a nursery library enabling families to take books home as often as they wish.

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.