

# Summarised inspection findings

**Kirktonholme Nursery East Kilbride**

Independent

20 June 2023

## Key contextual information

Kirktonholme Nursery East Kilbride is an independent setting which is situated in East Kilbride, South Lanarkshire. The building was a Royal Mail sorting office previously, which has been extensively renovated and extended since 1994. The nursery can accommodate 132 children aged from birth to those not yet at school. The nursery is opened from 7:45 am – 6 pm all year round. The nursery has experienced significant changes in staffing over the past 12 - 18 months, including the appointment of a new manager. The setting has a clear focus on professional learning to support the changes in staff.

### 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

- Practitioners have created a warm and nurturing ethos across the setting. They use a key person system effectively to support and develop positive and respectful relationships with children. Children feel safe and secure as a result. Children play well with their friends and are kind and helpful to each other. Children show independence in their play and enjoy helping the adults with tasks relevant to their daily routines.
- Almost all children engage well in their learning throughout the day. Practitioners have created purposeful and engaging learning environments across all rooms. They think carefully about the resources in each area and take responsibility for ensuring spaces are attractive and inviting. They use resources well to provide children with additional challenge, appropriate to their age and stage of development.
- The staff team has developed attractive, well-considered and resourced outdoor spaces, over a number of years. They reflect on and adapt spaces regularly to provide challenge. Children are motivated by the spacious outdoor area and access outdoors daily. Almost all children spend sustained periods of time in the well-developed space, with practitioners responsive to children's interests.
- Practitioners promote children's confidence and self-esteem through sensitive interactions. They know children very well and respond promptly to their interests and needs. Practitioners are developing their use of questioning well to engage children in their learning. They have developed effective displays that link children's learning and skills, and experiences and outcomes, across different curricular areas. Senior leaders should continue to develop staff's questioning to ensure it is open-ended, encouraging children to think deeply. Practitioners use digital devices responsively to extend further children's interests in key contexts.
- Senior leaders are supporting practitioners well to develop the consistency and quality of their observations of children's learning. They model good practice and provide regular feedback to ensure high expectations. This is supporting practitioners to gather clearer evidence of the skills

children develop as a result of their experiences in Kirktonholme. They capture children's engagement in learning experiences successfully through online learning journals and share this information with home. Practitioners encourage parents to contribute to these journals.

- Practitioners plan responsively based on the interests of children and capture children's individual learning through their learning journals. They use intentional planning well to extend children's learning in identified areas such as turn taking, managing their feelings, literacy, numeracy and health and wellbeing. Senior leaders should consider the use of a wider planning wall. This will support practitioners to identify any gaps in learning experiences they provide over time, as well as identify skills that need to be planned for more regularly.
- Senior leaders are reintroducing a system for tracking children's progress in literacy, numeracy and health and wellbeing. They have rightly focused on increasing practitioners' skills in observation and planning.

## 2.1 Safeguarding and child protection

- The setting 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

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

- There is a strong emphasis on health and wellbeing across the nursery environment. Practitioners support all children well to make good progress in their learning as a result.
- Most children communicate effectively with practitioners and their friends. They enjoy sharing their learning with others and can talk confidently about their experiences. Most children enjoy reading books, listen attentively to stories and enjoy predicting what might happen next. Almost all children recognise their name and use this to self-register. Children enjoy mark making using a variety of materials, with most children showing increasing skill when adding details to their drawings. All children would benefit from an increased focus on phonological awareness across the setting, for example, through rhyme and song.
- Most children develop their numeracy and mathematical skills well. Children use numbers accurately as they count objects. Most children enjoy sorting and matching and do so confidently. Children use resources effectively to explore measure and recognise numbers on rulers and measuring tapes. They use mathematical language well to describe volume in the sand, water and potion making areas. Children explore time during their play and most are ready to explore information handling further. Children are ready to develop further their numeracy and mathematical skills through a range of real-life contexts.
- Children are making good progress in health and wellbeing. Almost all children show independence within the daily routines. Most children learn to serve themselves confidently and interact well with their peers during the sociable lunch time. Most children engage confidently in physical and risky play, using a range of apparatus and structures to climb and balance. Children in the younger rooms engage in risky play outdoors, navigating confidently different terrains and obstacles. Children talk about their feelings using emotion pebbles and dolls and should continue to explore their emotions through daily experiences.
- Practitioners celebrate achievements well across the setting, with 'wow walls' and newsletters capturing and sharing children's successes. Attractive displays highlight children's success across the four capacities. Practitioners share all achievements with parents and encourage parents to share achievements from home.
- Across the setting, most children are making good progress in their learning. Practitioners use online learning journal trackers to capture progress. As planned, senior leaders and practitioners should implement and develop further their approach to tracking children's

progress. This will support them to demonstrate children's progress more fully over time and clearly identify relevant and meaningful next steps for all children.

- Practitioners promote equity well across the setting, with a climate of mutual respect and trust. Positive relationships with families support children and parents to settle very well into the setting. Senior leaders and practitioners identify proactively any child who may experience a barrier to their learning. They collaborate closely with partner agencies to identify strategies to support children and review these regularly. Children with barriers to communication have access to visual prompts. Practitioners should consider using these symbols across all rooms to support children's communication, as a next step.

## Other relevant evidence

- Kirktonholme Nursery East Kilbride is an independent setting, which has experienced significant staff changes over a 12–18-month period. Despite continuing staffing challenges, they strive to provide high-quality early learning and childcare. There is a strong emphasis on professional learning to ensure positive outcomes for all. They have developed over time an attractive and engaging learning environment, where children develop their imagination and curiosity well. They have used research and training to consider their environment, for example, home corner.
- Through self-evaluation, the newly appointed manager identified key areas to support improvement. As a result, the senior leadership team implemented a robust programme of professional learning, focusing on staff morale, relationships, observations, and planning. The continued focus on leadership at all levels is supporting practitioners to develop their practice effectively. Leaders direct all of the setting's plans at improving experiences and outcomes for children and families. The investment in staff through professional learning and a focus on their own health and wellbeing is having a positive impact on the outcomes for children.

## 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.