

# Summarised inspection findings

**Keir Hardie Memorial Primary School Nursery Class**

North Lanarkshire Council

18 August 2020

## Key contextual information

Keir Hardie Memorial nursery class is situated within Keir Hardie Memorial Primary School in North Lanarkshire. The nursery offers morning and afternoon sessions to children aged from three years to those not yet attending school. The nursery is currently piloting North Lanarkshire Councils 'Loving Lunches' for all morning children in preparation for the Scottish Government expansion to 1140 hours. The nursery can accommodate 30 children in the morning and 20 in the afternoon. At the time of inspection, there were 48 children on the roll.

### 1.3 Leadership of change

**satisfactory**

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 school and nursery class worked together to review and update the vision, values and aims in consultation with all stakeholders. The values of respect, inclusion, honesty and integrity are at the centre of their work. Children in the nursery class are encouraged to follow the school and nursery class rules, which are ready, respectful and safe. Practitioners need to ensure these are meaningful for very young children.
- The practitioner team access a range of continuous professional learning, for example, language and communication training. The leadership team should ensure that they use this training consistently to improve outcomes for children. The principal teacher leads supportive weekly meetings that allow the team to have a focus on planning. The headteacher also attends these meetings on a regular basis, to allow practitioners to discuss current practice and existing challenges. Following the meetings, senior leaders should create clear action plans in order to measure and evaluate improvements in practice.
- All practitioners have completed a professional review and development meeting with the principal teacher. This allows practitioners to consider their own personal development and access support if required. All practitioners have a leadership role, which links to the school improvement plan. These roles include leading on pedagogy, assessment, moderation and numeracy. These roles are not yet improving outcomes for children.
- The overarching improvement plan contains joint priorities across the school and nursery class. This includes a focus on literacy and health and wellbeing. There is a need to ensure that the nursery class priorities are more explicit within the main improvement plan. Senior leaders need to develop a strategic approach to securing improvements in the nursery class. The pace of change should be swift with planned improvements being specific, clear and measurable.
- Self-evaluation is a regular focus at the team meetings and practitioners are becoming more familiar with national practice guidance and 'How good is our early learning and childcare?' Practitioners are beginning to be supported to focus on what is working well and what needs to change through peer to peer and senior leadership observation and monitoring. They need to

continue to reflect on their practice, ensuring it is in line with current early learning and childcare best practice guidance.

## 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

- There is a welcoming ethos across the nursery class and relationships between practitioners, children and their families are positive. Children feel happy, safe and secure in nursery. They can access the outdoor area freely during the session. This provides children with a range of opportunities to develop their curiosity, creativity and imagination. Children are beginning to develop independence, for example, getting ready to go outdoors.
- Following an audit of the learning environment, practitioners have made changes to the indoor provision. This was to provide the children with freedom to follow their interests and opportunities to make choices from a range of natural resources and loose parts. Practitioners need to evaluate children's engagement in the indoor environment and the quality of their experiences. This is to ensure that the environment is providing core experiences and enabling the children to engage fully in purposeful play and learning.
- All practitioners are caring and respectful in their interactions with children and are aware of the importance of following children's interests. Practitioners need to develop a shared understanding of early learning pedagogy and child development to improve the quality of learning experiences for all children. Children have regular access to the interactive whiteboard within the playroom and limited use of the tablet computers. They need to use digital technologies to support and enrich their learning.
- Children extend their play well with support in the outdoor play area. However, within the indoor area, practitioners miss opportunities to support children's learning. Practitioners need to continue to develop their use of skilled questioning to support children's learning. All practitioners need to take time to observe children and provide timely interventions to further extend their play and learning.
- The key worker records observations of children's learning within the on-line learning journals. Moving forward, they should ensure that they capture children's learning and progress on a more regular basis. In doing this, practitioners should focus on recording when children have achieved significant learning to support all practitioners to know the children well as learners. Practitioners should encourage children to discuss their learning and build their confidence using the language of learning to help them to know themselves better as learners.
- Practitioners meet regularly to discuss and plan for learning. They have begun recently to capture children's interests to ensure a more responsive approach to planning learning. There is a need to continue to review the observation, assessment and planning cycle to ensure that

practitioners evaluate children's learning effectively. They should use information gathered to work with children and parents to identify next steps in learning.

- Practitioners need to develop a way to track and monitor children's progress. At present practitioners are unable to track children's progress effectively. All children should experience carefully planned, appropriately challenging experiences that meet their individual needs. In doing so, practitioners should ensure that children are making the best possible progress in their learning and development.

## 2.2 Curriculum: Learning and developmental pathways

- The curriculum in the nursery is flexible and is beginning to take account of children's interests, for example, a recent focus on babies. Practitioners use experiences and outcomes from Curriculum for Excellence to plan for children's learning. Moving forward, the practitioner team should work together to develop a clear rationale and framework for the curriculum. The nursery context and national guidance should help to inform this work. Practitioners need to ensure that the curriculum takes account of the design principles to ensure depth, challenge and progression for all children's learning.
- All practitioners must play an active role in developing early literacy and numeracy skills across the curriculum. They need to promote literacy, numeracy and health and wellbeing through children's learning experiences indoors and outdoors. Practitioners should continue to review the routine within the session and the balance between adult and child-led planning. They should continue to develop strategies and experiences that support children to lead their learning, develop their own solutions and deepen their play.
- Transitions from home to nursery are positive for children and parents, taking account of individual needs. A clear plan detailing visits and experiences throughout the year supports an effective transition from nursery to primary one. Practitioners and teachers should continue to work together across the early level to ensure continuity and progression in learning for all children.

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

- Parents are valued as partners in their child's learning journey in the nursery class and this starts with the individual settling in procedure for each child. Parents complete an 'All about Me' and a care plan, which supports children's smooth transition into nursery.
- Communication between practitioners and parents is positive and includes daily informal dialogue, parents meetings, newsletters and an increasing use of social media. Children's online learning journals share children's nursery experiences and parents are beginning to post comments. Practitioners should consult with parents and children on the use of the online journals. Currently, there is very little engagement with this from the majority of parents.
- Opportunities for parents to attend 'stay and play' sessions are offered throughout the year, alongside fundraising events for children and parents. Parents contribute to the 'Wow Wall' as they recognise and share children's wider achievements. Questionnaires are used to gather parent's views on the nursery and the responses are used to inform practice, for example, purchasing resources.

## 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

satisfactory

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 ensure mutual respect and trust which supports the development of positive relationships across the nursery. As a result, children are safe and secure and settle quickly into nursery. Overall, children are kind and considerate to their peers. A few children need the support of practitioners as they continue to develop how they learn to work positively with others.
- Children experience 'Getting it right for every child' (GIRFEC) and the wellbeing indicators in daily nursery practice. The majority of practitioners use the wellbeing language well as they encourage children, for example, to be safe. The majority of children demonstrate what it means to be safe, using puppets Sid and Shanarri to support them. Building on the positive start to introducing the wellbeing indicators, practitioners should continue to develop a shared understanding of these with all children and parents. This is needed to continue to promote the language of wellbeing in a meaningful way.
- The majority of children display confidence indoors and outdoors and are happy during their time at nursery. They are developing a sense of resilience and are becoming healthy and active through daily outdoor physical play. Children enjoy the freedom to run and explore in their outdoor environment. They actively engage in play in the mud kitchen, making pots of soup to serve to their peers and adults.
- Overall, children engage well in their nursery snack experience indoors and outdoors. During snack time indoors, children need a consistent approach to serving themselves and becoming more independent. Outdoors, they are developing their independence skills well as they serve themselves from the snack trolley. The recent introduction of 'loving lunches' is allowing all morning children to have a daily, healthy, hot meal. All children need supported further to experience a positive lunch routine, which is relaxed and enjoyable for all. Most children are developing their personal hygiene skills well, confidently washing their hands outdoors for snack.
- Practitioners are aware of their responsibilities in relation to safeguarding and keeping children safe. All practitioners have completed compulsory training and carry out their roles in line with their codes of practice. They know their children and families well, including those who may require additional support.
- Practitioners promote inclusion and equality throughout the nursery. All children have a care plan which practitioners keep up to date. Children who may face a barrier to their learning have additional 'GIRFME' plans in place. These plans contain specific information and targets for individual children. However, these targets do not always match their needs. Practitioners should work with parents and children to develop appropriate targets, which are relevant and

meaningful. This is needed to support all children to make continued progress in their learning and development.

### 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

- Children's progress in language and communication is weak. A few children engage in conversation with their peers, adults and visitors. A few children describe effectively what they are doing during play. Children enjoy story time with an adult and a few listen attentively at times. All children now need to engage with stories on a daily basis to develop further, their talking and listening skills.
- Overall, the majority of children enjoy mark-making across the nursery, using a variety of brushes, paint, large chalk and pencils. The majority recognise their name and a few are beginning to write their name. Children need access to a wider range of materials and space to develop further their progress in mark making and early writing skills. Overall, children need continued opportunities to develop further their progress in language and communication.
- Overall, progress in numeracy and mathematics is weak. A minority of children recognise numbers in their daily routine, for example, during singing time. A few children count to five and beyond, increasingly using loose parts. Children need to develop their awareness of how to measure as only a few demonstrated an understanding of the language of measure. The majority of children recognise colours. In order for all children to make the best possible progress in their learning, they need to develop their skills further through increased exposure to numeracy and mathematics across all areas of play.
- Overall, children are making satisfactory progress in health and wellbeing. Children are developing their resilience through daily opportunities to be outdoors. They enjoy a healthy snack indoors or outdoors. The majority of children are increasingly developing their hygiene skills well. The majority of children are beginning to develop their understanding of emotions to allow them to express themselves appropriately. All children should now explore their feelings in meaningful ways in order to make continued progress in health and wellbeing.
- Practitioners are unable to provide evidence to measure children's progress. Online learning journals contain very little evidence of progress over time. There is no tracking system to support practitioners to capture progress in key areas such as literacy, numeracy and health and wellbeing. Practitioners' professional dialogue informs end of session reports on children's progress. Children's progress is discussed with parents.
- The majority of children are developing their confidence as they move freely across the learning environment. Children's 'wow' sheets capture their wider achievements from home. All

children develop a feeling of success as a 'Shanarri' star, which practitioners select and monitor. Most children need support to understand fully what it means to be a 'Shanarri star'.

- There is an ethos of mutual respect and trust. Practitioners are aware of potential barriers to learning for individual children and contact external agencies for advice and support as appropriate. Moving forward practitioners need to ensure that there is clear, targeted support in place to ensure all children make the best possible progress in their learning.

### 1. Quality of care and support

There was an established transition procedure in place that supported children well to settle into the nursery. Children had therefore developed close relationships with staff and made friends with other children. This process was also used to build relationships with parents, which meant they felt welcome, and involved in the service.

Using personal plans, learning journeys and GIRFme, staff gathered a range of appropriate information about children. This helped them identify the areas children needed support with and recorded relevant updates. To help children achieve their potential, staff need to further develop the use of personal plans. For example, they need to ensure all targets for children are appropriate and include any strategies or techniques that will be used to support them. At review, staff should use the information they gather to evaluate children's progress. This will help identify if strategies are effective and enable 'next steps' for children's continued development to be agreed. See recommendation 1.

Staff worked with other agencies and families to support children who had health or medical needs. There was an appropriate system in place for the storage and administration of medication, which followed current best practice.

The service provided a range of snacks for children. We found there was an inconsistent approach to children's involvement in preparing and serving snack. Sometimes children were fully involved in this process and at other times staff prepared the snack. 'Lovely lunches' had recently been introduced for children who attended in the morning. This was served in the dining room, which was noisy, time limited and meant that children had minimal involvement in the process. To promote a relaxed and social experience for children at mealtimes, staff should review the current routine in line with best practice guidance so that children are supported to learn healthy eating habits and develop self-help skills. See recommendation 2.

Staff understood their responsibilities about safeguarding children and the process to be followed if they had any concerns.

**Care Inspectorate grade: adequate**

### 2. Quality of environment

Staff had created a friendly, welcoming and inclusive environment for children. As they were confident in the nursery, children independently accessed all areas of the nursery and chose what they wanted to. Staff moved to areas where children chose to play and used walkie talkies to communicate with each other, which ensured the safe movement of children between indoors and outdoors.

Staff told us how they had made changes to the environment by reorganising the areas, adding more natural resources and loose parts. The outdoor area had been improved and the provision of outdoor clothing supported children to play outside every day. Staff had also introduced a system so that children could have snack outside which minimised disruption to their play. We therefore saw that children chose to spend a lot of time outdoors, and particularly enjoyed being involved in imaginative play. Staff now need to evaluate the changes to ensure that all resources provided meet children's needs and offer them a stimulating learning environment.

We saw from accident records that children had tripped over resources and staff had identified risk assessment and supporting children to look for obstacles would reduce this. However, we observed that at times the environment was not always tidy and impacted on children's safety as they tripped over items on the floor. Staff need to support children to understand how resources should be used and encourage them to tidy up which will promote a safe environment. Consideration could be given to introducing leadership roles for children so they are able to identify risk and learn how to keep themselves safe during their play.

The changing facilities were a distance from the nursery, which was not ideal when children were needing to be changed. Consideration needs to be given to having facilities closer to the playrooms so staff can change children in a timely manner. The manager told us this was something that had been looked at by the authority and we would encourage this to be taken forward. See recommendation 3.

### Care Inspectorate grade: adequate

During the previous Care Inspectorate inspection, the setting had one recommendation. This has been met. As a result of this inspection, there are three recommendations.

#### Recommendations

1. Information within Personal (care) plans must be sufficiently detailed so it is clear about the support in place for individual children.

- Targets for children should be appropriate with timescales attached to each one can be effectively monitored.
- Techniques and strategies that will be used to help children reach their potential should be detailed.
- At each review with parents and where appropriate children, there should be a record of children's progress so the effectiveness of the plan is assessed.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'my personal plan is right for me because it sets out how my needs will be met, as well as my wishes and choices'. (HSCS 1.15) and 'I am fully involved in developing and reviewing my personal plan, which is always available to me'. (HSCS 2.17).

2. Staff should review the current snack and mealtime routines so that they are positive experiences for children and help them develop healthy eating habits and self-help skills.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'I can choose suitably presented and healthy meals and snack, including fresh fruit and vegetables, and participate in menu planning'. (HSCS 1.33), 'If I need help with eating and drinking, this is carried out in a dignified way and my personal preferences are respected'. (HSCS 1.34) and 'I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible'. (HSCS 1.35).

3. Consideration needs to be given to having a changing area nearer to the nursery so children can be changed in a timely manner.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'If I require intimate personal care, there is a suitable area for this, including a sink if needed'. (HSCS 5.4).

## 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.