

Summarised inspection findings

Burnside Primary School Nursery Class

Angus Council

12 June 2018

Key contextual information

Burnside Primary School Nursery Class is situated within the school building of Burnside Primary School in Carnoustie, Angus. It is registered to provide a day care of children service for up to 45 children at one time of whom no more than five can be aged two to three years. The facilities provide a large playroom with access to an enclosed garden space. There is a separate playroom for the use of children aged two to three years.

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 whole school vision, values and aims are in place and evident in the nursery environment. Practitioners, parents and children are able to speak about the representation of the aims on the petals of a flower. This is brought to life through practitioners' practice, their interactions with children and families and their aspirations for children. A review of the vision by the nursery team is in process, which aims to produce a version that better reflects the specific ethos of the nursery environment. The school should continue with their plans to include parents, carers and children's views and opinions to inform this development. This will ensure ownership and understanding by all stakeholders.
- A principal teacher in the school has line management responsibility for the nursery class. A well-paced approach to change is being implemented. This is responsive to local and national guidance and the setting's requirements and capacity for change. The headteacher has a clear overview and vision for the development and further integration of the nursery class into the life of the school. The school should now continue with their plans to develop a shared approach to support the progression of learning in a play-based curriculum across the early level.
- Senior managers and the nursery team are committed to delivering high quality early learning and childcare (ELC). The principal teacher undertakes professional review and development sessions providing practitioners with the opportunity to demonstrate and discuss their strengths. Areas for further development are identified and agreed professional learning opportunities provided. The experienced senior early years practitioner takes responsibility for the day-to-day running of the nursery class and provides supportive leadership. Opportunities to visit other settings and attend cluster meetings are promoting an outward looking approach. Practitioners appreciate the support they receive.
- Practitioners, with the support of the principal teacher, make use of national guidance and professional dialogue for self-improvement. This is helping to identify strengths and areas for development. The principal teacher has correctly identified that a more focused use of the framework will lead to well-timed changes. This will result in improvements to the service they are committed to providing in the future. Feedback from parents, carers and children is regularly sought and impacts on the development of the service.

- The principal teacher monitors aspects of the early learning and childcare provided in the nursery. A quality assurance calendar ensures a systematic approach to self-evaluation activities. Verbal and written feedback is given to practitioners and supports them with ongoing improvements, for example, the recent development of the learning folios. This is resulting in an appropriate pace of change.
- Practitioners are aware of the nursery improvement plan, which has links with the school improvement plan. As discussed, the evaluation of the nursery improvement plan and closer links to the school improvement plan will contribute to the planned, shared approach across the early level. The improvement plan should now include roles and responsibilities for practitioners and set out realistic timescales to take forward targeted improvements. As this develops, it will be important to demonstrate and evidence the progress being made and the impact of changes made. A positive next step will be the inclusion of partners in self-evaluation processes.
- There is a positive ethos in the nursery. Practitioners feel their skills and talents are acknowledged and are developing confidence in taking forward opportunities for leadership. Examples of this are practitioners leading on curriculum provision for two year olds, developing nurturing approaches and delivering family learning sessions. Parents and carers are encouraged to be leaders of learning at home, for example, making use of the home link communication sheets. Opportunities for children to be more involved in leadership of their learning and parents sharing their skills for learning, life and work will develop leadership at all levels.

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 an ethos and culture of respect where all children are treated, and valued, as individuals. As a result, children feel safe and secure and this allows them to be increasingly successful in their learning. Almost all children come to the setting motivated and keen to learn. Children are polite, friendly and enjoy playing with their friends.
- Children have fun in their learning and benefit from exploring the stimulating learning environment indoors and outdoors. Almost all children happily engage in an appropriate range of purposeful, well-planned learning experiences that capture their imagination and curiosity. Practitioners organise these experiences well to allow children time and space to explore their learning, make choices and follow their interests. They ensure there is a good balance of child-led and adult-directed experiences. Almost all children are able to concentrate well and show sustained interest in their chosen tasks. Practitioners support and encourage children to be independent during play effectively. Small group times provide children with an opportunity to come together to share their learning with each other and spend time with their key worker. Practitioners need to ensure the planned purpose is necessary and their timing does not cause interruption to the flow and depth of learning.
- Practitioners have a clear understanding of children's stages of development and how to support children's learning. Ongoing professional dialogue is resulting in practitioners reaching a shared understanding of pedagogy and play. Practitioners sensitively engage with children as they play and interact with them quietly and calmly to support their learning. Practitioners are developing their use of open-ended questions well, encouraging children's curiosity and deepening their thinking skills.
- The principal teacher and practitioners know children very well. They make good use of information gathered to enable them to plan appropriate experiences for children. They engage in weekly dialogue to discuss their observations of children's development and progress. These quality observations help practitioners to ensure children are receiving appropriate support and challenge in learning. Practitioners listen to children's views and opinions about what they would like to learn. Children are consulted and involved in leading their learning this way.
- The principal teacher and practitioners have identified tracking and monitoring of children's learning and progress as an area that continues to develop. Learning folios and group learning stories provide clear evidence of the experiences children have been involved in over time and offer a tool for children to discuss and reflect on their learning. Practitioners are now developing the use of these along with developmental milestones in order to plan for children's next steps in learning. The setting should now build further on current practice to ensure learning fully supports progression. Most children are now ready to be more involved in

learning conversations to identify what they might want to learn next. As part of this, we discussed developing processes to inform the identification of clear, measurable next steps in learning in literacy and numeracy. The principal teacher has identified this as an area for improvement and is aware it will support sound professional judgments about children's progress. As discussed, practitioners in the nursery and colleagues from P1 should continue to work together to ensure a clear focus on continuity and progression across the early level.

2.2 Curriculum: Learning and development pathways

- National and local guidance is used effectively to guide planning for children's learning across the setting including Pre Birth to Three and Building the Ambition documents. Learning opportunities are based around children's interests and core learning that is initiated by practitioners. This learning is linked to Curriculum for Excellence experiences and outcomes. A yearly and termly overview of how the curriculum is being covered is in place. The importance of further developing curiosity, creativity and inquiry has been identified.
- Throughout the setting health and wellbeing, literacy and numeracy are evident across learning. The setting is well resourced and provides attractive and accessible learning spaces for children indoors and outdoors. Practitioners plan a wide range of quality experiences to promote learning in other curriculum areas. The focused opportunities for digital learning support children's development of digital literacy.
- The outdoor learning environment has been developed to provide children with opportunities to explore and investigate through a range of experiences including the use of loose parts. Regular visits to the forest area within the school grounds support children to be curious and inquisitive about the natural environment. Planned outdoor learning sessions support the development of children's emotional wellbeing, confidence and resilience.
- Transition from home to the setting is managed sensitively. The building of relationships with families at this early stage is extremely important to practitioners. The early level team have worked very well to establish supportive transition arrangements for children moving into the primary school. Information is shared and transition visits arranged for children attending other settings in the local area.

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

3.1 Ensuring wellbeing, equity 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

- There is a very strong focus within the setting on the wellbeing and inclusion of children and families. The wellbeing of children and families is at the heart of the provision. Practitioners understand the importance of positive relationships and overall wellbeing as the foundation for lifelong learning. Building caring, respectful and supportive relationships with families secures a partnership approach. Children learn about wellbeing in a very meaningful way through real life contexts that are appropriate to their stage of development. For example, planting seeds and making healthy food choices for snack.
- Practitioners support children to develop friendships with each other and build positive relationships with adults. They provide very positive role models for children who behave very well and are respectful of their peers. They are very considerate and helpful towards each other and provide help and support when required. Children are able to negotiate with each other and resolve minor disputes in a mature way. When necessary, practitioners intervene in a way that is calm, restorative and supports children to reflect on their actions. Children appear very secure and display a strong sense of belonging to the nursery.
- The nursery team has a shared understanding of the wellbeing indicators and support all children to feel safe, healthy, achieving, nurtured, active, respected, responsible and included. The pictorial representation of the setting's aims supports the delivery of the wellbeing indicators and this is embedded practice with the children demonstrating a consistent understanding of their meanings. Practitioners use the wellbeing indicators effectively when planning for learning experiences, to support individual needs and promote positive behaviour.
- The principal teacher, senior early years practitioner and wider nursery team are aware of their responsibilities in meeting statutory duties. They understand and comply with legislation to ensure positive outcomes for children and families. Each child is considered as an individual with their own needs, rights and interests. The learning environment creates a climate where children feel confident to share their ideas.
- Practitioners are reflective about their practice and keen to continue to improve outcomes for children and families. They keep up to date with important developments and are particularly mindful of their responsibility towards children's wellbeing.
- The headteacher promotes a strong inclusive ethos where all children are supported to achieve their potential. The principal teacher and nursery team are very aware of the needs of individual children and families and where required additional supports are put in place to enable them to learn and develop in an appropriate way. This helps to support children's overall learning and development and secure positive outcomes for families.

- The provision in the nursery supports diversity and practitioners encourage all children to take part in a wide variety of experiences. Opportunities to make the very best use of local community experiences and resources should continue to be developed. Practitioners should also continue to promote children's awareness of the diversity that exists within the wider community.

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

- Our discussions with children and observations of children's play demonstrate that children are making good progress in their learning appropriate to their stage of development. The indoor and outdoor learning environments, resources and quality of planned learning activities help practitioners to make sure the setting is adding value to children's learning.
- Health and wellbeing features strongly within the curriculum. As a result, most children are making good progress in this area. They demonstrate well-developed fine motor and coordination skills through a range of activities such as in using play dough cutters, scissors and writing tools. Many children can explain the importance of healthy eating and regular exercise. In the outdoors they climb, run, jump and balance. Children enjoy taking part in yoga and relaxation sessions. Most show familiarity with routines such as hand washing and tooth brushing and benefit from helping to prepare healthy snacks. Children are well behaved and are developing good turn taking skills. They have opportunities to make decisions that matter to them.
- Children are progressing well in language and literacy. Through supportive interactions with practitioners and engaging in conversations with their friends and adults, children are developing an age appropriate vocabulary. Most of the older children are inquisitive and ask relevant questions to extend their learning. They talk confidently about things they have been learning about, for example the recent interest in space. Such activities are used well by practitioners to extend children's knowledge and understanding. Almost all children listen to and carry out simple instructions well. They enjoy looking at books for information and listening to stories being read by an adult. A few children show a real interest in creating their own stories in for example 'The further adventures of Stick man' after reading the original story. Activities to promote mark-making allow children to have a developing understanding that writing has a purpose. Most of the older children can write their name. Children benefit from real-life contexts to apply their early writing skills across the curriculum.
- Practitioners ensure there are opportunities for children to develop their skills in early mathematics and numeracy throughout the learning environment. In planned activities and daily routines, younger children sort, match and count and are developing an understanding that numbers represent quantities. Most of the older children confidently count up to ten and beyond. They were observed to use number symbols in play in for example, creating labels for items in their vegetable shop. Children recognise shapes and patterns, and have a developing interest in symmetry. Older children use mathematical language with understanding in play as they use construction materials, blocks and loose parts outdoors to

represent their ideas. At group time, children talk about days of the week, months of the year and seasons and can relate these events in their lives.

- Practitioners make sound professional judgements about children's progress in literacy and numeracy. The introduction of literacy and numeracy tracking systems in conjunction with the recent changes to the learning folios will provide further evidence of children's progress overtime.
- Children are developing awareness in their natural surroundings through real life experiences such as planting and growing activities. More opportunities to play with loose parts and open-ended resources would provide scope for children to develop further their imaginative play and creativity through child-led experiences.
- Digital technology is used effectively to support children's learning. There are positive examples of children using digital technology such as tablet computers and electronic toys in play. They make good use of an interactive board to develop their numeracy skills while playing a range of games. The setting plans to develop this further with a focus on promoting depth and challenge.
- Practitioners offer praise and encouragement to build children's confidence and to celebrate their success. Parents are kept very well informed about their child's progress and feel empowered to share information about their success beyond the setting. The home link communication sheets allow parents opportunities to share children's interests from home. The information gathered ensures achievement and current interests of children are built upon in the setting.

Setting choice of QI: 2.7 Partnerships

- Engagement of parents and carers in the life of the setting
 - Impact on children and families
 - The promotion of partnerships
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- Practitioners recognise the positive impact that effective approaches to partnerships can have on early learning. The views of parents are regularly sought and their ideas and opinions are acted upon.
 - Practitioners highly value the contribution families make to children's learning. They work hard to develop positive, trusting relationships with families. The nursery provides information through fortnightly sheets, displays, social media and daily informal chats. Parents spoken with during inspection activity praised the supportive relationships they have with the whole nursery team. Information about children's interests is sought and previous experiences taken account of to inform planning. This results in children contributing effectively and enthusiastically in the learning environment. As planned, family forums are to be continued and built upon to encourage parental views and engagement.
 - Parents, grandparents and carers are encouraged to become involved in the life of the setting and in their children's learning. They attend stay and play and stay and learn sessions with a specific curriculum focus and regularly provide feedback. Learning folios are sent home three times per year and parents are also invited to attend meetings to talk about the progress their child is making.
 - As the setting moves forward with plans to develop further partnerships, it may be helpful to include all partners in the annual review of its vision, values and aims to ensure maximum participation and engagement of all.

Explanation of terms of quality

The following standard Education Scotland terms of quality 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.