

Summarised inspection findings

Camdean Primary School Nursery Class

Fife Council

18 February 2020

Key contextual information

Camdean Primary School Nursery Class is registered for 58 children to attend morning and afternoon sessions during term time. The nursery class is located in the main building of the school. The nursery has three main interconnected playrooms, two enclosed and secure outdoor spaces, a parent room and several other smaller rooms used for a variety of purposes. The nursery class accesses a local community orchard and garden on a regular basis that is within walking distance of the school.

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

- Practitioners in the nursery are working well as a team. Relationships of trust and respect are evident. The support of the class teachers from the Fife Council peripatetic nursery team is a key element in fostering an ethos of positive change at an appropriate pace. The team is prepared well to increase the pace of change needed to deliver high quality early learning and childcare.
- The nursery team has recently updated the whole school vision and values to reflect the nursery context. Practitioners display the updated vision and values in the nursery class to share with parents and carers. They should continue to work on how children will understand the vision and values in a developmentally appropriate way.
- Peripatetic nursery class teachers support practitioners to determine what is working well and what they need to improve in the nursery class. This self-evaluation work is at an early stage. They discuss improvements at team meetings. Practitioners are beginning to use a range of national guidance, such as How good is our early learning and childcare? (HGIOELCC) to support their reflections. The senior leadership team should now support practitioners to become more confident in using self-evaluation guidance to evaluate all aspects of their practice. They should make regular use of challenge questions to focus the evaluation work of the team. Practitioners should take a closer look at how to improve the curriculum and secure children's progress through using the challenge questions. Practitioners should continue to involve children in self-evaluation for improvement and develop children's leadership roles.
- The nursery team show a collective commitment to improvement. Practitioners are keen to bring about positive change and learn from examples of highly effective practice. Senior leaders provide helpful opportunities for practitioners to visit other settings. Annual professional reviews identify relevant professional learning. Senior leaders link this effectively to improvement priorities. Senior leaders are at an early stage of developing leadership roles across the nursery team. They now need to plan this more strategically to ensure improvement priorities are leading to positive outcomes. The headteacher and newly appointed depute headteacher should strengthen monitoring arrangements. This will support

the team to reflect more accurately on what is working well, what needs to improve and their role in the self-evaluation cycle.

- Senior leaders are aware of the need to make further improvements and increase the pace of change leading to high quality early learning and childcare. The nursery team gathers the views of parents and carers using questionnaires. They take account of their views to influence the whole school improvement plan. The use of nursery action plans to support the delivery of specific interventions and approaches should continue. This should be a shared process with the whole nursery team. The headteacher and newly appointed depute headteacher should continue with plans to work closely with the nursery team to support improvements in children's learning.

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

- There is a calm, nurturing ethos within the nursery. Practitioners greet children and their families on arrival each day and this is building strong, positive relationships. Almost all children are happy and confident within the nursery and are developing friendships with their peers.
- Most children engage well and demonstrate high levels of concentration in their chosen activities. The organisation of the playrooms allows children to access the resources they need to develop their play. The nursery has recently introduced free flow access to all rooms. Practitioners should continue to review the provision to avoid unnecessary duplication and improve the quality of spaces for play and learning.
- Practitioners are kind, caring and interact positively with children. They should continue to embed strategies from early years' communication training, to ensure consistency across the team. This will develop further practitioners' interactions to effectively support children's learning and development. There is a need to focus more on the processes of responding to children's questions, investigation and reflection on learning.
- The gentle pace of the nursery session allows children time to follow their own interests. The range of real life and natural resources support children to develop their creativity and imagination. The nursery team make good use of the wider community to enhance children's learning. Children help to buy snack ingredients from local shops. They regularly visit the nearby greenspace known as 'The Orchard' where they learn more about nature and the world around them.
- Children increasingly use interactive white boards to consolidate learning with digital games. Practitioners support them to use cameras to take photographs of their learning experiences. Programmable toys are available. Practitioners need to plan for children to develop further their programming skills and use of digital technology. This will enhance and consolidate learning.
- All children have a Personal Learning Journey (PLJ) folder, which contains a range of information. This includes 'All About Me' information, observations, photographs, tracking sheets and samples of work. Parents, carers and children access the PLJ folders at any time to review previous learning. Senior leaders provide parents and carers with the opportunity to meet termly with their child's key worker. They discuss children's progress and practitioners arrange additional meetings if required. As identified in the improvement plan, senior leaders should support practitioners to review the PLJ folders more effectively. They need to ensure there is a consistency of high quality observations which capture significant learning. The nursery team should update tracking information regularly to show children's progress over time. Practitioners should identify meaningful learning targets for all children. They should

revisit and review these targets regularly. This will support children to make the best progress of which they are capable.

- Practitioners are responsive to children's interests. For example, they follow-up on children's interests in learning about vegetables to make soup for snack and creating soup packs to take home. Practitioners increasingly use the Curriculum for Excellence (CfE) experiences and outcomes to plan for children's learning across different timescales. However, they do not always capture the planned learning for children within the planning documentation. Senior leaders and practitioners plan to review and streamline planning formats and support practitioners' understanding of these. Clear links should be evident between planning and the tracking and monitoring of children's progress. This will ensure planning fully supports children's learning and development and takes better account of children's next steps in learning.

2.2 Curriculum: Learning and developmental pathways

- Practitioners provide a curriculum based firmly on play which takes account of CfE experiences and outcomes. They ensure that literacy, numeracy and health and wellbeing are the responsibility of all.
- The nursery team provide a breadth of learning experiences. They now need to focus on consistently building on what children already know and their developmental stages. Senior leaders recognise the need to create a curriculum rationale. This will provide the team with an opportunity to be clear about their shared pedagogy and focus on challenge, depth and progression of children across the early level. The process of reviewing and creating a curriculum rationale will help consolidate links across the early level to establish a play-based approach to learning. This is needed to support an identification and shared understanding of the main drivers of the curriculum in the context of Camdean Primary School.
- Staff plan transitions into nursery well. Practitioners take account of children's individual needs, and support a settling-in period, tailored to the needs of children and families. Children have opportunities to engage in the life of the school, such as attending school assemblies. These opportunities are well-planned throughout their pre-school year. They have a planned transition programme beginning in January where they have the opportunity to take part in activities in the P1 classrooms. Key workers share information about children's learning with P1 class teachers, through meetings and the written nursery transition record. The nursery team now needs to develop the use this curricular information and tracking data more consistently.

2.7 Partnerships: Impact on children and families – parental engagement

- Partnerships with parents and carers are a strong feature of practice in the nursery class. Practitioners work hard to foster warm and respectful relationships with families. Parents and carers engage readily in daily conversations with the team. This helps reassure parents and ensure smooth transitions for children into the playroom each morning.
- Practitioners inform parents and carers about children's learning in the nursery using an appropriate range of approaches. These include regular informal interactions, floorbooks, children's PLJ folders, newsletters and planned opportunities to meet with practitioners. The nursery team share information leaflets from other services and partner agencies with parents and carers. These support learning and parents' participation and engagement in learning outside of the nursery class.
- Parents and carers are encouraged to be involved in their children's learning in a variety of ways. This includes contributing to their children's PLJs and participating in 'stay and play' sessions. Involvement with the Rosyth Community Hub, recycling household materials with children in P7 and visits to the local community orchard and garden support children's understanding of their place in the local community. Parents and carers enjoy being involved in this aspect of the nursery's work. They volunteer to help with different trips and events such as visits to the local orchard. The nursery team should build on this to develop further parental engagement in their children's learning.

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

- Practitioners are committed to providing a safe, welcoming and positive environment for children and their families. The nursery team treat all children and families fairly and with respect. Parents report that they are very happy with the care and support their children receive. Practitioners are kind and caring in their interactions with children. As a result, trusting relationships are evident. Most children play either with, or alongside, other children. They interact well with one another, sharing resources and space in a developmentally appropriate way.
- Practitioners use the wellbeing indicators effectively to support children's understanding of their wellbeing. Most children have a well-developed awareness of safety. The nursery team support this with regular visits to the local community, highlighting road safety awareness. Children are aware of how they can keep themselves healthy and active through physical activity and eating healthy foods. Outdoor learning supports children to be healthy and active as they have fun with their peers, for example, exploring the two outside spaces in the nursery class. Practitioners support children well to develop confidence and resilience by providing outdoor learning opportunities. This support impacts positively on the children's sense of wellbeing. The opportunity to share and take turns with their peers is evident, as children are observed developing a sense of teamwork when they play and learn together.
- The nurturing environment created by the nursery team results in an ethos where children feel respected and included in all learning experiences. Practitioners have worked well together to develop a more independent, accessible approach to learning in the variety of playrooms. The development of sensory areas and a commitment to children's emotional wellbeing supports children to feel confident and secure. There is now potential for children to play an even greater role in leading aspects of the nursery.
- Overall, the senior leadership team and practitioners have a good understanding of the statutory duties required to deliver early learning and childcare. Practitioners understand the importance of keeping children safe and their role in ensuring that this happens. Overall, snacks are healthy. Practitioners should review snack provision to ensure it is always in line with national guidance.
- Practitioners know their children and families very well. They follow advice and guidance from partner agencies, such as speech and language therapists and other health service professionals, to bring about improvements for individual children. They take careful account of the individual needs of children with home-nursery communication diaries supporting approaches. They should now develop further recording processes, sharing of information at point of need and the evaluation of the impact of any interventions used to support individuals.

- Practitioners encourage children to develop an early awareness of diversity through opportunities to learn about a range of different traditions and celebrations. They should continue to explore how they can engage children in further relevant learning about diversity and equality.

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

- Most children are making satisfactory progress in early language and communication. Most children talk readily about their experiences and listen well to their friends in play situations. The majority of children recognise their own name. A range of fiction and non-fiction books are available across the nursery environment. A few children listen well to a story as part of a small group. Practitioners resource the writing areas with a variety of writing materials to encourage children to engage in early writing and mark making activities. Most children are at the early stages of mark making with a few drawing recognisable pictures and attempting to write familiar letters. Practitioners should consider meaningful provocations to support children's engagement in reading and writing activities. This will develop further children's early reading and literacy skills.
- In early numeracy and mathematics, children are making satisfactory progress. Most know the number sequence to ten with a few knowing the sequence to 20. A few children recognise numerals to ten and can order numerals confidently. Recent developments in the learning environment are ensuring that children are developing an understanding of shape and mathematical language as they explore the outdoor area and through the use of block play. Children are developing an awareness of capacity as they fill and pour at the sand and water areas. Children have experience of information handling through creating graphs to display information about foods they like. The nursery team should now strengthen children's mathematical experiences to challenge all children appropriately. They need to support children to develop an awareness and understanding of number values in meaningful, real life contexts.
- Most children are making good progress in health and wellbeing. All children are happy and settled at nursery. They are forming friendships, are supported to share, and take turns in their play. Children are developing their physical skills through daily outdoor play, weekly activities in the gym hall and the use of additional green spaces in the locality such as the woodland copse and the visits to 'The Orchard'. The outdoor learning experiences are developing children's curiosity, supporting children's understanding of their place in the community, and providing opportunities for them to manage their own risk. Children are confident in nursery routines and demonstrate high levels of independence for example, putting on coats and shoes and helping to prepare snack.

- Children are making satisfactory progress in their learning over time. Practitioners need to embed planning approaches, linked to their observations and identification of next steps, to provide a clear overview of children's progress over time. Practitioners should ensure they build on what children already know and measure the value added by nursery experiences.
- Children and families are encouraged to share important events and achievements. Practitioners share 'Learning Together Family Time' sheets with families. As planned, this is an area that needs to involve parents and carers more fully to better support practitioners to plan meaningful next steps for children. Practitioners are aware of, and committed to the development of this area of their work, to support them to understand each child's holistic development.
- Practitioners support children with additional support needs well. They need to further improve approaches to assessment and tracking to ensure increasingly accurate evaluations of children's progress over time. This will enable senior leaders and practitioners to measure the impact of interventions to ensure equity. It will also better support them to make decisions about children's next steps in learning.

Choice of QI: 2.5 Family learning

- Engaging families in learning.
 - Early intervention and prevention.
 - Quality of family learning programmes.
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- Practitioners in the nursery class value the contribution families make to children's learning. This is supported very well by the established, positive relationships.
 - Well-established 'stay and play' sessions include families in activities such as early language and communication, storytelling and outdoor learning activities. A notice board contains information to support families with communication skills, 'home learning together' ideas, stay and play photos and parental feedback. The learning wall encourages parental feedback and ideas of how families support learning. Practitioners should continue to build links between informal home learning and planned learning in the nursery. Through self-evaluation, practitioners should work with parents and children to celebrate the impact of shared learning.
 - Practitioners run a lending library that encourages parents to read new stories to their children. A national programme promoting shared reading sessions is well established. The nursery team plan to further develop family engagement in learning. They aim to provide opportunities to share information on early literacy and numeracy through well-planned family programmes. This is essential to develop further family engagement in learning.

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.