

Summarised inspection findings

St Cadoc's Primary School Nursery Class

East Renfrewshire Council

29 October 2024

Key contextual information

St Cadoc's Primary School Nursery Class is located within St Cadoc's Primary School in Newton Mearns, East Renfrewshire. There is one large playroom and an outdoor space. The headteacher has overall responsibility for the nursery and has delegated the daily management to the deputy headteacher. Staffing in the nursery consists of a nursery teacher, a senior Child Development Officer (CDO) and six CDOs. There are two Early Years Play Workers and one vacancy in the team. There have been periods of absence within the nursery team over the past year.

Children registered at St Cadoc's Nursery Class are aged between three years until they start school. A total of up to 60 children can be registered. There are currently 59 children on the roll. The nursery is open between 8.00 am and 6.00 pm during term-time. Parents can purchase additional hours at the nursery.

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 established warm and caring relationships with children. They have created an ethos that respects children as individuals and where they respond to children in a calm and sensitive manner. This supports children to feel valued and secure in the setting. Almost all children play well with their peers and know who to go to if they need help. Practitioners are now ready to promote and reinforce children's rights more explicitly in a relevant and age appropriate way.
- Children have free-flow access to an exciting outdoor environment including a range of open-ended resources and loose parts. This provides space for children to engage in energetic play and experiences that support them to develop skills across the curriculum. Practitioners have created spaces within the playroom where children are increasingly able to make choices about where and what they learn. For example, children apply their numeracy skills using arrays to problem solve. Practitioners plan meaningful opportunities for children to visit the local Cadoc Wood. This helps children to develop their learning of the natural world. During these sessions, almost all children are motivated and engaged in their play. Practitioners should continue to develop ways to nurture the promotion of curiosity, creativity and inquiry with provocations and free play in all learning environments. This will help children at all stages of development to lead aspects of their learning regularly.
- All practitioners interact sensitively with children and spend time listening to what children have to say. Most practitioners use open-ended questions effectively to promote children's curiosity and creativity. Practitioners should continue to develop children's language and thinking skills further through consistently high-quality interactions. Practitioners record observations of learning using an online learning journal. Practitioners are beginning to make more accurate

judgements of children's learning and development. Parents access the online learning journal and are able to comment on their child's progress.

- Senior leaders and practitioners are refining their planning systems around children's interests through floor-books and responsive plans. They identify children who require additional support using helpful data, observations, and professional dialogue. Senior leaders and practitioners monitor children's progress in literacy, numeracy and health and wellbeing at key points across the year. They should continue to refine their planning, tracking and monitoring. This should support all staff to analyse accurately and with confidence the range of data collected. This could help to close identified gaps in children's learning and plan experiences that provide increased challenge for children who require it.

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

- Most children make good progress in communication and early literacy. Most children have very good mark making skills and use these in a range of contexts during play. Most children explore books and share stories with other children. Children talk confidently during their play and join in with songs and rhymes.
- Most children make good progress in early numeracy and mathematics. A majority of children recognise, order and count numbers to 10. A majority of children explore volume through water play and use concepts such as full and empty. A few children use relevant mathematical language accurately through play and real-life experiences such as baking. Practitioners should continue to develop the learning environment with a focus on enhancing opportunities for numeracy. This will help children to increase their understanding of mathematical concepts to make links in their learning.
- Most children make good progress in health and wellbeing. Almost all children develop an understanding of healthy lifestyles through daily routines such as snack and lunch. A majority of children identify their feelings through stories confidently. As planned, senior leaders and practitioners should implement consistent strategies to support all children to talk about their feelings and emotions more regularly. Most children use the social area well and take turns and share successfully. Children climb confidently, balance, use ropes to ascend and descend in the outdoor space. A few children use tools accurately, displaying fine motor skills, such as sewing and cutting.
- Overall, most children make good progress over time. Children requiring additional support in their learning are well supported by practitioners. A few children benefit from meaningful interventions, such as learning to develop their communication skills, which are reviewed regularly. All practitioners are beginning to make effective use of data to support children to make progress. Senior leaders and practitioners should continue to develop robust systems to track individual children's progress. This will support all practitioners to identify gaps in children's learning and development, as well as where challenge is required for other children.
- All practitioners praise children for their achievements across all areas of the curriculum. Children's achievements are shared with families using an online platform and a few samples

of children's work are displayed around the room. Practitioners should develop this further to ensure children have ownership of their learning.

- Senior leaders and practitioners understand the needs of their diverse school community. A minority of children and families have English as an additional language. Senior leaders and practitioners have developed strong partnerships in their local community to support children and their families. This includes the use of a translator to help families during care plan meetings and to support correspondence between the nursery and home. Senior leaders make home visits to children transitioning to the nursery to build positive relationships early. They recognise that family engagement when children attend the nursery could be developed further. Senior leaders should now explore strategies to maintain family engagement throughout the year.

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.