

Summarised inspection findings

Stepps Primary School Nursery Class

North Lanarkshire Council

30 May 2023

Key contextual information

Stepps Nursery Class is registered to provide early learning and childcare for 24 children aged 3 to starting school. There are currently 24 children attending full-time places. The nursery is open from 8.45am till 2.45pm during term time. The nursery staff team has been consistent over the last two years. The early years lead practitioner is responsible for the day to day running of the nursery. There are two early years practitioners and two part-time support assistants. The support assistants are working towards gaining their early years qualification. The nursery has a purpose-built playroom with organised access to a spacious outdoor area.

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

- All practitioners in Stepps Nursery Class build very positive relationships with children, their families and with each other. As a result, there is an inclusive and caring ethos across the setting. Almost all children are happy, engaged and calm in the nursery. They know the established routines well and follow their own interests. Most children are starting to lead their own learning effectively in the well-organised and purposeful environment. Children enjoy regular access to the outdoor area where they choose from a range of open-ended resources. They focus very well for sustained periods during 'mindfulness' sessions in the forest area. Children are patient when waiting to go outdoors as a group. Practitioners should explore how they can involve children more fully in how they move from one environment to another. This will also help children transition more effectively.
- Practitioners interact with children in a warm and nurturing way. They know children well and have a deep understanding of their strengths and individual needs. They ask open-ended questions which support children well to talk about their play and interests. Each practitioner leads effectively on a particular area of development within the playroom. Practitioners use research effectively to inform their practice. As a result, children access well-planned experiences suited to their needs. Children use a good range of digital technologies independently including light boxes and handheld tablets to enrich their learning.
- Practitioners talk knowledgeably about children's learning and development. They observe children and record information about their learning in individual online learning journals. Practitioners are taking positive steps to demonstrate children's learning; however, many observations are general and based on whole group experiences. This approach is not providing consistently reliable evidence of individual children's progress and achievement. All practitioners recognise the need to continue to use observations to plan significant next steps for individual children. Practitioners will benefit from taking part in relevant professional learning to support them to improve this aspect of their work. This will help them to plan appropriate interventions to extend children's learning. Practitioners are starting to use the language of

learning with children. They now need to make more use of learning journals with children to help them to reflect on their learning.

- Practitioners have rightly identified the need to have a more responsive approach to planning children's learning. They have recently introduced new planning and tracking procedures to help them become more responsive to children's interests. This work is at an early stage of development. Practitioners plan for seasonal events and include developmentally appropriate experiences for children. As a result, children are now beginning to be involved in the planning process and their ideas are captured in floorbooks. Practitioners will benefit from support to streamline the process to ensure they are capturing significant learning and planning appropriate interventions to develop learning.

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. 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

- Practitioners have a strong focus on supporting children's health and wellbeing and this is having a positive impact on children's learning and development. Children are learning to regulate and express their feelings well. They are kind and caring towards each other and are developing important friendships. Children show good spreading skills while helping to prepare snack and develop their social skills well during carefully planned lunch sessions. Most children are developing their physical skills well during sessions in the gym where they are learning to throw and catch. Most children are happy and relaxed in the nursery and are making good progress across their learning.
- Children are making good progress in communication and early language. They enjoy looking at books and use puppets and prompts to re-tell stories. Children participate in mark-making regularly and there are detailed examples of developing emergent writing. The majority of children use a wide vocabulary and speak confidently to practitioners and each other. Children are benefitting from carefully planned reading interventions and participate enthusiastically in singing popular songs. Practitioners should continue with their plans to support children to recognise and write their names.
- Children are making good progress in numeracy and mathematics. Most children are developing a good understanding of numbers through real-life contexts and can recite and order numbers up to ten. A few children are making very good progress and are confident using larger numbers and identifying missing numbers. Children recognise and name common shapes and are learning about the passage of time. A few children use the language of measure effectively during play as they create a height chart. A few children will benefit from more support to develop their skills in counting and using numbers during play.
- Practitioners provide a variety of appropriate experiences and spaces where children design and build models using blocks and small construction toys. Children are learning to explore their own ideas and cooperate well during visits to the nearby forest and outdoor area. Practitioners should consider how they provide ongoing opportunities for children to experiment and be creative in the art area.
- Practitioners recognise children's achievements well in the nursery and use praise and encouragement to support learning. They share information about children's experiences with parents in online journals and regular conversations. A few parents contribute to the journals and share children's achievements from home. Practitioners should now explore how they can recognise and build on children's wider achievements out with the setting and

celebrate these in the nursery. Practitioners should consider how they can start to involve children and parents more fully in using online journals and talking about learning.

- Practitioners are proactive in ensuring equity for all children, for example, they encourage parents to re-cycle nursery uniforms to reduce costs and support sustainability.

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.