

Summarised inspection findings

Calderbank Primary School Nursery Class

North Lanarkshire Council

25 June 2019

Key contextual information

Calderbank Primary School Nursery Class provides early learning and childcare for children in the Calderbank area of Airdrie. The nursery has two main rooms with access to a secure garden. It offers morning only places to a maximum of 20 children aged from three years. At the time of the inspection, there were 19 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

- There has been significant change to the senior leadership team of the school, and to the composition of the nursery team, in recent years. Professional practice in the nursery reflects the team's commitment to the school values of trust, respect and honesty. The aspiration that children are safe, happy, and supported to do their best underpins the life and work of the nursery. Practitioners feel confident that the nursery is included as an important part of the wider school community.
- Teamwork in the nursery is strong. Practitioners work together well and value the support and challenge of the recently appointed lead graduate practitioner. They are beginning to develop a range of leadership roles to take forward aspects of improvement in the nursery. Examples of effective practitioner leadership include the development of the nursery garden, and approaches to wellbeing.
- Practitioners meet regularly to review practice and reflect on the impact of continuous improvement on the motivation and engagement of children in their learning. This is having a positive impact on outcomes for children, improving the learning environment, and creating increased scope for them to lead their learning.
- Practitioners are beginning to explore the use of inquiry approaches to improve aspects of practice. They have started to make use of the national self-evaluation framework, 'How good is our early learning and childcare?', to provide increased focus to their improvement work. Practitioners are starting to develop approaches to further engage children and parents in change processes. They should continue with this.
- Senior leaders now need to continue to build on established, positive, collegiate work across the nursery. They should develop further practitioner confidence and skill in leading aspects of improvement through appropriate professional learning and mentoring.
- As discussed, senior leaders should continue to improve arrangements for self-evaluation for improvement, to plan and manage change effectively. They should improve monitoring to

measure the impact of change on outcomes for children and families, and shape future improvement action.

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

- Children are happy, settled and confident in the nursery. They play together well and take pleasure in sharing their experiences. Focused work by the nursery team is leading to the development of increasingly motivating spaces for children to explore and enjoy learning. An increasing range of natural materials, and loose parts, provides children with greater scope to make choices and initiate experiences in their play. As a result, children engage well in play throughout the session both indoors and outside.
- Children demonstrate independence and are keen to take on responsible roles in the nursery. Most children enjoy opportunities to spend time with adults and peers at different times throughout the session. Practitioners should continue to take a critical look at group time and playroom routines to minimise unnecessary interruptions to play. They should take forward plans to create further opportunities for children to develop their early leadership skills.
- Interactions between practitioners and children are consistently warm and supportive. Practitioners should, as planned, continue to develop their use of comment, listening and questioning to extend children's thinking. They should seek to make increasingly imaginative use of signs, symbols and similar resources, to support children's participation in interactions as fully as possible.
- Parents and carers value the information about children's nursery experience provided by recently introduced online learning journals. The nursery team are in the process of improving approaches to capture significant information about children's progress in learning. They should ensure that planning for learning builds consistently on high quality assessment of what children have already learned and achieved. Senior leaders should support practitioners to develop their skill and confidence in recording and using observations to inform effective learning and teaching. Monitoring and moderation will be key to taking this forward across the early level.
- As they develop further responsive approaches to planning, practitioners are seeking to enable children to have a stronger role in leading their own learning. Practitioners should build on the positive start already made through the introduction of a 'Learning Wall' and regular conversations with children. As discussed, they should explore a range of approaches to support children to develop their confidence in talking about and planning learning. This will enable children to develop their ideas, interests and learning, in increasingly purposeful and creative directions.
- Senior leaders should continue to work with the nursery team to improve existing approaches to monitor and track learning. They should develop processes to take stock of progress, and

plan next steps for children at appropriate intervals throughout the year. This will enable them to ensure children make the best possible progress, and inform planning for further improvement with increasing depth and accuracy.

2.2 Curriculum: Learning and developmental pathways

- Practitioners use Curriculum for Excellence to plan a range of engaging experiences for children across the curriculum. A positive focus on early literacy, numeracy and health and wellbeing is leading to good outcomes for children. Practitioners should now consider how they could make use of the principles of curriculum design to increase challenge and personalisation in learning.
- Children learn through play in the nursery. They enjoy daily access to the nursery garden. Visitors to the setting and experiences in the local community, including Friday Walks, enhance children's learning. Practitioners should continue to improve opportunities for children to become aware of links between the skills they are learning in nursery and the world of work.
- Children enjoy using a range of interesting utensils when preparing snacks. They are becoming skilled in selecting tools to help them take forward inquiries outdoors. Practitioners should build on children's interest to develop their skills in applying technology in their play. Children would benefit from regular access to a wide range of digital technology to extend their learning.
- Transitions into nursery are flexible and take good account of individual needs. There is scope to improve transitions as children move to primary, to provide increased opportunities for children to share their learning. Colleagues in the school and nursery class should work together to develop consistent approaches to high quality early learning and teaching across the early level.

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. 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

- The ethos of the nursery is welcoming, nurturing and caring. Practitioners have a sound understanding of the importance of relationships in supporting children's social and emotional wellbeing. They share responsibility for the promotion of wellbeing for all children and families. This is based on openness and trust. Practitioners respect children as individuals with their own personalities, interests and concerns. Children feel at home, and are happy, confident and relaxed in the nursery.
- There is a strong sense of community as children demonstrate positive relationships with one another. Children play well together and are developing good friendships. They are caring and kind to each other. Practitioners make good use of praise to build children's self-esteem and encourage children to do their best. They provide helpful advice to enable children to resolve any small disputes more independently. Children are proud of their successes and enthusiastic in celebrating the achievements of their peers.
- The principles of Getting it right for every child and national wellbeing indicators underpin all aspects of practice in the nursery. Children are beginning to develop a better understanding of what it means to be safe, healthy, active, nurtured, achieving, responsible, respected and included, through experiences in the nursery. Experiences around story and role play are helping children to develop appropriate vocabulary to discuss wellbeing matters. Children can talk with confidence about healthy eating and explain the importance of regular exercise. Home-link bags are helping share this aspect of children's learning with parents and carers.
- Access to daily outdoor play provides good opportunities for children to engage in appropriate energetic play, share, take turns and experience successful teamwork. As a result, children demonstrate independence and self-reliance. They are learning how to keep themselves and their friends safe by taking responsibility for simple risk assessments. Practitioners should build on this work to deepen children's understanding of the full range of indicators.
- Practitioners are reflective about their practice and keep informed about important developments in early learning and childcare to fulfil their statutory duties. They know children and families well and plan children's care in consultation with families, taking good account of individual needs and preferences.
- A positive start has been made to introducing children's rights, with articles being included in curriculum plans and the introduction of information for parents. Children's ideas and opinions play an increasing role in shaping experiences and the life of the nursery. Practitioners should build on their use of the Learning Wall, individual learning journals, and learning conversations to develop their practice further.

- Children and families are welcomed and treated with fairness and respect. Practitioners know children and families well. They are skilled in identifying when a child may require support with their learning. Where appropriate, interventions are planned and evaluated in partnership with parents and relevant agencies. Parents value the support and advice the nursery provides.

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

- Nursery experiences provide children with a good range of opportunities to develop and apply their early literacy and numeracy skills. Practitioners should now build on existing practice to provide increased challenge and personalisation in learning. This will enable children to make best possible progress in their learning.
- Children are making good progress in health and wellbeing. Children play co-operatively with little support and are learning to taking turns independently. They demonstrate their developing fine motor skills as they experiment with a range of mark making and cutting tools. Outdoor play is developing children's physical skills and their enjoyment of exercise. Children show well developed balance while negotiating self-constructed obstacle courses. They enjoy setting themselves challenges in this aspect of their play. Children are learning about risk and keeping themselves safe during outdoor play, and on expeditions beyond the nursery.
- Children are making good progress in early literacy. Most children are confident when sharing their ideas and making their thoughts and feelings known. They are developing listening skills through focused sessions with practitioners and during group times. A few children can explain some features of good listening. Children enjoy sharing stories, rhymes and songs. At times throughout the session, children demonstrate their interest in looking at books on their own. We have asked practitioners to make more use of non-fiction texts, such as fact books, recipes, and menus. They should also encourage children to develop their skills in making and retelling stories using puppets, role-play materials and similar props. All children enjoy mark marking using pens and notebooks, making notes, lists and taking orders in the café.
- Children are making good progress in numeracy. Most children count with confidence from zero to ten. A few count beyond twenty. Practitioners make good use of opportunities to support children to develop their skills through a range of enjoyable play experiences. They should build on this by, for example, introducing the use of tally marks and similar to encourage children to begin to manage their counting differently. Children were observed counting money in the shop and café during play. They learn about shapes in the environment, and develop their awareness of measure in a wide range of playful contexts.
- Children prepare snack, tidy their nursery and help to check the outdoor space is a safe place to play. They share their learning with senior citizens through an arrangement with the local

parish church. Children have an increasing role in shaping the nursery environment and their own experiences during play. There is scope to develop this further.

- Practitioners use a range of approaches to encourage parents and carers to share information about children's learning and achievements at home and in the community. They should continue to explore imaginative ways to develop this further. This will help promote a culture of achievement and ensure that nursery experiences build on what children have already learned and achieved more effectively.
- Practitioners understand the challenges children and families face and potential barriers for wellbeing and learning. They understand their role in promoting equity and provide sensitive and valued support and advice.

Choice of QI : 2.7 Partnerships

- Engagement of parents and carers in the life of the setting
- The promotion of partnership
- Impact on children and families

- Practitioners make effective use of positive relationships and partnerships with parents and carers. They work closely with individual parents and carers, and plan children's care in close consultation with their families. Parents value the support and advice the nursery provides in partnership with the local community learning and development service.
- The nursery team have identified the engagement of parents as a focus for further improvement. Families feel welcome and play an active role in aspects of the life of the nursery. They share their skills and expertise, for example, by helping to develop the learning potential of the nursery garden. Parents and carers contribute to aspects of decision-making. Most recently, this has been through the consultation process around the introduction of online learning journals for children.
- Practitioners and senior leaders understand the importance of effective partnerships in supporting children's learning and development. Strong partnerships with a range of agencies, including health and social services, help ensure effective assessment and planning for children when required. Partnerships within the local community, including the local parish church, enrich children's nursery experience.
- Parents and carers told us that effective communication helps to keep them informed about their child's learning. This includes opportunities for daily informal chats and opportunities to discuss children's learning. Newsletters and notice boards inform parents and carers about the learning that is happening in nursery. 'Stay and play' sessions, and other opportunities to spend time in the nursery, allow parents to find out how children learn. Friday Walks and home-link bags enable parents and carers to extend children's learning at home.
- Practitioners are continuing to review and improve arrangements for planning and assessment. In doing so, it will be important to ensure that parents and carers are involved as fully as possible in recognising achievements and planning next steps for children.

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.