

# Summarised inspection findings

**Braidbar Primary School Nursery Class**

East Renfrewshire Council

23 May 2023

## Key contextual information

Braidbar Nursery Class is situated within Braidbar Primary School in Giffnock, East Renfrewshire. It provides a service for 60 children aged three years to those not yet attending primary school. At the time of the inspection there were 64 children on the roll. The setting was a pilot for 1140 hours from August 2018. All children access either an extended day from 8 am until 6 pm for three days each week or 9 am until 3 pm for five days each week. All children are offered lunch. Parents are able to purchase additional hours of provision if they are available. Practitioners follow rotational working patterns. They manage these to include time to meet together for planning and self-evaluation. The nursery is led by the depute headteacher. It has a full-time teacher and a senior child development officer.

The nursery consists of a large playroom and secure outdoor area. They access other spaces in the primary school as required, including regular access to a wooded area.

### 2.3 Learning, teaching and assessment

very 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

- Relationships between practitioners, children and parents are very positive and nurturing across the nursery class. Children settle very well, with practitioners providing support and encouragement when required. The inclusive ethos ensures that children feel valued, safe and secure. This is supporting almost all children to be confident and motivated in their play. Children have developed friendship groups and play very well together. They are kind and respectful to their peers, sharing and taking turns well.
- Almost all children are engaged in their learning across the indoor and outdoor environment through spontaneous, well-planned and purposeful play. Practitioners have created an inviting learning environment, which allows children to explore and develop their curiosity, creativity and inquiry. Children are demonstrating their individuality in creative skills by designing and sewing their own costumes. Children access outdoor areas on a daily basis, engaging in a variety of exciting experiences in all weathers. They particularly enjoy playing in the Secret Garden where they explore nature and wildlife.
- Practitioners have a very good understanding of how young children learn and develop. They use their knowledge of early learning pedagogy very well to support all children including those with additional support needs. Practitioners' focus on promoting and nurturing early social and communication skills has impacted positively on children's language skills. Children enjoy demonstrating their proficiency in French and taking part in book sessions with their families. Practitioners use skilled questioning well to engage children in their learning, with most children responding confidently. They have implemented and continue to develop well their skills in scaffolding learning. Children access a range of digital technology to support and extend their learning.

- Practitioners know individual children very well. They document individual observations of children within an online platform. Practitioners should now ensure that observations focus on recording children's significant learning. This will support all practitioners to know the children even better as learners. Parents regularly share in children's progress through engagement with the online learning platform. Parents are engaging further in this process through responding and commenting on their children's posts. The nursery team work effectively with partner agencies to support children who have additional support needs extremely well.
- The nursery team has developed a system for planning which supports very positive outcomes for children. A blend of adult-initiated and child-initiated learning experiences meet the individual needs of all children well. Practitioners check children's progress at regular points across the year using the East Renfrewshire Council tracking system. The team engage in moderation activity with local establishments. This helps them understand national standards at the early level. The teacher and depute headteacher should continue with their plans to analyse the tracking data to give an overall coherent picture of all the children's progress over time.

## 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

very 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

- Children are making very good progress in early language and communication, early mathematics and health and wellbeing.
- Young children who are new to the setting share their needs and preferences through words and gesture. Almost all children in their preschool year are articulate and use a wide range of vocabulary. They listen intently to practitioners and respond enthusiastically to questioning which challenges their thinking. They use books independently and can talk about the author and illustrator. Children use matrix barcodes to access and listen to their favourite stories on tablet computers. Most children are motivated to practise early writing skills. They write their name and have made many of the labels around the playroom. A few children write regularly for a range of purposes using well-formed letters and numbers.
- Almost all children use number confidently and meaningfully in their play and daily routines. Most children count beyond 10, can order numbers and enjoy the challenge of larger numbers. Almost all children join in singing number songs and rhymes with enthusiasm. They like to have fun with numbers, counting on and back as they play games. Almost all children are aware of time through the rhythm of their nursery day. Most children know the days of the week and seasons, exploring them as they spend time in the Secret Garden. Most children are deepening their understanding of position and direction through experimenting confidently with programmable toys. Practitioners continue to support children to build their confidence and experience across all early mathematical concepts.
- Children share how they are feeling with the nursery staff team each day as they arrive at nursery. Practitioners guide children very well to recognise a range of emotions. Almost all apply this understanding very well during the day. Children are competent at dressing for outdoor winter play and show resilience and enjoyment when playing outdoors in adverse weather. All children are gaining an understanding of healthy eating through self-selecting their snacks. They name and count fruits as they make fruit kebabs. Children sit well together at lunchtime and enjoy talking with each other as they have a meal. Most children understand how to take care of their body by brushing their teeth and taking part in vigorous physical activity in the gym hall.
- Children are making very positive progress in other areas of the curriculum. They are gaining confidence in speaking in French. A few children show a keen interest in sewing and use fabrics creatively to make their own costume. Outdoors, children enjoy birdwatching and like

finding out what birds eat. They record their findings on tablet computers. 'Spotlight Skills' sessions alongside P1 are enabling children to develop meaningful skills in learning, life and work.

- Almost all children are making very good progress over time including those experiencing barriers to learning. Senior leaders and the nursery team have helpful and increasingly well-documented evidence of the progress children make. Practitioners moderate and share the evidence they gather about children in their key groups to enable their colleagues to support children effectively in all play spaces.
- Children and the nursery team share their successes and achievements within the nursery and from home. Children demonstrate their learning in health and wellbeing by praising and recognising each other's achievements. Children have begun to access their online learning journals independently and benefit from reflecting on prior successes as well as adding new ones. Families are becoming more involved in sharing children's successes and achievements from home through adding them to the online journals.
- The values of the setting support the nursery team in promoting and ensuring equity for all. Staff know families very well and use transitions into the setting to find out about and plan for children's needs and preferences. The nursery team are attuned to when children need extra support to help them make progress. They link well with outside professionals to provide children with the support they need. The nursery team celebrate cultural and linguistic differences. They continue to find new ways to support children who have English as an additional language.

## Practice worth sharing more widely

- Regular 'spotlight skills' sessions for all children from nursery to P7 are provided with opportunities to develop skills for learning, life and work in engaging contexts. Across the school year, all children participate in three real-life and relevant learning contexts including cooking, community and design. Where appropriate, partners support these sessions. During 'spotlight skills' sessions, children work with peers from different classes. They have the opportunity to apply literacy and numeracy skills in real contexts and learn skills linked to the world of work. Children, through the 'spotlight skills' sessions, are becoming aware of, and understanding, the value of the skills that they are developing. Supported by teachers, children reflect regularly on their progress in the range of skills that they are developing.

## 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.