

Summarised inspection findings

Glenlee Primary School Nursery Class

South Lanarkshire Council

17 September 2019

Key contextual information

The nursery, which has one large outdoor and indoor space, is part of Glenlee Primary School. It is co-located with Hamilton School for the Deaf (HSD). Nursery children from HSD are integrated fully into the nursery. The nursery is staffed by two part-time teachers, a team leader and two practitioners. Thirty children attend the nursery in the morning and the afternoon. There are 40 pre-school children and 20 ante-preschool 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

- The nursery share the vision, values and aims for the primary school. They were developed in partnership with the children, parents, management, practitioners and other professionals. The vision, values and aims should continue to be reviewed and refreshed on a regular basis to best reflect the unique context of the setting. As discussed, practitioners should ensure the values are fully understood by children in a meaningful way.
- Management and practitioners responded positively to professional dialogue during the inspection. There is a strong culture of reflection within the setting. As a team, practitioners are strongly committed to improving their practice to make a positive impact on learning outcomes for children. Robust self-evaluation processes are at the early stages of being established. Management and practitioners need to plan a more systematic, rigorous approach to self-evaluation in the nursery class. Embedding the use of national frameworks and guidance such as 'How good is our early learning and childcare?' and 'Building the Ambition' will ensure practice in the nursery class develops further and builds on the existing good practice. This will help to evaluate practitioner's practice and inform then what is working well and what needs to improve in a more structured way. Regular, planned input by management will support the setting on its journey of improvement.
- Practitioners would benefit from re-establishing their outward looking approach including visiting other settings. They should continue to use the National Improvement Hub and other sources in order to implement improvements and changes, which reflect best practice and current thinking in early learning and childcare. The management team should continue to support and encourage practitioners to attend further training and pursue qualifications.
- The school's improvement plan for 2017-18 makes no mention of improvement priorities in the nursery. The school's improvement plan for 2018-19 contains a few priorities for the nursery including improving the implementation of music and science. The management team and practitioners should together develop an improvement plan for the nursery which should be embedded in the improvement plan for the whole school. This year, practitioners have worked on improving their outdoor area using loose parts well. This has had a positive impact on children's learning experience.

- Practitioners access professional learning and development opportunities. Practitioners do not have clearly defined individual leadership roles reflecting their areas of interest. As discussed, a more strategic curriculum focused approach to leadership roles should now be developed. A specific initial focus on literacy, numeracy and health and wellbeing would support improvement. Children enjoy helping in the nursery and carrying out risk assessments. However, there are no opportunities for children to take on defined leadership roles. Practitioners now need to support children to become more involved in the life and decision making processes of the nursery class. They should also involve parents more in the life and improvement of the nursery class.

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

- Children are happy and relaxed within the nursery class and are learning to be responsible. Most children are highly motivated, eager and enthusiastic to learn. The learning environment is stimulating, with well-defined play areas. The children have opportunities to select from a wide range of natural and open-ended resources that develops their imagination, problem solving and enquiry skills. Children are increasingly independent and confident and benefit greatly from free flow access between indoors, and out throughout the day.
- Practitioners are consistently nurturing and supportive in their interactions with children. They create a warm, welcoming learning environment and take a genuine interest in all children. During the inspection, we observed practitioners skilfully interact with the children questioning to extend and challenge their thinking.
- Practitioners use online personal learning journals to record children's engagement in experiences and reflections on learning and identify some next steps; however, they do not clearly evidence children's progress over time. Practitioners would benefit from some support in devising a tracking tool to monitor children's progress across the areas of literacy, numeracy and health and wellbeing. They should now adopt a more consistent approach to use assessment information to plan for children's next steps in learning and devise smart targets in partnership with parents. This would ensure that children make the best possible progress in their learning.
- Children have access to a range of digital technologies including tablets, computers and programmable toys. Practitioners should look at ways to involve the children more in contributing to and reviewing their online learning journals. This would ensure children play a key role in leading their own learning and have ownership of their journal.
- Planning is responsive to children's interests and a weekly overview of what they will be learning is displayed on a board for parents and staff. Practitioners should explore ways of involving children in planning their learning and documenting the children's views and ideas. Practitioners have identified a need to develop planning, monitoring and tracking further.

2.2 Curriculum: Learning and developmental pathways

- Practitioners take account of Curriculum for Excellence experiences and outcomes to plan a broad range of learning experiences. The curriculum is based firmly on play and offers stimulating and engaging learning experiences. The development of loose parts play offers children good opportunities to play with natural and creative resources. Practitioners need to devise a curriculum rationale to reflect the shared vision, values and aims of the school and the local community.
- There is scope to develop the implementation of developmental pathways in the key aspects of early literacy and language, numeracy and mathematics and health and wellbeing. This would support the identification of progressive next steps in learning for all children.
- Transitions into, across and out of the setting are well managed with key information captured and shared between parents, practitioners and partners. The 'How Early Attachment Relationship' (HEART) attachment after transition project ensures all children receive a home visit from a practitioner prior to starting nursery. This is demonstrating a positive impact on children settling quickly in to the centre. Practitioners have devised a personal plan that helps support children transition and settle into the setting. Practitioners need to ensure these plans are discussed and updated regularly with parents.
- Practitioners work closely with a range of visiting specialists to support children's learning. They use the local community such as the shops, woodlands and construction site to promote children's understanding of their world in real life contexts and enrich their learning further.

2.7 Partnerships: Impact on children and families – parental engagement

- The partnership between practitioners and families begins positively. Practitioners visit the children's home to meet the parents and child before the child starts the nursery through the HEART programme. Parents and carers are kept informed about their child's experiences through a range of informal and planned opportunities for discussion. They have access to children's online learning and can make comments on their children's learning.
- Parents and carers demonstrate their interest and involvement in the life of the setting. They support outings in the community and attend coffee mornings and some parents had a walking group. They attend workshops on attachment and ready for reading. Previously there were 'stay and play' sessions. It is planned to reinstate these. Parents attend Bookbug sessions which encourages literacy at home.
- As discussed, involving parents more in improvements would strengthen the positive relationship between parents and practitioners.

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. At the time of the inspection, there were no identified areas for development.

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

- There are strong caring relationships in the setting and the wellbeing of children is paramount. Practitioners know each child well. They speak and listen to children in an inclusive way which helps them to feel valued and included. Practitioners as part of the HEART programme pay a home visit to meet parents and child before they begin the nursery. Parents speak highly of the inclusive, nurturing ethos in the setting. Practitioners have a good understanding of the wellbeing indicators. In the playrooms and outside, practitioners are incorporating the wellbeing indicators well in relevant activities. They should now consider ways in which to increasingly embed and share this information with children and parents. As discussed, practitioners should also consider ways to encourage the children to be aware of their rights by promoting the United Nations Convention on the Rights of the Child. This could be implemented in conjunction with the continuing development of the wellbeing indicators.
- Children are aware and can talk about healthy foods during snack time. They are increasingly aware of how to keep themselves safe. They discussed ways to keep themselves safe from being sunburned during the warm weather. Positive behaviour is promoted and practitioners encourage children to be aware of the needs of others. Practitioners previously carried out a social and emotional wellbeing programme and now use the information learned through participation in this programme, as well as attachment training, to support children well. As a result, almost all children are able to play together cooperatively or alongside each other. When necessary, practitioners intervene in a way that is restorative and is respectful of children's feelings.
- Practitioners are proactive in seeking appropriate help at an early stage from other agencies for children with additional support needs. Positive partnership working with other agencies has been established to support children within the setting. Practitioners have used information and guidance from other professionals to better meet the needs of all children, particularly in language and communication. Practitioners have also attended appropriate external training, such as working with children with autistic spectrum disorder, in order to ensure that they have the skills they need to support all their children.
- Practitioners are aware of their responsibilities in relation to statutory studies. There is planning using the local authority staged intervention process for children with additional support needs. Almost all individual plans are monitored and reviewed effectively to ensure each child makes progress. However, practitioners should ensure that targets are more specific in order to track progress more effectively. All children have personal plans. As yet, the targets in several of the plans have not been reviewed by parents recently. Legislation requires that the targets in the plan are reviewed termly and signed by parents. As discussed, practitioners should also involve children in planning meaningful personal planning targets.

- Inclusion and equality is promoted well throughout the work of the setting. This is further strengthened by the effective integration of children from HSD. All practitioners are skilled at signing which is taught to all children so they can communicate well with children from HSD. Practitioners have a clear understanding of the families who attend the setting and how this influences the work they do.
- Practitioners understand the circumstances of individual children and families particularly as a result of visiting their home before the children come to nursery. They use this knowledge effectively to help promote their participation in the nursery class. There is an ethos of equality and inclusion and practitioners are clear about their responsibilities to ensure all children recognise and value diversity.

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 are making good progress in communication and early language. They enjoy extended conversations with adults and talk naturally using a wide range of vocabulary as they play with their peers. Most children listen attentively during adult led activities such as welcome and gym time. They are developing their early writing skills as they make marks during a variety of learning experiences and most can identify their name as they self-select at registration and at the art area. A few children are beginning to write their name. Children are developing their awareness of the purpose of writing through opportunities such as making menus and recipe books in the outdoor kitchen. Children access books independently throughout the session and enjoy exploring narratives with puppets and props.
- In numeracy and mathematics, most children are making good progress. Numbers are available in a variety of play contexts. Children confidently match numbers on the number line at the playroom entrance and are learning to count with increasing confidence as they play games. Most children are able to use mathematical language to talk about height, size and quantities of objects. Outdoors, children were measuring the distance travelled by cars on slopes and the time taken to race around the play area. A practitioner with the addition of stopwatches to support and challenge an understanding of time further enhanced this experience. During the inspection, children were discussing and comparing their favourite fruits. There is scope to explore simple data handling, for example, tally marks and simple bar charts, more regularly.
- Through a range of experiences, most children are developing a good awareness of health and wellbeing. They demonstrate well-developed fine motor skills through a variety of finger gym challenges, malleable play and cutting activities. Weekly physical education sessions in the gym hall and regular access to outdoor play is developing children's gross motor skills and enjoyment of exercise. The majority of children play cooperatively being considerate and respectful towards each other and can negotiate taking turns independently.
- Children's individual learning journals document the learning experiences. Particular attention should be made to tracking and monitoring to ensure processes clearly demonstrate the progress children are making in their learning over time.
- Children's achievements are celebrated through praise and encouragement and wider achievements are captured on a wall display of a 'celebration tree'. It will be important to include children and parents in identifying individual children's next steps, ensuring children understand what they are trying to achieve. Increased parental involvement with the children's

learning journals will ensure children's development and learning and achievements are captured outwith the setting.

Choice of QI: 1.2 Leadership of learning

- Professional engagement and collegiate working
- Impact of career-long professional learning
- Children leading learning

- Across the nursery class there is strong collegiate working. This has included visits to other settings, training opportunities and professional reading. Practitioners discuss regularly how to improve the learning environment in the nursery. This has led to numeracy and literacy rich areas both indoors and outdoors in the nursery.
- Practitioners engage positively in a variety of professional development opportunities. They have attended authority training on the curriculum which has led to more responsive planning. They have worked with the local psychological service on the HEART project and also the ready to reading project on tackling poverty. The 'ready 4 reading' project has resulted in gains for all children in literacy skills. The nursery team would benefit from planned opportunities to reflect critically on their work and professional learning.
- Career-long professional learning should now be strategically planned and carefully evaluated. This will ensure and measure the impact of this learning in progressing improvement priorities. Children are confident and approach practitioners to communicate their needs. Practitioners are at the early stages of capturing children's voice in their learning. Practitioners should now provide developmentally appropriate opportunities for more consultation with children.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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|-------------------------|---------------|
| 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.