

# Summarised inspection findings

**Carmunnock Pre-School Nursery**

Glasgow City Council

3 September 2024

## Key contextual information

Carmunnock Pre-School Nursery is situated within Castlemilk Village Hall. The nursery provides early learning and childcare (ELC) placements for children living within a variety of communities including Carmunnock, East Kilbride and Castlemilk. Children can attend the nursery from the age of three until starting primary school. The nursery is registered to provide places for 24 children at any given time. Currently, there are 25 children on the roll. Children attend during term time from 8.30 am to 2.30 pm. Eighteen children access their full entitlement to 1140 hours in Carmunnock Nursery with seven experiencing split placements in a variety of other settings.

There is one playroom which is set up and packed away every day in the main hall area. Children do not have direct access to a large outdoor area at the back of the hall due to building constraints. Children do access the outside area or visit a local woodland every day. The nursery manager is supported by three full-time practitioners.

### 1.3 Leadership of change

good

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

- Practitioners model the vision and values, linked to the wellbeing indicators through their everyday interactions with children and each other. This results in a nurturing ethos where children are happy and supported. As planned, the review of the vision, values and aims with all members of the nursery community should incorporate the recently created mission statement. This reflects national guidance and the ethos and culture of Carmunnock Pre-School Nursery.
- A School Management Committee (SMC) supports the manager, practitioners and children with sources of finance, fundraising and marketing of the setting. The manager gives updates on nursery improvements in quarterly meetings to members of the SMC and shares the improvement plan at an annual general meeting. The Chair of the Management Committee receives weekly updates from the manager. This supports the nursery to deliver the provision to best support children's learning.
- The manager very effectively leads and supports practitioners and is highly visible within the nursery. She motivates and encourages the team as they take forward key areas of improvement. For example, developing the outdoor curriculum and developing consistent planning processes. She provides support and guidance to practitioners to enable them to carry out their roles effectively. Practitioners undertake regularly professional learning to deepen their knowledge and improve their skills and practice. This is having a positive impact on children's experiences and learning.
- Children very effectively lead their own learning and have roles to support routines including lunchtime and snack helpers. They are included in discussions about how to improve the

environment and undertake regular 'walk throughs' to identify what needs to change. Practitioners could develop this approach further by recording these experiences to enable children to review and better understand their part in making improvements to the setting.

- Staff effectively use an annual quality assurance calendar which outlines appropriate self-evaluation activities. It will be important to ensure these strategic activities result in more formal records that outline areas for improvement and link to the improvement plan.
- The manager and practitioners effectively review and update the nursery's improvement plan twice a year and engage in a range of ongoing self-evaluation activities. These include peer practice conversations, environmental audits and regular evaluation of key quality indicators. Moving forward, the manager should more formally and systematically monitor and evaluate the quality of provision. This should include observations of practitioners' practice, coverage of curriculum areas in personal learning journals and summarising annual 'one-to-one' discussions. This should more clearly link to how planned professional learning links to improvement plan priorities. As planned, the manager and practitioners should consider creative ways to include parents, partners and children in future self-evaluation activities and be more involved in nursery improvement.

## 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 children enjoy their time in the setting and are enthusiastic, and keen to learn. Most children engage well for extended periods of time with a range of activities in thoughtfully developed indoor and outdoor environments. Practitioners offer worthwhile opportunities for personalisation and choice and support children's imaginative play, curiosity, creativity and independence.
- Children confidently explore loose parts, natural materials and open-ended resources in the outside area which develops well their problem solving, enquiry and exploration skills. Children benefit from spending time outdoors daily, walks in the local community and regular visits to a nearby woodland. This develops well their cooperative and team-work skills and gives them a strong sense of their place in the local community.
- All practitioners are caring and nurturing and provide children with high-quality interactions. Practitioners effectively give children time and space to follow their interests and ideas. They provide supportive commentary and extend children's learning and thinking using open-ended questions and responsive interactions. They are sensitive in their approaches and engage with children calmly. Practitioners scaffold, extend and challenge children in their play effectively. They take time to carefully listen to children and provide them with very positive role models. These high-quality relationships ensure most children display positive engagement and behaviour which supports levels of engagement and learning. As a result, children are kind, respectful and helpful to their peers.
- Most practitioners and the majority of children use digital technologies well to enhance learning experiences. They successfully access digital devices to develop and consolidate their learning. Most practitioners support children effectively to use search engines to expand their knowledge about areas of interest. Practitioners should continue to develop children's skills in using digital technologies through interesting and relevant contexts. They are aware that children will benefit from increased opportunities to explore a wider range of digital technology.
- All practitioners record children's interests and learning episodes well through regular observations. They record children's ideas and voices carefully and identify next steps. They document this in personal learning journal books, floorbooks and key worker observation books. As a result, children feel listened to and included in their learning. Practitioners regularly share and describe the content of children's learning journals with parents and carers. Most practitioners link children's observations and photographs to an increasing range of Curriculum for Excellence (CfE) experiences and outcomes and wellbeing indicators. These observations now need to be monitored to ensure coverage of all curricular areas and support children's learning further in literacy and numeracy. The learning journal books are shared with children who enjoy looking back at their learning with key worker practitioners. Parents enjoy sharing

the learning journal books with their children when they are sent home. As a result, children are very aware of themselves as learners. Most can talk about what they are doing and with increasing confidence about what they are learning in a range of curricular areas. As planned, practitioners will benefit from further professional learning to develop their observations of significant learning, particularly in literacy and numeracy.

- Practitioners know children well and complete an assessment profile when children start the nursery. Parents complete an 'All about Me' document about their child which supports practitioners' awareness of children's needs. Parents and carers meet with practitioners twice per year and receive a written report of their child's progress. This summarises developments in literacy and English, numeracy and mathematics and health and wellbeing. Practitioners would benefit from planned moderation across the team using national Benchmarks to improve confidence in professional judgements about children's progress.
- Practitioners meet weekly to plan and discuss how best to support and challenge children's learning, including what children need to learn next. Practitioners respond very well to children's interests and provide challenge through the careful choice of resources. They plan responsively and use 'books of the week' to link together a variety of curricular areas. Children use floorbooks to talk about their learning. Children with additional learning needs have detailed individual plans and practitioners use robust strategies to support them. Practitioners use local authority progression trackers for literacy and numeracy. As planned, an overview of children's progress in literacy, numeracy and health and wellbeing will support the manager and practitioners to better identify gaps in learning. The manager and practitioners need to ensure their observations are linked to tracking information that results in adult-led or adult-initiated planning. This should maximise the progress children are making from prior learning and more clearly show the type of progress over time children are making.

## 2.2 Curriculum: Learning and development pathways

- Practitioners provide a curriculum firmly based on play and provide children with a range of interesting and stimulating experiences to ensure breadth of the curriculum. They build effectively on children's interests and prior learning to plan a curriculum that is matched well to individual children's stage of development. This includes regular science-based learning experiences and a wide variety of opportunities to explore elements of the expressive arts curriculum.
- Practitioners use local authority progression frameworks for literacy and numeracy well. They should continue to develop how these support improvements in planning for individual children. As planned, practitioners' use of progression frameworks for health and wellbeing will enable a more accurate overview of children's progress.
- Practitioners plan children's transition into the nursery well. They collect information on the needs of children and families to ensure children make a smooth transition from home to nursery. Parents and children take part in a series of visits to the nursery. This helps them to get to know practitioners, other children and families. There is a well-established transition programme for children attending the local primary school. This includes, visits to the school to take part in play based experiences with their P6 buddies, a school picnic and attendance at the school Nativity. This provides valuable opportunities for children and school staff to develop relationships prior to children starting school. School staff value the detailed information provided by practitioners of children's learning across all curricular areas and linked to the four capacities. This supports continuity in learning and progress across the early level.

## 2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners engage positively with parents at the beginning and end of the day. This enables them to share information about children's experiences. They keep parents informed of their children's progress in a variety of ways. This includes twice yearly reports and parents' meetings where practitioners discuss children's progress and next steps in learning. Parents also receive a summary report. Parents appreciate the helpful, regular feedback about how their child is learning and developing. This includes a weekly email which shares a selection of learning experiences.
- Practitioners encourage parental engagement in their children's learning through one stay-and-play and one stay-and-read session every month. This assists parents to engage in their children's learning at a deeper level and understand how they contribute to their learning. The introduction of home learning bags provides parents with helpful resources to undertake science experiments, read books and play games. Parents are supported to evaluate their child's learning experiences as a result of using the home learning bag. These evaluations could now be linked to skills for learning, life and develop further parents' ability to support their children's learning.

## 2.1 Safeguarding

- The setting 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 setting and the education authority.



### 3.1 Ensuring wellbeing, equality and inclusion

very 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

- Practitioners have established positive relationships with children and their families and have a very strong focus on children's rights and wellbeing. This is at the heart of their work, with a clear focus on improving outcomes for children and is a strength of the setting. All practitioners consistently model respectful interactions between one another and with children. There is a nurturing and respectful ethos across the setting. Most children play cooperatively, share and take turns and are inclusive of all children.
- Most children have a well-developed awareness of the language of the national wellbeing indicators. Children apply this understanding through a variety of experiences. For example, preparing fruit for snack, handwashing, daily toothbrushing and learning about healthy eating through snack and lunch routines. They understand how people keep them safe through meeting parents who are local emergency workers. They learn and apply their understanding of road safety through regular local community walks. All children benefit from daily access to a well-established nursery outdoor area and access to a community woodland. This builds physical development, coordination, exploration and wonder of the natural world. Almost all children self-register on arrival, get themselves dressed for outdoor play and serve themselves at lunchtime. This is developing their sense of responsibility, self-care and independence skills.
- All practitioners are aware of, and comply with, statutory requirements in relation to Early Learning and Childcare. They complete and update care and learning plans well in line with statutory requirements. Children who have additional learning needs, are making very good progress towards achieving personal goals and targets. Each child has relevant documentation to meet their needs including health care plans and child's plans. These accurately outline care and health needs and help practitioners to very effectively identify, implement and review strategies to support individuals. All practitioners value and work closely with other professionals as required to help children who experience barriers to their learning make very good progress. The manager has correctly identified the need to improve how information for children on split placements is shared more effectively. This improvement aims to maximise progression and continuity of children's learning.
- Practitioners have created a highly inclusive ethos which ensures that all children's needs are met very effectively. They treat parents and children with fairness and respect, value diversity and are aware of their responsibility to challenge discrimination. Practitioners should continue to promote an understanding of the wider world. Children would benefit from developing further their awareness of different cultures.

### 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

#### **Progress in communication, early language, mathematics, and health and wellbeing**

- In early language and literacy, children make good progress since starting nursery. Most children talk confidently to familiar adults and visitors. They enjoy playing with sound and rhythm through a 'rhyme of the week'. Most children create pictorial representations of meaningful experiences and are beginning to use marks to communicate meaning. Most children mark make, with a majority writing their names and creating signs and labels for the inside and outdoor spaces. Most children recognise their name in print and most know that signs and symbols give messages. Children enjoy familiar stories and chosen stories by adults to stimulate ideas and encourage learning. The majority of children can recall key features and characters. They create their own stories and can describe characters and events well sharing these with others in imaginative ways. All children should develop further how they apply their learning in a variety of real-life situations.
- Most children make good progress in numeracy and mathematics. Most children confidently count to ten. Children understand that numbers represent quantities and can use them to count in real life situations. They are developing their ability to count one for one and recognise some numerals. Most children are developing their skills in information handling, pattern and shape. Most are developing a sense of size by observing, exploring, using and measuring things in the wider world. They are aware of clocks, seasons, days of the week and months linked to daily routines. A minority of children would benefit from opportunities to recognise amounts without counting out objects and begin to explore simple addition and subtraction.
- In health and wellbeing, children make very good progress in their learning. This results in confident, motivated children who make the most of their time at nursery. They develop friendships whilst playing alongside and with each other. They are aware of their growing bodies and learn the correct names for body parts and how they work. All children benefit from regular energetic play and develop strength and balance as they explore outdoor areas. These experiences outside are developing children's awareness of living things well and how they depend on each other. While manipulating different materials and resources they develop good fine motor skills. Practitioners support children well to think about the impact of their actions and encourage kindness and respect. Children demonstrate their independence successfully as they make their own choices in their play, set the table and serve themselves during their sociable snack and mealtimes. They enjoy singing, performing and dancing which supports their coordination and confidence in front of an audience. Most children focus and persevere

when challenged and are developing resilience and self-esteem as they become increasingly independent. Most children are aware of their emotions and are supported by practitioners to confidently explain how they feel.

### **Children's progress over time**

- Since starting nursery, most children make good progress appropriate to their age and stage of development. Practitioners' development of more focused individualised planning should support children to make better progress in early language and communication, numeracy and mathematics. Children who require additional support with their learning make very good progress towards their individual learning targets.

### **Overall quality of children's achievement**

- Most children share achievements from outside nursery. For example, they bring in medals and instruments from home to play and show to other children. Staff recognise and celebrate children's achievements in a nursery display. Practitioners are aware that they should seek ways to encourage parents to continue to share children's achievements from home. Most children participate in opportunities that help them develop well an understanding of their community and sustainability. They plant bulbs with gardeners in the community garden and grow vegetables in the outdoor area. This supports them to be responsible citizens. Children would benefit from leadership roles within the nursery and the local community. This will develop further their leadership and problem-solving skills.
- The manager should build on systems to record children's achievements. This will support practitioners to identify any children who are at risk of missing out on opportunities. It should enable practitioners, children and families make links to skills for learning, life and work. This will help to ensure they understand the value of achievements outside the nursery and at home and how they contribute to a child's overall learning.

### **Ensuring equity for all children**

- Practitioners actively promote equity through the inclusive and very supportive ethos. They identify quickly potential barriers to learning and put effective support in place for all children. They work closely with families and other professionals to implement effective strategies and interventions. Practitioners know children well as individuals, their families and the local context very well. They ensure, helped by the school management committee, that all costs for activities and trips are met.
- Practitioners collate information on children's progress in literacy and numeracy. They are increasingly aware of children who require further support in specific areas of learning. The manager's plans to improve tracking and planning approaches should support practitioners to better plan for small groups and children on an individual basis. This should close any gaps in learning more effectively and improve children's progress in their learning.

## 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.