

# Summarised inspection findings

High Blantyre Primary School Nursery Class

South Lanarkshire Council

28 January 2020

## Key contextual information

High Blantyre Nursery Class is part of High Blantyre Primary School and is accommodated within the main school building. It is registered to provide early learning and childcare (ELC) for 60 children at any one time from three years until they are of an age to attend primary school. At the time of inspection there were 36 children attending.

The setting has recently introduced increased hours in line with the Scottish Government expansion plan, and children can access 1140 hours of ELC. This is provided through a term time provision of six hours per day.

### 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 class is a valued and integral part of the school community and shares the vision, values and aims with the school. These have been developed recently in consultation with children, parents and staff. Children are beginning to develop an awareness of the values of respect, happiness and friendship, through a programme of planned weekly group sessions.
- Practitioners have responded positively to the introduction of additional ELC hours. The newly formed ELC team is beginning to work together, and almost all practitioners have delegated leadership roles relevant to their experience and skills. These include parent-partnership coordinators, literacy and numeracy leads and a forest school coordinator. Practitioners welcome and value the opportunities given to them by the headteacher to adopt different approaches to the delivery of early learning. The impact of leadership roles should be closely monitored and evaluated to ensure they are improving outcomes for children and their families.
- A few children have leadership roles in whole-school groups such as the eco committee, the rights respecting schools group and the pupil council. Practitioners should consider ways to ensure all children have opportunities for leadership roles relevant to their age and stage of development. This should develop children's early leadership roles and their ability to make decisions that affect them. The impact of leadership roles on children's confidence and their developing ability to be effective contributors should be recorded in individual profiles.
- Practitioners value the headteacher's commitment to professional learning. Most have undertaken additional training to develop their knowledge of the theory underpinning current practice. This has had a positive impact on the learning environment and the extended time children have for free play. Practitioners and senior leaders should evaluate rigorously nursery practice to ensure all children are motivated and engaged in their learning as a result of these changes.

- Practitioners have time to engage regularly in professional dialogue and collegiate learning. These opportunities should be maximised to build a strong sense of team and a shared understanding of pedagogy within the team. Practitioners should look also for opportunities to work collegiately with other settings in the locality, and use online professional learning materials. They need to self-evaluate and moderate their practice within a wider context.
- Practitioners have started to engage in self-evaluation activity using relevant documents. They need to ensure it is undertaken regularly, and that there is a suitable pace of change to secure positive outcomes for children. Practitioners should involve parents and children more fully in this process.
- Senior leaders should review the monitoring calendar to ensure nursery practice, and the impact of the improvement plan, are monitored on a regular basis to ensure further change and improvement.

## 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

- Relationships are positive across the nursery class and, as a result, children feel safe and secure. A few children are still settling into the nursery class and are becoming familiar with their new environment. The majority of children are engaged in their learning. This was most evident when children were outdoors, during a music session, and on a trip to the nearby green space, known as 'The Calder'. Children are developing their independence skills well as they dress themselves for outdoors.
- Children are involved actively in learning through spontaneous play, and planned and free-play opportunities. Practitioners plan the learning environment well, providing opportunities for children which link to their current interests. Practitioners provide children with loose parts and open-ended resources in the outdoor areas to encourage their curiosity and creativity. A minority of children require support to engage fully in their learning, in particular, in the indoor space.
- Practitioners are aware of the different stages of child development and continue to develop more fully their knowledge of early learning pedagogy. Most practitioners interact in a sensitive and responsive way, to promote children's independence and confidence. They are not all consistent in using questions well to check children's understanding or to further their learning. At times, there are missed opportunities to scaffold children's learning.
- Children have time and space to follow their interests. They lead their learning through play, however this is not always purposeful. In order to deepen and extend children's learning, practitioners should review the indoor learning environment. In doing so, they should reflect on the current needs of all children, ensuring a range of rich and challenging learning opportunities. Practitioners provide digital technology to support children's learning. A few children used the tablet computer appropriately to take photographs and videos of their peers in the forest. Practitioners should continue to enhance children's learning using a wider range of digital technologies.
- Practitioners know children well, and use their observations and professional dialogue to inform judgements about children's progress. They should continue to develop their observation skills so they can extend further how they plan children's learning. Children's profiles contain learning targets and capture information about how they engage in learning. Practitioners offer parents the opportunity to contribute to their children's learning targets. Practitioners should now ensure that children's targets capture fully the learning and progress made by individual children. A few children spoke confidently about the contents of their profile. Practitioners should continue to review the profiles in consultation with children and parents.

- Children's interests and Curriculum for Excellence (CfE) experiences and outcomes contribute to some extent to the planning of children's learning. Practitioners use area planning books to support a few children to engage fully in planning, taking account of their prior knowledge and learning. Practitioners use weekly planning meetings to reflect on plans, record observations and discuss possible next steps in children's learning. They also use South Lanarkshire Council tracking and monitoring documentation to support them to track literacy, numeracy and health and wellbeing for all children. Practitioners need to develop further approaches to involving all children in contributing to the planning process in a more meaningful way. This should support all children to have a better awareness of their engagement in learning and develop an understanding of themselves as learners.

## 2.2 Curriculum: Learning and development pathways

- The curriculum offer is based firmly on play and takes good account of CFE experiences and outcomes. The nursery team need to develop a shared understanding on how they can develop learning and developmental pathways, which focus on challenge, depth and progression of children's skills across all curricular aspects. Literacy, numeracy, and health and wellbeing are seen as the responsibility of all, however these need to be more explicit across the learning environment. Practitioners should continue to develop further leadership roles, including a clear focus on literacy and numeracy. Planning takes account of a few children's interests, however practitioners are not yet taking full account of each child's needs, dispositions and stages of development.
- The nursery does not yet have a curriculum rationale to help guide and inform its work. This is needed to help practitioners provide relevant experiences, which support children's knowledge, skills and overall development. Practitioners need to make full use of local authority guidance, 'Together We Can And We Will' to develop their curriculum rationale.
- Practitioners take account of children's individual needs when they start nursery, with a settling in period tailored to suit children and families. Children's transitions into Primary 1 begin at the start of the academic year for all children and, as a result, all children settle quickly. The nursery and Primary 1 teachers alternate their roles once each week, which allows children and staff to become more familiar with the learning environment in each setting. This is supporting teachers to become more familiar with individual children and their learning needs.
- Nursery class practitioners are supporting currently the introduction of play-based learning in Primary 1 with the aim of ensuring better continuity for children's learning across the early level. This has just started and it is too early to comment on its impact. Children have useful opportunities to engage in school life, including planned transition events in the last term of nursery. Children's transitions to Primary 1 are starting to improve through staff passing on tracking and assessment information on literacy, numeracy and health and wellbeing to Primary 1 teachers. Children's profiles are shared with Primary 1, allowing teachers to view children's engagement in learning experiences.

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

- Practitioners offer a range of opportunities for parents to be involved in their child's learning and the wider experiences of the nursery. For example, stay and play sessions and parents who help with nursery outings. The bedtime story initiative supports children's bedtime routines at home, and promotes children's engagement with books and stories. Practitioners are keen to increase parental engagement, and develop further parents' understanding of the value of their involvement in their child's learning. As planned, the parent partnership coordinators in the nursery should build creatively on existing opportunities to involve families, whilst taking account of the range of circumstances that affect children and families who attend the nursery.
- Social media pages for the primary school include a range of useful information for parents and families about the nursery. These pages could be improved to include more specific information on how parents can support further their child's learning. For example, to promote singing, rhymes and storytelling.
- Parents have access to children's profiles and they are encouraged to take these home to share with their children. The profiles include suggestions for parents which will support them with their child's learning targets at home.

## 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 that need to be addressed as a matter of urgency.



### 3.1 Ensuring wellbeing, equality and inclusion

satisfactory

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 know children and families well, and relationships are based on respect. As a result, children are happy in the nursery class. They are developing friendships and learning to be respectful of other people's feelings. Children's self-esteem is developing through the compliments activity during group time at the beginning of each day. Practitioners use praise well to recognise and encourage children's positive behaviour. They need to review how the nursery day could create more opportunities for children and families to build strong nurturing relationships with key workers, and to support further children's wellbeing. Practitioners should ensure a particular focus on developing the welcome experience for children and their families at the start of the day, and a nurturing lunchtime experience.
- All children have a care plan which is written in consultation with families. Practitioners review plans with parents during parent meetings to agree targets to support children's learning and development. Children who require additional support with their learning are supported and, where appropriate, benefit from input from other professional agencies. Practitioners should review additional support plans and behavioural support plans to ensure planned actions are more specific and meet more effectively children's individual needs. Practitioners need to ensure that review dates, with appropriate time scales and parents' signatures, are included consistently in plans to support and ensure children make the progress they are capable of in their learning and development.
- Most children demonstrate independence in their care routines, such as helping to prepare snack, brushing their own teeth, and clearing away their dishes after lunch. Children need to develop further their independence and sense of responsibility through meaningful leadership roles.
- Children engage in energetic play and develop their physical skills through daily free-flow access to a well-resourced outdoor area. Weekly trips to 'The Calder' also provide children with useful opportunities to develop further their physical skills and manage their own risky play.
- Practitioners are aware of statutory requirements and their professional responsibility in fulfilling them. Regular opportunities for professional learning support practitioners to keep their knowledge up to date. Practitioners should ensure this training impacts positively on improving outcomes for children's learning and development.
- Practitioners understand children's rights and the wellbeing indicators. For example, children are supported to develop their understanding of how to keep safe on visits to 'The Calder' and children's voice is evident in planning. Practitioners should continue to consider how they can develop the language and understanding of the wellbeing indicators with children and parents in meaningful ways.

- Practitioners value cultural diversity and they plan for religious and cultural celebrations, which are relevant to the community of the children attending the nursery class. This is developing well children's awareness of the beliefs of others.

### 3.2 Securing children's progress

satisfactory

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

- The majority of children are making satisfactory progress in early language and communication, with a few making good progress. The majority engage confidently in conversation with their peers and adults during free play. Children engage in phonological awareness sessions daily, and are developing the ability to identify and confidently clap out syllables. They recite the rhyme of the month a small group at a time, and the majority of children enjoy making up rhyming words to match the objects in the rhyme. The majority enjoy mark making, for example, writing nursery rhymes. Most recognise their name, with a few children writing it confidently. A minority of children listen well in large group story sessions. Children enjoy, listen and respond better in a small group and individual story times. They are developing a love of books. A few children access the story corner to read books independently. A few children are not yet making sufficient progress in literacy.
- The majority of children are making satisfactory progress in numeracy and mathematics. They are becoming more familiar with numbers. The majority are starting to show an interest in numbers, and can count to five with confidence, with a few counting beyond. Children explored measure, as they used measuring tapes to compare size. They are developing an awareness of how to use and discuss money, as they developed their wallpaper shop. All children need to develop their numeracy and mathematics skills across a range of meaningful contexts.
- The majority of children are making good progress in health and wellbeing. Children recognise their emotions through planned weekly group sessions, and are developing their descriptive language. Children are becoming increasingly healthy and active. They take risks when supported appropriately by practitioners. Children climb hills using ropes in 'The Calder' woodland, negotiating branches and skilfully reaching the top. They take responsibility for their own health and wellbeing, including tooth brushing. Children need to continue to develop further their progress, particularly in emotional wellbeing.
- Children's progress is tracked through their profiles, area books and practitioner judgements. However, children's profiles do not yet evidence clearly the progress children are making over time. Parents have regular formal and informal opportunities to discuss their child's progress in learning. Tracking and monitoring systems help to capture aspects of children's progress over time. However, practitioners need to ensure key information on children's progress over time is captured at specific points in time in order for them to gain an overview of how well this is being secured.

- Children celebrate success through achieving a headteacher's award. This achievement is displayed on the school notice board. Children's confidence and self-esteem are developing further through the daily compliments activity. However, the majority of children are not yet able to contribute fully to this process. In order for all children to become successful and confident learners, children's successes and wider achievements should continue to be recognised and shared within the nursery environment.
- The nursery promotes actively equity for all. As a result of planned support, particular children are making progress in language and communication, through for example, practitioners developing children's awareness of rhyme and rhythm, and patterns of words through music. The majority of children are making progress in their learning. The impact of planned intervention programmes should continue to be monitored and analysed closely to ensure decisions about future interventions are based on robust evidence and make a difference to securing children's progress.

### Choice of QI : 3.3 Developing creativity and skills for life and learning

- Developing creativity
- Developing skills for life and learning
- Developing digital skills

- Creativity is one of the nursery core values, which underpins the setting's approach to learning. As a result, children have access to a range of stimulating open-ended play materials to extend their creativity and thinking. Practitioners offer useful experiences that enable children to explore ideas and follow their imagination. For example, a few children were extending their role play from the home corner and were having a picnic.
- Children have time and freedom to make choices and to develop their own interests and play. They should be encouraged to leave areas in the nursery ready for others to play before they move to another activity. This would enable all children to access the resources they need to enhance and develop their play and creativity.
- The majority of practitioners interact well to support and challenge children's thinking during play. Practitioners' interactions should be developed further to provide consistency across the team. This should ensure they use a range of strategies, including effective questioning, to develop children's thinking skills and support them to solve problems creatively.
- Children have weekly access to 'The Calder' which provides opportunities for them to use skills in a wider context. As planned, practitioners should continue to seek ways to enhance children's learning through opportunities within the local community which provide learning in real-life situations. This should encourage further an early understanding for practitioners of the skills children require for learning, life and work.
- A few children use tablets well to take photographs and record videos. They are supported effectively to use computers to research interests. Practitioners should continue to develop the range of digital learning experiences available to all children, for example, using programmable toys and the keyboard and mouse with increasing confidence and skill. This should enable children to develop the skills they require for the digital world in which they live.

### 1. Quality of care and support

Parents told us that communication, consultation methods and opportunities for parental involvement in the nursery had increased since the last inspection. This included 'stay and play' sessions and a 'bedtime story' resource which had extended nursery/home links. This resource supported nurturing interactions, highlighted the benefits good routines and sleep patterns could have on children's learning, as well as building language and literacy skills.

There had been changes in staff since the last inspection and staff were beginning to work together as a team. More consistent approaches and more focussed interactions with individuals and small groups of children would improve outcomes for children and create a more nurturing ethos.

Personal plans were in place for all children. Although some actions had been taken to address a recommendation made at the last inspection, we advised that personal plans continue to be developed. All personal plans should be signed by parents. Therefore, we have repeated this recommendation at this inspection see recommendation one.

Children enjoyed a pleasant, sociable snack time each morning, where healthy options were promoted. Children took turns to be snack helpers and were supported to become increasingly independent in making choices, serving themselves and clearing away their dishes. This met a recommendation made at the last inspection. We advised that fruit, drinking water and cups should be more accessible and freely available to children in the afternoon.

Children had lunch in the school dining hall. We saw that this was an unsettling time for some children and although staff supported children with this transition, this did not create a relaxed lunchtime experience for all children. Staff must also be more vigilant when children are moving between the playroom and the dining hall. We advised the service to review the lunchtime procedures to ensure lunch was an equally pleasant, relaxed experience which meets the needs of all children.

Medication was stored appropriately. Administration of medication forms were amended to include a column for parents to sign to acknowledge their child had received medication in the service. This contributed towards children's health, safety and wellbeing.

Information regarding children's health and medical needs and dietary requirements were detailed within children's personal plans and the lunch folder. Staff should ensure all children's dietary requirements are clear and updated when required see recommendation two.

**Care Inspectorate grade: adequate**

## 2. Quality of environment

Staff welcomed children and their families as they arrived. Children had their own space to keep their personal belongings. This helped children to feel welcome and included in the service. The secure entry and registration system ensured that staff were aware of the total number of children in attendance each day. This contributed towards children's safety.

All children had daily access to fresh air and outdoor play through free flow play opportunities for most of the day. We saw that children were particularly engaged in their play when outdoors. We observed a small group of children who were planting and looking for minibeasts. A few children could identify parts of the plant and explained why it was good to have worms in the garden.

We accompanied a group of children and staff on an outing to the nearby greenspace known as 'The Calder'. We saw that all children were having fun, splashing in puddles, running, climbing hills, trees and sliding down muddy slopes. Children were engaged in imaginative, active and more risky play. They made informed decisions which enhanced their play and developed their physical skills.

Children were included in risk assessing the nursery outdoor area and trip to 'The Calder'. Children could identify risks and appropriate actions to take to keep themselves and others safe. We discussed how risk assessments could be adapted to include children in risk assessing their indoor environment.

Indoors, a variety of resources were stored at the children's level. This enabled children to make choices and direct their own play and activities. A positive start had been made to the use of loose parts, and natural and open-ended materials. We observed how these materials had encouraged some children to be curious, imaginative and inventive in their play.

We advised the service to review the layout of the indoor environment, ensuring all areas were suitably resourced to enable children to access a wider range of materials and resources independently, particularly in the art area. This would improve children's independence and choice, and enable children to lead their own learning. We signposted the service to good practice guidance such as, 'Building the Ambition.' This document provides detailed, practical guidance on the experiences and interactions necessary to create a nurturing learning environment for young children. Two related recommendations were made at the last inspection and have been repeated at this inspection see recommendation three and recommendation four.

We signposted the service to the good practice document 'Out to Play' to assist with hand hygiene outdoors. This would contribute towards children's health and safety when eating outdoors. We advised that the nappy changing practice and procedures should be improved in line with current best practice guidance, 'Infection Prevention and Control in Day care of Children and Childminding Services'. The service agreed to amend their practice and procedures to contribute towards children's health and safety.

### Care Inspectorate grade: adequate

During the previous Care Inspectorate inspection, the setting had no requirements and four recommendations. From four recommendations one has been met and three have not been met.

Outstanding issues relating to CI to provide details are carried forward in this inspection. As a result of this inspection, there are no requirements and four recommendations.

## Recommendations

- Personal plans should be used to identify and plan how the service can best support children's early learning and childcare needs. To achieve this, personal plans should:
  - consider the wellbeing indicators
  - consider how the service can best support each child's needs
  - include child and parents' views
  - clearly show children's progress

This is to ensure care and support is consistent with the Health and Social Care Standards which state, my personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices (HSCS 1.15).

- The service should ensure that all staff are aware of individual children's current dietary requirements and preferences and that these are catered for. Information should be updated where required. This contributes to children's health and wellbeing when eating and drinking at nursery.

This is to ensure care and support is consistent with the Health and Social Care Standards which state, my needs, as agreed in my personal plan, are fully met and my wishes and choices are respected (HSCS 1.23).

- Children need to be encouraged to make choices and direct their own play and learning. To support this, staff need to be more responsive and spontaneous and not be afraid to let children lead their own learning and play.

This is to ensure care and support is consistent with the Health and Social Care Standards which state, as a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials (HSCS 1.31).

- The staff should undertake an audit of the playroom and outdoor space using good practice guidance. Once evaluated they should put a plan in place and improve the use of space and resources to provide a rich learning environment.

This is to ensure care and support is consistent with the Health and Social Care Standards which state, as a child, I experience high quality care and support based on relevant evidence, guidance and best practice (HSCS 4.11).



## 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.