

Summarised inspection findings

Mount Florida Primary School Nursery Class

Glasgow City Council

22 August 2023

Key contextual information

Mount Florida Nursery Class is situated within Mount Florida Primary School on the southside of Glasgow. The nursery class was previously the janitor's house and has several rooms and spaces. The nursery class is registered for 20 children aged from three years to those not yet attending school. The nursery class operates five morning sessions from 8:40 until 11:50. Children attending can access their full entitlement of 1140 hours at other local establishments. Practitioners are deployed in the afternoon using their skills and knowledge to support the primary school.

1.3 Leadership of change

very 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

- Mount Florida nursery class is fully involved in the life of the school. Staff share their knowledge and expertise of early learning and play pedagogy very well with colleagues in the primary classes. The school and nursery developed a shared vision and values in collaboration with all stakeholders and should continue to share these in relevant and meaningful ways with children and families. Children continue to develop their knowledge of the values and can talk confidently about them in practice.
- The headteacher has overall responsibility for the nursery and has delegated day to day management to the highly effective team leader. The team leader continually develops her own leadership knowledge and skills, for example, engaging in a recent local authority leadership course. This has increased her confidence to lead by example and model practice effectively across the team. The team leader engages well in professional dialogue with colleagues across the local authority, leading to well informed improvement and change.
- All practitioners have an identified leadership role in areas such as outdoor learning, communication or family learning. Staff talk confidently about how they are developing their practice further in these areas. The impact of their leadership roles is evident across the school and nursery. For example, children across the school and nursery use the nursery outdoor space very well to enhance their learning. Children are developing their leadership skills in a range of ways, including during snack time. Practitioners should continue to develop opportunities for children to lead, developing their leadership skills further as a result.
- Practitioners develop their practice effectively through engagement with professional learning which is relevant to the needs of their individual children. They keep up to date with the latest guidance and research. Practitioners share their learning across the team well, informing consistent practice, as a result. The leader of early learning and a speech and language therapist engage effectively with staff, supporting practitioners to develop their practice well. Practitioners respect each other as a team and develop their knowledge and skills well as they learn from each other. Teamwork is a strength in the nursery. Staff welcome new team members and support them well.

- The senior leadership team has created an improvement plan for the nursery which includes contributions from practitioners. This takes account of the nursery priorities and helpfully focusses on literacy, numeracy, creativity and family learning. Practitioners take the lead on tasks to support their improvement journey. Improvements are evident in practice, as a result. Practitioners should continue to contribute to the development of the improvement plan in a meaningful way.
- Self-evaluation approaches are becoming embedded in the nursery, with practitioners continually reflecting on their practice. They implement change in a realistic and manageable way. The pace of change is appropriate and well timed in order to allow practitioners to sustain changes effectively. Practitioners seek the views of families through a range of engagement opportunities. For example, families recently supported the continued development of a one-page profile which outlines clearly children's strengths and the strategies which best meet their needs.

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

- A warm, welcoming ethos is evident across the nursery, where practitioners respect and value children's rights. Positive relationships between practitioners, children and families are a strength. Children settle well and appear happy and safe as a result. Children are developing friendship groups and play well together. They are caring towards each other, demonstrating empathy and kindness.
- Almost all children engage well in learning across the indoor and outdoor environment. All children start their day by engaging actively in the outdoor space, which they enjoy. There is a skilful blend of adult initiated and child-led learning, which supports meaningful engagement for all children. Children have choice throughout their session, with many choosing to play in the well-developed and resourced outdoor space.
- The indoor environment offers choice across a range of attractive spaces, with resources displayed well and at child level. Practitioners listen to children, ensuring resources reflect their individual learning needs. Children have opportunities to develop their creativity, resilience and independence very well. Children engage very well in their home corner, linking play to real-life experiences. It is challenging to support children to access all areas within the nursery due to staffing and the layout of the building, however the team manage this very well.
- Interactions between practitioners and children are supportive, sensitive and nurturing. Practitioners use skilled questioning well to promote curiosity, allowing children to confidently ask and answer questions. Practitioners listen actively to children, extending and scaffolding their learning effectively. Their use of digital technology supports and extends children's learning, for example, exploring minibests further on the tablet computer.
- Practitioners have a good knowledge of child development and early learning pedagogy. They know all children very well and meet their individual needs very effectively. Practitioners continue to develop their observation skills well in order to capture children's significant learning. They use online journals to share children's learning and achievements with home. Families also have daily opportunities, informal chats and regular meetings to discuss their child's progress. Practitioners should continue to develop further their use of the online journals to demonstrate fully children's progress in learning.
- Practitioners have implemented approaches to planning using Curriculum for Excellence experiences and outcomes. They track coverage across the curriculum, highlighting areas which they have covered through their plans. Practitioners plan learning which takes full account of children's interests and are flexible in their delivery. They use mind maps, wonder walls and big books to capture children's voice. Practitioners' approaches to planning support all children to make progress as individuals and within small groups.

- Practitioners track children's progress using a variety of materials, including local authority trackers for literacy and numeracy. They engage in professional dialogue as a team to discuss and moderate children's progress in learning. Practitioners use one-page profiles to capture children's next steps in discussion with children and families. They should explore further approaches to capturing fully progress for children not yet accessing Curriculum for Excellence outcomes.

2.2 Curriculum: Learning and developmental pathways

- Practitioners provide a broad and balanced curriculum firmly based on play. The indoor and outdoor environment supports children's development of literacy, numeracy and health and wellbeing well. All practitioners take responsibility for developing early numeracy and literacy skills. This is clearly evident through daily routines and experiences, both planned and spontaneous.
- Senior leaders have developed a curriculum rationale across the school and nursery. Planning takes account of Curriculum for Excellence experiences and outcomes, with coverage across a range of areas. Practitioners have engaged in professional learning to support their development, using the national practice guidance Realising the Ambition: Being Me. They have implemented this effectively in practice, for example, a focus on schematic play to support children in their learning environment.
- Practitioners manage transitions into and across the nursery sensitively, taking full account of individual needs and circumstances. Families complete an 'all about me' profile and 'my world' triangle to share valuable information relating to their child. Practitioners link very well with teachers across the school and in other local schools, ensuring transitions into P1 are managed effectively. Practitioners provide enhanced transitions for children who may need additional support as they move onto school.

2.7 Partnerships: Impact on children and families – parental engagement

- Partnership with families is a developing strength across the nursery, with families encouraged to be involved in their child's learning. Practitioners invite children and families into the nursery prior to starting to allow them to become familiar with practitioners and the environment. This approach supports children to settle into nursery well.
- Practitioners communicate with families through a variety of methods. Daily informal dialogue, monthly newsletters and planned meetings ensure regular and effective communication. Practitioners helpfully share information in a number of different languages. They share children's learning and engagement in experiences through the online learning journals, photographs and conversation. Practitioners encourage families to share learning and achievements from home.
- Opportunities for families to engage in the nursery include, stay and play sessions, pancake day celebrations and sharing cultural festivals. Practitioners develop home learning packs for families to engage with their child at home. Family learning continues to be a focus for development moving forward.

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

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

- Positive relationships and a strong focus on improving children's wellbeing is a key strength in the nursery. All practitioners are nurturing and caring towards children. Practitioners interact sensitively with children and there is a very positive and inclusive ethos in the nursery. Children settle very well, are confident and very keen to contribute. Children are kind and respectful to each other and adults. Practitioners model positive behaviour, which has a positive impact on children's relationships and behaviour.
- Practitioners support children well to use the language of the wellbeing indicators in their daily routines, for example, being safe using a knife. They have created an attractive display to share the wellbeing indicators in a relevant and meaningful way with children and families. Practitioners continue to develop this at an appropriate pace to ensure children understand the meaning of the words. They use the wellbeing indicators with families to gather information about the individual needs of their children. Practitioners are introducing children's rights through discussion and links to displays and should continue to develop this, as planned.
- Children are developing their independence skills well as they engage in a range of nursery experiences. They serve themselves snack, pouring their own milk or water, and most get themselves dressed for outdoors. Children confidently move in and out of the nursery, engaging well in risky play outdoors. They access outdoors daily, developing their resilience and confidence well. Children play in the wider school grounds, which supports them to develop their gross motor skills well as they confidently ride scooters and pedal trikes.
- All practitioners understand their responsibilities and statutory duties in relation to keeping children safe. Practitioners keep their knowledge and practice up to date through attendance at regular training. The team leader has effective systems in place to meet children's individual health and wellbeing needs well. Children who require additional support with learning have helpful plans. The team review and update regularly care plans for all children.
- Practitioners actively promote inclusion and equality, supporting all children to reach their potential. Children are continuing to develop an awareness of diversity by celebrating a wide range of multi-cultural events across the year. Families support children and practitioners to become aware of cultural differences and value diversity. Practitioners treat children and families fairly and with respect across the nursery. They support children who may face barriers to learning very well, using a range of suitable and engaging resources. Practitioners should continue to monitor the impact of the approaches they use to engage all children, for example, visual timetables.

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

- Most children are making very good progress in communication and early language. They talk confidently with their peers and adults, sharing their knowledge and ideas. Children enjoy stories, recalling details and independently voting for their favourite book. Children who require help with their learning are supported well through appropriate resources and interactive story props. Children explore mark making across the nursery, writing shopping lists and drawing with increasing detail. Children join in with rhymes and songs enthusiastically, using musical instruments well to tap the beat. A few children would benefit from consistent use of visuals across the session.
- Most children are making very good progress in numeracy and mathematics. Children use number confidently in their play and daily routines. Most children can count to 10 and beyond and use numbers accurately as they count objects. Children use the language of measure well, for example, describing tallest and smallest. Children use mathematical language well to describe volume in the sand and water. Most children recognise and name a range of colours and enjoy mixing colours to create new ones. Children explore time and information handling very well through engaging experiences. Practitioners should continue to offer opportunities to explore money and coins further, as planned.
- All children are making very good progress in health and wellbeing. Children enjoy their healthy snacks and confidently discuss food types in the home corner. All children develop their fine and gross motor skills well indoors and outdoors. Children's resilience has increased through daily outdoor learning in their engaging space. They enjoy weekly sessions which support them to talk about and self-regulate their emotions. Children describe confidently their feelings, sharing this with adults and peers.
- Practitioners capture progress over time well through professional dialogue, tracking, big books and one-page profiles. Practitioners continue to develop their observations of children's learning well and share these in children's online journals. They should continue to develop their approaches to capturing and effectively recording children's progress over time, as planned.
- Practitioners capture and celebrate children's successes and achievements well. Children receive certificates linked to the nursery values and can confidently describe their achievements. Practitioners share achievements with home through the online learning journals and certificates. They encourage families to share achievements from home. This continues to be a work in progress.

- Practitioners promote equity across all aspects of their work. There is an inclusive ethos, where trust and respect are valued. Practitioners take full account of children's differing cultural, socio-economic and linguistic backgrounds. They know their children and families very well and strive to meet their individual needs.

Practice worth sharing more widely

Mount Florida Nursery Class is situated within the primary school and their outdoor environment was a tarmac playground. Over time they have developed their outdoor learning environment to create a space, where children can explore, take risks and develop their curiosity. Practitioners use this space very effectively with children in the nursery and the school. Practitioners collaborate closely with teachers and classes in the school, allowing school children to develop their skills outdoors.

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.