

Summarised inspection findings

St Bride's Primary School and Nursery Class

South Lanarkshire Council

23 April 2019

Key contextual information

St Bride's Nursery Class is situated on the campus of St Bride's Primary School in a purpose built unit with extensive outdoor space. Early learning and childcare is provided for children aged three until they begin primary school. The nursery is registered for 50 children at any one time. At the time of the inspection, 60 children were on the roll.

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 teaching
- effective use of assessment
- planning, tracking and monitoring

- There is a warm and welcoming ethos within the nursery and children are valued as individuals. Relationships are nurturing and positive resulting in children feeling happy, safe and secure within the nursery. They have formed strong friendships and show care, consideration and support for each other. Children are confident in their use of the rich indoor learning environment. They independently access a range of interesting resources and make choices about where they want to play.
- Children are highly engaged in a wide range of child-led experiences, which helps them to make progress in their learning. They are motivated in their play and most show sustained concentration in their chosen tasks. Practitioners have made positive improvements to the outdoor space. This includes extending the use of natural and open-ended materials to support children's creativity, resilience and decision making. We have suggested that practitioners consider ways in which they could enable children to have increased opportunities for independent access to daily outdoor play.
- Practitioners strive to do their best for children and are sensitive to their individual needs. They interact in supportive ways to promote curiosity and encourage children to try new experiences. They engage positively in conversation with children during play and listen to their views. Practitioners are flexible with daily routines ensuring that children have uninterrupted time to play. The discovery space is well resourced to include a range of digital technologies. The 'talking tins' are used effectively to provide children with independent challenges. A recent audit identified that there is scope for the majority of practitioners to extend and deepen children's thinking and learning through their interactions. We would confirm that practitioners should continue to build their skills in this area by using open-ended questions more effectively and consistently across the team. This will challenge children to increase their learning.
- Practitioners have made a positive start in developing their practice to become more responsive to children's needs. They take account of children's interests, needs and enthusiasms reflecting the local authority guidance 'Together we can and we will'. Practitioners engage in regular dialogue to share their observations of children's learning and use this information to inform their planning. Parents are encouraged to contribute to future planning. We have asked practitioners to continue to improve how they involve children in fully leading their own learning. Practitioners share children's individual learning targets with parents. There

is scope to involve children more fully in order that they have greater ownership of their learning. This will also support children to think about what they might learn next. Most children are ready and able to be more challenged in their learning. This is an important area for development in the nursery class. It will help ensure that nursery experiences consistently add value to what children already know and can do. Continued reflection, professional dialogue and critical self-evaluation will support the team to develop their shared understanding of pedagogy and practice.

- Specific learning contexts are planned around practitioners' observations of children's play. A 'responsive week' has recently been adopted between contextual experiences. Practitioners report that this has supported them to 'step back' and observe children's use of the environment to inform future learning contexts. It will be important to review and monitor how this approach promotes depth, challenge and pace of learning for all children.
- Children's individual folders illustrate their involvement in a range of planned experiences across the curriculum. Increasingly, observations capture significant aspects of learning. Practitioners have made a positive start in developing children's use of their folders to support them to reflect on their own learning. Building on this positive work, there is now scope to give children greater ownership of their folders and create a more individualised record of learning. This will support children to develop their use of language to talk about and evaluate their learning. As a result, children will develop a greater sense of themselves as successful, informed leaders of their own learning.
- Practitioners have begun to use new trackers introduced by the local authority to record children's progress in literacy, numeracy and health and wellbeing. It will be important for practitioners to take full account of and build upon the skills and knowledge children bring to the nursery so that they experience sufficient pace, challenge and depth in their learning. We have suggested that practitioners build on this good practice to ensure that children's learning is tracked across the curriculum. This will reflect the full extent of children's progress. As identified through self-evaluation, further use of assessment information including moderation will deepen practitioners' shared understanding and expectations of children's progress.
- Children who require additional help with their learning are supported well through an individualised approach. This is having a positive impact on children's development and learning.
- Practitioners invest time in getting to know their children and families very well. They have developed positive relationships, which are valued by parents who are viewed as partners in learning. Parents welcome the variety of home learning experiences offered by the nursery and embrace the opportunity to 'Stay and Play' within the setting. Parents and carers receive regular information on their children's progress and achievements, including access to their child's folder. Transition arrangements ensure that children are supported very well as they begin nursery and move on to school. Detailed information is shared with primary colleagues, which supports progression and continuity for children across the early level.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

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

- The opportunity for children to access a variety of experiences has resulted in children developing a range of skills across the curriculum. Observations of children, individual profiles, plans and progression trackers demonstrate that since joining the nursery, children have continued to build on their learning. They enjoy the 'challenge stations' around the playroom. These opportunities encourage children to engage in specific activities that offer additional levels of challenge. It will be important for practitioners to continue to monitor the impact of these 'stations'. This will ensure these opportunities are providing the right level of challenge for individual children based on their prior learning and continue to offer suitable challenge.
- Health and wellbeing is a strong feature of the nursery. Almost all children play cooperatively, share and take turns. The focus on a 'Circle of Friends', enables children to talk about the importance of friendship. They confidently talk about the qualities they would want in a friend and share these through the 'Friendship Tree'. Children undertake additional responsibilities such as snack helpers, tidying resources and ensuring the outdoor space is safe to play. Children are motivated and eager to learn and will benefit from further opportunities to develop further their early leadership skills. Most children are confident and independent in hygiene routines. They are able to talk about healthy food and can describe the benefits of exercise. The majority of children have a developing awareness of where food comes from. Almost all children are developing their physical skills very well. Regular visits to the school gym hall and outdoor play are enabling all children to develop a range of gross physical skills. The wide variety of interesting and intricate objects and tools support children to develop their fine motor skills. Through role-play, most children are becoming aware of how to care for a baby such as bathing and feeding.
- Practitioners' understanding of children's early language skills is enabling all children to continue to make very good progress according to their stage of development. Most children are confident communicators who willingly engage in conversations with adults and their peers. Older children listen attentively during story times and when receiving instructions during gym time. Regular storytelling sessions are enabling almost all children to develop a wide range of vocabulary. This includes practitioners introducing particular 'WOW' words related to a familiar story and introducing these appropriately during play experiences. A few children are developing an interest in creating their own stories. They are able to predict what might happen next. Most children can retell a familiar story and can identify words that rhyme and initial letters sounds of their name and other familiar words. A few tap out the syllables of their name and familiar words. Almost all children enjoy mark-making in different contexts. Most are

beginning to form recognisable letters as they write their name and other familiar words. Increasingly, children draw with detail.

- Evidence viewed as part of the inspection process demonstrates children are making good progress in early numeracy and mathematics. A wide range of experiences both indoors and outdoors are supporting almost all children to develop their skills in using number, pattern and recognising two-dimensional shapes. The majority of children identify the missing number from a number line. Displays demonstrate how children have regularly gathered and represented a range of information. This includes information on how children travel to nursery. Enterprise projects, charity events and role-play situations provide meaningful opportunities for children to develop an awareness of money and how it is used. A few children are becoming aware of time as they use timers and make pretend clocks. Children use appropriate comparative language as they play and when using digital technology such as tablets and the interactive boards. There is scope to provide children with opportunities to become more familiar with three-dimensional objects and their properties. A few children will benefit from additional challenge to enable them to continue to make progress in relation to early numeracy and mathematics.
- Achievements are celebrated very well. The positive ethos within the nursery reflects the school and nursery's vision of 'Valued, Included and Praised'. Practitioners give appropriate praise and encouragement to recognise and celebrate children's success and achievements. Children showcase their achievements and learning from specific contexts with parents, their peers and school pupils. Parents readily share achievements from home and outwith the setting. Significant achievements for children are rewarded by the opportunity to take home 'VIP Bear' for the weekend. Practitioners have been creative in the way that they celebrate achievements through the language of the national wellbeing indicators. This is enabling children to develop an understanding of wellbeing through meaningful contexts and in a developmentally appropriate way.
- Children develop early citizenship skills as they take part in charity events, community projects and intergenerational work. They engage in interesting activities to enable them to learn about caring for the environment.
- Practitioners are fully aware of the differing needs of children and their families. They work very well with children, families and other agencies to ensure barriers to learning and inclusion are reduced. Parents who engaged with the inspection process report that they are well supported, encouraged and consulted with in relation to their child's learning and development. They enjoy being part of nursery life.
- Practitioners have made a positive start to using information on children's skills in relation to literacy, numeracy and health and wellbeing to identify future learning. We have asked practitioners to consider how they will now gather and use information on children's learning across the curriculum. This will enable practitioners to have a clear overview of children's learning and as a result support children to make the best possible progress. Getting it right for me (GIRFME) plans for children who require additional support with their learning are reviewed regularly with parents. This makes sure that the strategies implemented are having the desired outcome and children continue to receive the correct level of support in their development and 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.