

Summarised inspection findings

Tealing Primary School and Nursery Class

Angus Council

22 January 2019

Key contextual information

Tealing Primary School Nursery Class is situated within Tealing Primary School and serves the village of Tealing and surrounding areas. The nursery has a playroom within the school building and direct access to an outdoor play area. Funded early learning and childcare places are provided for children age 3-5 years and children attend on a range of flexible patterns. At the time of the inspection there were eight children registered.

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

- Overall, approaches to learning, teaching and assessment are satisfactory. There is a welcoming ethos within the setting where families are warmly greeted and made to feel included. Practitioners have established positive and respectful relationships with children that encourage them to feel valued, safe, and secure. They are enthusiastic about their play and choose from a range of resources both indoors and outside. Children are particularly motivated by activities such as baking and using real tools. We have asked practitioners to review the learning environment to ensure it more effectively supports depth and challenge in children's play. This should include a focus on natural and open-ended resources that promote children's imagination, creativity, and curiosity.
- Children make decisions about their learning during play and their choices are respected. They contribute to floor books, which are beginning to help practitioners be more responsive in the way that they plan. This approach is at early stages and should be developed further. Practitioners capture children's comments and include these in floor books and displays. As these planning processes develop, it will be important to build on the children's involvement so that they are able to lead their own learning further. Children are ready for increased responsibility and independence in this area.
- Practitioners know children well and have an understanding of child development. They have created caring relationships with children and established a positive climate for learning. Practitioners respond to children in a way that promotes their self-esteem and helps them to feel that their views are respected. In a few examples, practitioners use skilled questioning to encourage children to extend their thinking and consider ways to solve problems. This now needs to be more consistent throughout practice in the setting. Practitioners need to be more responsive to the interests and play needs of children to maximise the opportunity for deeper learning.
- Practitioners make detailed observations of children's play which are recorded in newly introduced electronic learning journals and include children's comments. Observations are not yet frequent enough to ensure that children's learning journals reflect progress over time or

allow practitioners to effectively plan for personalised future learning. As practitioners become more familiar with the electronic journals and tracking system, it will be important to increase children's engagement. This will support reflection on their learning and what they might learn next.

- The team plan for children's learning over different timescales through responsive planning methods and a medium term plan. Practitioners recognise that responsive planning approaches should be developed further to add increased personalisation, depth, and challenge to children's learning. It would be helpful to consider curriculum design principles as part of this process. Progress across the curriculum should also be more closely monitored and evaluated.

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

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

- Across the setting, children are developing their emotional, social, physical, and cognitive skills appropriately. The majority of children are making satisfactory progress in communication and early language. Children take part in conversations with adults and are keen to share their thoughts. A few children access books and enjoy sharing stories with adults, recalling the narrative of traditional tales. We have asked practitioners to extend children's emerging interest in books further and ensure available reading materials reflect their interests. A few children show an interest in making marks and writing for a purpose such as when labelling their plants. We have asked practitioners to increase opportunities for children to develop these skills as part of their play and daily routines.
- The majority of children are making satisfactory progress in mathematics. They count naturally during play and are developing their understanding of weight and measure as they bake banana bread and experiment with woodwork materials. Children demonstrate an understanding of size and shape as they create junk models and experiment using blocks. They are not yet experiencing opportunities for exploring information handling, time or use of money through daily play. Use of digital technology to enhance this area of learning is at early stages of development. Children would benefit from more frequent, purposeful and real-life opportunities to apply their developing numeracy and mathematics skills. This will support increased challenge in learning and ensure there are less missed opportunities.
- The majority of children are making satisfactory progress in health and wellbeing. They are caring towards each other and are developing an awareness of the needs of others. Children understand how to support aspects of their own wellbeing through daily routines such as snack and regular hand washing. Outdoors, children are developing their physical skills and confidence as they negotiate climbing equipment and use the swings. They demonstrate an understanding of risk as they consider which tools are safe to use without adult support in the woodwork area. We have asked practitioners to increase opportunities for children to develop leadership, independence and responsibility during routines. Children would also benefit from wider learning about their own wellbeing to help them express their feelings and experiences. This will support them to make the best possible progress across their learning.
- Children are enthusiastic learners and show an interest in the world around them. They are aware of the changing seasons and talk about features of autumn. Children enjoy planting

vegetables and can describe how they will care for them. They are developing an understanding of the link between planting and the food they eat as they bake and cook with a range of ingredients.

- Children are developing as confident individuals. Practitioners know them well and now need to use this knowledge to demonstrate more effectively the progress children are making over time and ensure significant learning is built upon. Children's achievements are celebrated informally through daily discussions. Practitioners recognise that they would now benefit from revisiting the ways they celebrate and track children's wider achievements.
- The setting's caring ethos promotes a climate of respect where families are valued. Practitioners use their understanding of the varying needs of children to plan in close consultation with families to support their needs. The team reflect on the impact of any strategies used to help them make decisions about plans and interventions.

1. Quality of care and support

Children were observed to have fun and enjoy their time at nursery and spoke positively about their experiences. Children had built strong friendships with other children and the staff team. This resulted in happy children who were engaged in their play and learning.

Children were cared for by staff who were warm, nurturing and treated each child as an individual. Each child had a My World document in place that was completed by parents/carers. This supported staff to understand children's needs and were sensitive to the support required.

The nursery valued partnership with parents/carers and provide a range of opportunities for involvement in the nursery. This included inviting parents to regular stay and share sessions where the children and staff could share some of their work. Feedback from these sessions had been very positive with parents/carers asking for more book bug sessions to share stories, songs and rhymes. This had been planned to take place over the coming months.

Children's achievements were recorded using online learning journals. There were many benefits associated with using online journals such as parents being able to access their child's information at any time and staff being able to track and monitor children's progress. We found that children did not have independent access to their journal so could not review their learning. We provided some suggestions on how this could be achieved using existing technology available to children. The nursery had plans to review the introduction of the online journals with parents/carers as it was clear to staff this was an area that could be improved.

Children enjoyed a healthy snack that included fresh fruit accompanied by milk or water to drink. Children were very familiar with the snack routine and were independent in setting the table, pouring their drinks, tidying up and washing their dishes. We observed some children bake banana loaf for the morning snack. Although this was an activity that was enjoyed by children, staff could reflect on how they maximise the learning opportunities for children. Children participated in menu planning with staff respecting their views where appropriate. There was a snack menu displayed at the main entrance for parents/carers, however the staff could make this visual to include children.

Care Inspectorate grade: good

2. Quality of environment

Children were cared for in a dedicated nursery space within Tealing Primary School. This consisted of a small playroom that had direct access to the nursery garden. Children had their own bathroom that could be accessed independently from within the playroom. We found the environment to be relaxed and welcoming to children and their families.

Children were able to direct their own play and activities in the way of their choosing. This included freely accessing a range of equipment and resources. We observed that children did not use all areas of the playroom. Staff should audit each area to identify the strengths and areas for improvement to ensure each space is inviting and interesting for children. Staff should also consider how they could include opportunities for mark-making.

Children would benefit from having access to more natural and loose parts as part of their play. This would support children's creativity and imagination further. Through introducing larger loose parts outdoors, children could also experience further challenge and risk while learning to be safe. We signposted the service to a loose parts play toolkit that was available on the Care Inspectorate Hub.

Children had been included in developing the nursery garden to expand the range of experiences that were on offer. Staff supported children to share their ideas of what they would like in the garden and staff provided some suggestions too. This included a new climbing frame, slide and swings, new resources for water play and some natural areas of interest. Parents/carers also provided practical support to help the children and staff realise the potential of their nursery garden.

Children had been focusing on improving their hand washing and general hygiene practices. Children and staff discussed the importance of ensuring they wash their hands especially after using the toilet or playing in the garden. Children were clear that this minimised the risk of catching germs. We observed children as they washed their hands before snack and found they did this very well.

The staff could make greater use of technology as part of children's play and learning. The nursery had access to a large interactive board along with two tablets, although we did not see these being used. We discussed with the staff team a number of ways this could be achieved including enabling children to take pictures of their work or areas of interest, or to include children in the recording of their achievements.

Care Inspectorate grade: adequate

3. Quality of staffing

A small consistent team of staff cared for children. Staff were very familiar with children and their individual needs and worked well together to ensure these were met. Our observations showed that children had secure and trusting relationships with staff. Children and staff spoke and listened to each other respectfully. We observed some good quality interactions and discussions that supported children's understanding.

Staff received a good quality induction when joining the nursery that covered a wide range of areas. The induction took place at a pace that was appropriate for each member of staff. We suggested that staff induction could be completed in order of priority, starting with information that was more important such as being introduced to children and their families, child protection procedures and medical needs of children.

Staff had a positive commitment to developing their own skills and knowledge. Staff would benefit from reviewing their own strengths and areas for development so that any future training or learning will support these. Staff were currently working toward further developing their formal qualifications and were keen to share their new learning.

All staff were registered with the Scottish Social Services Council who regulate social service workers across Scotland. As part of this registration, staff must keep an individual record of their training and learning and identify the impact this has had on their practice. We reviewed these

records and found that staff could be more reflective and specific on how training and learning improved their practice.

Staff would benefit from revisiting relevant guidance and best practice documents. This would support staff to refresh their knowledge, practice and aspects of the nursery. We also advised that staff familiarise themselves with the Health and Social Care Standards which set out what children and their families should expect while accessing the nursery.

Care Inspectorate grade: good

4. Quality of management and leadership

The service was led and managed by the Headteacher of Tealing Primary School with support from a Senior Early Years Practitioner. Although the Headteacher was new to the school, there had been initial discussions with the staff about their vision for developing the nursery further.

There had been a number of changes recently in the nursery. The staff team should continue to embed these into their practice.

There were clear quality assurance systems in place that supported the auditing of the nursery to identify strengths and areas for improvement. These should be developed further to provide a more in-depth audit of the service with an emphasis on improving outcomes for children. This could include more focused observations of practice with feedback provided to staff.

The nursery had an improvement plan in place that was developed from the main school improvement plan. Although some of the areas were appropriate for the nursery, staff felt that writing a plan that was separate from the school would be more beneficial to supporting the development of the nursery. This should include input from children, parents/carers and staff.

The Senior Early Years Practitioner supported a number of nurseries across Angus. This enabled the sharing of best practice to support the development of the nursery. It would be good to see all staff having the opportunity to visit other nurseries in the area to learn from their practice that would benefit the children at Tealing.

Care Inspectorate grade: adequate

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection, there are no requirements and no recommendations.

Explanation of terms of quality

The following standard Education Scotland terms of quality 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.

*Education Scotland
Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA*

T +44 (0)131 244 4330
E enquiries@education.scotland.gsi.gov.uk

www.education.gov.scot

© Crown Copyright, 2018

You may re-use this information (excluding images and logos) free of charge in any format or medium, under the terms of the Open Government Licence providing that it is reproduced accurately and not in a misleading context. The material must be acknowledged as Education Scotland copyright and the document title specified.

To view this licence, visit <http://nationalarchives.gov.uk/doc/open-government-licence> or e-mail: psi@nationalarchives.gsi.gov.uk

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.