

# Summarised inspection findings

**King's Oak Primary School Nursery Class**

Inverclyde Council

15 November 2022

## Key contextual information

King's Oak Nursery Class is situated within King's Oak Primary School in Greenock, Inverclyde. All children attend the nursery from 9 am to 3 pm each day to access their 1140 hours funded placement. There are 22 children aged three to five attending the nursery. The headteacher leads the nursery team. New senior staff took up post in April 2022. This has led to a settled staffing situation following a period of staffing disruption in the nursery.

### 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

- Children are happy, settled, and enjoy their time in nursery. All children benefit from nurturing relationships with practitioners which helps build children's confidence and self-esteem. The depute and practitioners work well together in improving the environment. It is well organised and provides spaces for children to explore independently. Practitioners provide a range of open-ended resources for play including some natural materials. This provides opportunities for children to express their ideas, develop skills, and consolidate their learning.
- Children make regular use of the outdoor areas including the grass area. They are building their confidence with loose parts materials and benefit from opportunities for physical activity. The depute and practitioners should continue with their plans to use the community more to widen the children's learning experience.
- All interactions amongst practitioners and children are consistently warm and supportive. Practitioners listen to children well and respond to their individual interests. Most practitioners use questioning well to extend children's thinking and help them explore and explain their views. This needs to become a more consistent feature of practice.
- At times, practitioners make use of digital technologies to support learning. They should continue to build on this to expand the use digital technologies in the playroom to support and enrich learning experiences.
- Children's individual observations are documented within learning journals. However, the information recorded in the journals does not fully capture children's significant learning. Practitioners should now ensure that observations focus on recording children's significant learning. This will support practitioners to know the children well as learners.
- Practitioners are implementing improvement planning well which is having a positive impact on the learning experiences for all children. The depute motivates and leads the nursery team well to do their best for the children in their care.

- Practitioners should reflect on the current balance between adult and child-initiated learning experiences using the national practice guidance, *Realising the Ambition: Being Me*. This will support children's independence and application of skills within the play environment. They should encourage children to reflect more on what they have learned at the end of each session. This will support children to develop their use of the language of learning.
- Practitioners plan activities for individual areas based on observations of the children linked to the curriculum experiences and outcomes. As part of this process, practitioners should continue to consider how they could involve children more in planning. This will allow children to make decisions and have choices about what and how they learn. Practitioners should also continue with responsive planning to further capture children's interests.
- Health and wellbeing, literacy and numeracy follow the local authority's planned paths of progression. Practitioners should continue with their plans to track progress three times a year. They track children's engagement regularly. Helpfully, the results of this tracking leads directly to improvements in learning experiences in the playroom.
- Partners support practitioners to provide targeted support for children with additional support needs. Transition arrangements for all children including those with additional support needs to primary one begin early and are effective for managing information and the change for children and their families. As planned, staff should consider the introduction of home visits prior to the children starting nursery when it is safe to do this. This should enhance further the strong early transition into the nursery.

## 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

- Overall, children make satisfactory progress in communication, early language, mathematics, and health and wellbeing. Practitioners are at the early stages of tracking children's health and wellbeing, literacy and numeracy over time. The tracking has shown progress over time for health and wellbeing but an uneven profile for literacy and numeracy. As the tracking is embedded it will be useful in illustrating children's progress over time.
- The nursery has a strong focus on health and wellbeing which is having a positive impact on children's learning, development and achievements. These include helping children understand the importance of good personal hygiene through activities such as handwashing. Practitioners encourage children to make healthy choices for snack and lunch and children can describe how being active is part of a healthy lifestyle. They are developing a range of gross motor skills including balancing on crates and logs. They play very well together and understand how to resolve any difficulties. Children are proud of their champion roles which allow them to take responsibility for activities in the nursery such as snack helpers.
- Children are developing a satisfactory awareness of number and early mathematical concepts using planned activities and daily routines. Most are developing an awareness of counting strategies and a few can count to 20. Almost all recognise numbers through play. Most children can identify shapes and are developing appropriate language to describe size and common positional words such as tall, short, high and low. It will be important for practitioners to continue to encourage children's use of mathematical and positional language through play situations, building in appropriate challenge for identified children. As planned, practitioners should encourage children to interpret simple graphs and identify money in real life contexts.
- Almost all children enjoy looking at books and can recite rhymes as part of a group. Most children are at the early stages of listening well to stories and recognising the link between the written and spoken word. A few can tell the title, author and illustrator in books. Most know the initial letter in their name. Almost all children are developing an interest in early writing skills and mark make throughout the day to register for snack and lunch. Evaluation of a language programme which highlights key words and encourages families to improve their children's literacy has demonstrated an improvement in children's vocabulary.
- Children's achievements are actively encouraged and celebrated by the team through recognition, praise and displays on the achievement wall. Practitioners encourage parents to share children's achievements from home.

- The nursery team takes very positive steps to ensure equity for all. They are very aware of the children affected by poverty and take appropriate and sensitive steps to address this. Children who require additional support for learning have effective individual targeted support plans. Practitioners use visual cues and symbols well in the nursery to support inclusive practice. Children are developing an awareness of diversity through recognising and celebrating a range of events in the calendar year. The nursery team has a clear understanding of the families that attend the setting and how this influences the work they do. This helps practitioners to celebrate the multi-cultural context of children in the nursery.

## 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.