

# Summarised inspection findings

**Meadowburn Primary School Nursery Class and Sgoil Àraich**

East Dunbartonshire Council

26 November 2019

## Key contextual information

Children can access nursery provision through the medium of English and Gaelic (sgoil àraich) at Meadowburn Primary School. The Gaelic Medium's provision is referred to as Sgoil Àraich Innis an Uillt. The English medium nursery is in a separate building in the grounds of Meadowburn Primary School. The headteacher of Meadowburn Primary School has overall responsibility for both the English medium nursery and sgoil àraich. Due to the nursery expansion of the 1140 hours, the number of practitioners has increased from five to sixteen, with the appointment of the deputy head of centre. She has been in post since January 2019. There is a full time teacher in the nursery.

The sgoil àraich operates during morning sessions. The service Sgoil Àraich Innis an Uillt is registered for 27 children. At the time of the inspection, there were 22 children on the roll. Children have access to a large enclosed outdoor area, and a garden which is adjacent to the nursery.

### 1.3 Leadership of change

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

- The nurseries' vision, values and aims were reviewed recently. They were developed in partnership with the children, the leadership team and practitioners, taking account of information provided by parents. They are appropriate and are evidenced in practice, for example practitioners speak confidently about their aspirations for children. The vision, values and aims should continue to be reviewed and refreshed on a regular basis, including with all stakeholders. This should allow them to be continually embedded.
- The nursery is well managed by the headteacher who communicates well with the depute head of centre. They meet formally every week. The depute head of centre also attends the whole school leadership meetings, which improves communication and joint planning. The depute head of centre liaises well with the sgoil àraich. The leadership team and practitioners responded positively to professional dialogue during the inspection. As a team, practitioners, including the depute head of centre and teacher, are reflective and improve continually their practice to make a positive impact on learning outcomes for children.
- All practitioners are very positive about the leadership of the depute head of centre. She has fostered distributed leadership well by enabling all practitioners to have leadership roles. Practitioners take on roles of leadership and development within the team according to their interests and strengths, and the needs of the nursery. They have undertaken a range of training and professional learning to support these leadership roles. As practitioners develop these roles over time, the depute head of centre and the headteacher need to monitor their impact in supporting continuous improvement. Practitioners should continue to develop opportunities for children to take on more leadership responsibilities for key aspects of the setting. Practitioners should continue to look outwards in the sector to familiarise themselves with current thinking and research in early learning and childcare, in order to support

continuous improvement, including in early learning pedagogy. The depute head of centre encourages practitioners to attend further training and acquire additional qualifications in order to improve their practice.

- Both parents and practitioners are positive about the depute head of centre's effective leadership. A comprehensive improvement plan has been developed with practitioners, which includes relevant key actions to continually improve the nursery and lead to improvement in practice. For example, the new planning system is improving outcomes for children. Parents' suggestions for improvement have also resulted in improvements. For example, increased outings and more community involvement being introduced to the nursery. Senior leaders and practitioners have worked well together to manage the pace of change with regards to specific improvements. However, these improvements are at the early stages and are still to be embedded fully across the nursery.
- The leadership team and practitioners should continue to gather evidence from all stakeholders using the helpful national guidance in 'How good is our early learning and childcare? As planned, practitioners should continue to place a key focus on continuing to improve the quality of learning and teaching. This will help practitioners to reflect on what they are doing well and what they could review and improve. The leadership team should now ensure that monitoring approaches take account consistently of all aspects of practice, including the quality of practitioner interactions and supporting children's wellbeing.

### **Sgoil Àraich**

- The sgoil àraich has the same vision and values as the school. Going forward, the headteacher and practitioners should explore meaningful ways to share these with children. This would help children's understanding of what they mean. Working with stakeholders, the vision and values need to reflect more clearly the unique Gaelic context of the sgoil àraich.
- Practitioners in the sgoil àraich talk about improvement. They can evidence their progress in becoming a 'Language and Communication Friendly' establishment. They work collaboratively with staff in the English medium nursery, and also benefit from engaging with other Gaelic Early Learning and Childcare settings as part of this initiative in improving the provision.
- The headteacher has responsibility for managing the sgoil àraich, and undertakes helpful termly monitoring visits. She is very well supported by an effective nursery teacher. The nursery teacher's understanding of total immersion approaches, and her own implementation of these, is clearly evident. Whilst, practitioners are committed to children's wellbeing and learning, they are not always sufficiently fluent to use total immersion approaches. They now need to formalise further their use of key Gaelic documents as part of their arrangements for self-evaluation purposes and quality assurance.
- Practitioners in the sgoil àraich undertake a range of relevant training opportunities and leadership roles. They have taken forward well the development of a garden area to enhance outdoor learning opportunities to create another context in which to learn Gaelic. The nursery teacher has good early plans about how to support practitioners' continuing professional development within the setting.

## 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 interactions
- effective use of assessment
- planning, tracking and monitoring

- Children arrive at the nursery eager and ready to play. They have access to a wide range of good experiences both indoors and outdoors, and independently make choices and decisions about their play. Most children engage well during child-initiated and adult-led experiences. They sustain good levels of interest, for example, when building walls using real bricks, making playdough and listening to stories.
- Interactions between practitioners and children are caring and responsive, resulting in a positive and welcoming ethos for children and families. Skilled practitioners make appropriate and effective use of questions and commentary to support and extend children's learning. They know children well, and are able to identify where children require further support or challenge in their learning. Overall, practitioners differentiate experiences effectively to ensure they meet the needs of all children.
- Practitioners use digital technology well to support learning and teaching. Working in partnership with the University of Strathclyde, practitioners are developing their confidence and skills in using digital technology. As a result, older children are confident in using digital resources. For example, to find out information about landmarks in other countries, and to develop early coding skills.
- Each child has an electronic journal containing photographic evidence and observations, which detail a range of experiences and aspects of children's learning. Practitioners continue to develop their skills in using these journals to record children's learning and progress. The quality of practitioners' observations is variable. As recognised, consistency is required amongst practitioners in relation to recording significant learning and what children may learn next.
- At the end of each nursery session, children have a few opportunities to recall and reflect on their learning experiences. Practitioners need to develop these opportunities further to support children to reflect on their learning at a deeper level. Parents report that they like the use of the electronic journals as they can access very quickly information about their child's experiences and learning. To support progression in learning, information gathered about children's learning is shared with the receiving primary school.
- Practitioners have recently introduced a planning process which is beginning to promote a more child-centred approach. Their planning now reflects children's interests, and practitioners are becoming more responsive to children's ideas. Practitioners should continue to review and develop planning for children's learning, to reach a better balance of child-initiated and adult-initiated experiences. Practitioners and senior leaders evaluate strategies implemented to make sure children continue to progress and have their needs met.

## Sgoil Àraich

- Children in the Sgoil Àraich enjoy a caring and supportive environment. Children's learning takes place in a range of language-rich contexts, both indoors and outdoors. Children engage well during 'welcome time'. The nursery teacher uses a range of good immersion approaches, such as songs, actions, commentary and stories. The majority of children demonstrate a good understanding of Gaelic. They join in with familiar phrases and repetitive lines in songs and rhymes.
- Children are evidently motivated in their learning outdoors. They sustain interest and can concentrate well for extended periods in purposeful play, including play that they choose themselves. Children are increasingly independent and confident. Their interactions with each other are kind and respectful. They are encouraged by staff to be respectful of their environment for play. Children benefit from a wide range of natural and open-ended resources that develops their imagination, problem-solving and enquiry skills. Their experience has an appropriate balance of adult-led, adult-initiated and child-led play opportunities.
- Practitioners have a number of different systems in place to evaluate and record progress in literacy, numeracy, and health and wellbeing. These include tracking on planners, learning stories, report formats and profile folders. As a next step, staff need to continue to improve how they record children's views on learning and show how they respond to these in their planning of play. Staff are introducing electronic journals to clarify how children are progressing across the early level. Practitioners should begin to track children's levels of understanding and their use of the Gaelic language.
- In the sgoil àraich, a system is in place to track children's progress in early writing skills. As discussed, this should be developed further to include other areas of the curriculum, particularly numeracy and mathematics and health and wellbeing. This information should be monitored closely to ensure children make the best possible progress in their learning. While the nursery teacher has engaged in moderation activities within a local cluster, practitioners now need to be more involved in moderation work. This will support practitioners further to develop a shared understanding of children's progress.

## 2.2 Curriculum: Learning and developmental pathways

- Practitioners plan a wide range of interesting and stimulating learning experiences across the curriculum. They make effective use of experiences and outcomes from Curriculum for Excellence, and share learning with children in a developmentally appropriate way. Increasingly, the provision of open-ended resources including natural materials, supports children to develop a wide range of skills. Practitioners promote creativity, curiosity and enquiry well. As practitioners grow and develop as a team, it will be important for them to continue to engage in professional dialogue to reach a shared understanding of early learning pedagogy. The leadership team and practitioners should continue to review and refresh the curriculum rationale to ensure it reflects the context and early pedagogy of the nursery.
- Practitioners have recently introduced a learning story book into each zone of the nursery. Overall, these books reflect the range of experiences provided for children. Practitioners need to be clear about the purpose of these books to avoid duplication of information, and continue to focus on improving children's experiences.
- Practitioners have ensured a clear focus on literacy, numeracy and health and wellbeing across the playrooms. They now need to develop further children's skills in literacy and numeracy outdoors. In November 2018, the nursery was accredited as a 'Language and Communication Friendly Establishment'. The professional learning of practitioners linked to this work has had a positive impact on their interactions with children. In addition, this has supported improvements to the environment for children's learning as a stimulus for promoting early language and communication. Practitioners now need to ensure children experience breadth of experiences across the year rather than only at specific times, particularly in aspects of numeracy and mathematics.
- Practitioners make good use of the community and partners to enhance children's curriculum experiences. This includes visits to and from emergency services, and visiting local places of interest. In addition, parents are invited to come into the nursery to share their talents and talk about the jobs that they do. Children who are in their second year of nursery have had opportunities to visit and use a local woodland area to develop a range of skills. This woodland space is no longer available. However, practitioners have been proactive in sourcing another area that they will begin to use with all children in the near future in order to improve their outdoor experience.
- Transitions from home to the nursery are managed well to support children and families. Practitioners in nursery and primary one, plan a range of good activities to support children with a seamless transition into school. Practitioners working across the early level have occasional opportunities to share practice, particularly in relation to the quality of environments. This collaborative approach needs to continue to develop, and opportunities increase for closer working across the early level. This will support continuity and progression in children's learning.

### Sgoil Àraich

- The curriculum in the sgoil àraich takes account of children's interests and Curriculum for Excellence. Practitioners provide choice in a range of play-based experiences, both indoors and outdoors. They ensure an appropriate balance between adult-led and child-initiated activities.
- Practitioners have a sound understanding of what quality outdoor learning involves. The nursery has its own enclosed outdoor learning area. Practitioners recognise that this area has

considerable potential to promote curiosity, enquiry, creativity, and problem-solving skills. Practitioners should continue to make use of the National Benchmarks to support their knowledge of progression across the early level in all areas, especially Gàidhlig literacy.

- The curriculum rationale should better reflect total immersion. Practitioners use a yearly overview which ensures appropriate progress in children's learning. Parents and partners contribute to children's learning by sharing their skills and talents.
- In the sgoil àraich, helpful transition activities take place across the year, through children's engagement with assemblies. Formal visits for children take place in the final term. Opportunities for more frequent shared experiences with children in primary one would increase the potential for progression.

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

- Practitioners and the leadership team have strong, positive relationships with parents. They work well with families and encourage a partnership approach to developing children's progress. The strong relationships also encourage parents to discuss any concerns about their children as early as possible. Effective partnership working with other professionals allows support to both children and their families to have a positive impact. For children attending other provision, there are good partnership links between the provision and the nursery.
- Practitioners and the leadership team have tried a variety of ways to increase parental involvement and communication in the life and work of the nursery. They have 'Stay and Play' sessions both during the day, and in the evening. Parents are asked regularly for their views to improve the nursery. A poster in the nursery - 'you said-we did' illustrates that these views are acted upon. The nursery team has increased community involvement and the number of outings, at the request of parents. The nursery communicates well with parents, using a variety of mediums including social media, emails and regular newsletters.

### Sgoil Àraich

- In the sgoil àraich, practitioners have established very positive relationships with children, parents and families. It has a welcoming and relaxed atmosphere at 'drop-off' and 'pick-up' times. Daily discussions during these times, and a parent information board keep parents well informed about their children's learning. Practitioners should share more information about Gaelic immersion within the sgoil àraich handbook and policies. Practitioners should also more regularly share their plans for Gaelic learning with parents to support family learning.
- Parents receive a useful welcome pack prior to children's enrolment in the sgoil àraich. It contains recommended websites and useful Gaelic phrases for parents to use at home with their children. 'Stay and Play' sessions are well attended and support parental engagement. A few parents also assist willingly as volunteers within the sgoil àraich. The use of 'Teadaidh Seumas' is a successful approach, which enhances home-school links. Practitioners should review procedures for sharing children's learning. The planned introduction of electronic journals has potential to support more effective communication.
- Parents are happy with their children's experiences at sgoil àraich. They appreciate the nurturing relationships with staff. The local authority, headteacher and practitioners now need to engage with stakeholders as they plan for the expansion of GME nursery provision.



## 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

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

- The nursery has very strong, caring relationships between practitioners and children, and the wellbeing of children is paramount. Practitioners know each child extremely well and are highly attuned to their needs. Practitioners and children are at the early stages of using the wellbeing indicators. Practitioners now need to continue to build on their practice to support children and parents to develop an awareness of the wellbeing indicators in a more meaningful way. Practitioners value the views and opinions of children. The leadership team and practitioners need to continue to encourage children to be aware of their rights by promoting the United Nation Convention on the Rights of the Child. These could be implemented in conjunction with the development of the understanding of the wellbeing indicators.
- The nursery has a welcoming ethos and children are kind and caring towards each other. Parents speak very positively of their relationship with practitioners. Children talk well about how they can keep themselves healthy, and are well aware of healthy food choices. Practitioners use praise and language effectively to reinforce their expectations of behaviour. Recently, the children have developed golden rules for their behaviour in the nursery. There are plans to develop a social emotional programme which helps children develop their social and emotional skills in learning.
- Practitioners know each child and their personal circumstances well. This allows them to provide appropriate and sensitive support for children and their families. The leadership team and practitioners are fully aware of their roles and responsibilities in relation to legislative requirements for keeping children safe, and meeting their care and learning needs. They have improved the quality of their personal plans and consult well with parents on the content of the plans. Children with additional support needs are well supported within the nursery. The nursery teacher provides additional support for both practitioners and children, including children requiring more challenge in learning.
- Planning using the local authority staged intervention process is detailed and robust for children with additional support needs. Individual plans are monitored effectively and reviewed to ensure each child makes appropriate progress. Practitioners are proactive in seeking relevant help at an early stage from other professionals for children with additional support needs. Positive partnership working with other professionals helps ensure the needs of all children are met, particularly in relation to language and communication. Practitioners use a programme to improve language and communication which is well-embedded in the nursery.
- Practitioners promote inclusion and equality well throughout the work of the nursery. The nursery setting has a strong sense of community where everyone is valued and included. This sense of inclusiveness is enhanced by involving children from the Gaelic nursery within the school, and those from a school where children attend who have more complex learning needs. Children are developing an awareness of diversity through recognising and celebrating

a range of events in the calendar year. As planned, practitioners should explore gender equality more deeply with children, to ensure potential stereotypes are consistently recognised and challenged. The leadership team has a clear understanding of the families that attend the setting and how this influences the work they do.

## **Sgoil Àraich**

- In the sgoil àraich, relationships between practitioners and children are positive and encouraging. A welcoming ethos supports children to feel safe and secure in their environment. Settling-in procedures for children include the opportunity for parents to attend 'Stay and Play' sessions. Children are developing friendships. They are kind and considerate to their peers. Individuals' acts of kindness are encouraged and recognised on a 'Craobh a' Choibhneis' wall display, and 'Rionnag na Seachdain'. These awards reinforce children's good behaviour and their efforts in learning.
- Practitioners and children exhibit the outcomes of the wellbeing indicators. The language and meaning of the wellbeing indicators are yet to be discussed with children and parents within the nursery. Children and practitioners in the sgoil àraich also need to have access to the wellbeing indicators through the medium of Gaelic.
- Children are happy and confident in the sgoil àraich. Their daily opportunities to be outside in the outdoor area and garden, support children to develop their independence and resilience. This impacts positively on children's sense of wellbeing. Practitioners understand the importance of keeping children safe, and their role in ensuring that this happens.
- Children are developing life skills in hygiene and food handling. Children's leadership skills should be developed further to enable a greater sense of responsibility and increased independence. Practitioners also need to ensure that snack time, as well as being a social experience, is used more as an opportunity to target the development of individual children's conversation skills in Gaelic.
- The headteacher and practitioners have a good understanding of the statutory duties required to deliver early learning and childcare. They need to take more account of the statutory Guidance on Gaelic Education, particularly as the extended hour entitlements are implemented.
- All children and their families are treated equally and inclusively. Practitioners should now help children engage more in wider celebration and exploration of diversity in meaningful ways. Children need to become more aware of cultures and customs and ways of life in the wider world.

### 3.2 Securing children's progress

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

- Information gathered from talking with practitioners and children and viewing children's learning journals, demonstrates that overall, children have developed well a range of skills. Currently, systems to demonstrate the progress children have made over time are limited. The headteacher, with the depute and practitioners, now needs to develop strategies to monitor and track children's progress more effectively over time.
- In health and wellbeing, most children are making good progress in their learning. They help prepare healthy snacks, and enjoy taking part in a daily walk around the nursery as part of promoting healthy lifestyles. Children know where different foods come from. Most children are confident and independent in personal hygiene, and understand why handwashing is important. Children develop fine motor skills through a range of experiences, including using a range of tools and equipment at the woodwork bench. A few children need to be making more progress in health and wellbeing.
- Most children's skills in early literacy and language are developing well. Most children are confident communicators, and the majority will engage readily in conversations with their peers and adults within the nursery. Children enjoy listening to stories and choosing books independently. They explore rhyme, tap out the syllables of their name, and retell familiar stories using puppets. Most children, who are ready, are developing skills in recognising and writing their name as they self-register. Children are developing mark-making skills and increasingly add detail to drawings. More children are capable of making better progress in early language and literacy.
- In early numeracy and mathematics, most children are making good progress. Older children count beyond ten and recognise the numerals. They use appropriate mathematical language with confidence during play as they make comparisons of height, weight and length. This includes non-standard units of measure, for example using different objects to determine each other's height. Most children recognise simple two-dimensional shapes, and are beginning to explore pattern. Children are becoming aware of the purpose and value of money. Children need to develop their awareness and understanding in relation to three-dimensional shape and information handling in order to continue to make more progress.
- Children explore a range of roles and develop an awareness of the world of work through pretend play. A range of science experiences is supporting children's progress in science. Children are developing an awareness and knowledge of living things, different types of

materials, and forces as they experiment with how water moves through a range of science experiences.

- Children's achievements are valued and respected. They are celebrated through 'star of the week' awards. As electronic journals develop, it will be important for practitioners to encourage parents to share children's learning and achievements from outwith the nursery.

## **Sgoil Àraich**

- Most children are making good progress in communication and early Gaelic language. They understand continuous conversation, instructions and phrases used in familiar contexts, such as during snack time. Most children listen attentively during adult-led activities, such as welcome and story time. Children are developing their early writing skills as they make marks during a variety of learning experiences. Most children can identify their name through self-registration, and show an interest in writing their name. A few children are beginning to write their name independently. Children are encouraged to access texts across the learning areas. Children enjoy singing and stories with partners to include Linda MacLeod and weekly Bookbug sessions. More children are capable of making better progress in Gaelic language.
- The majority of children are making good progress in numeracy and mathematics. They count the number of children attending the sgoil àraich each day. Most children count with increasing confidence in a range of contexts. Children develop their skills in weight and measure through baking activities, growing vegetables and flowers and planting bulbs. A few children extend their learning in measure by exploring distances in their outdoor play. Most children can identify shapes and colours in Gaelic. The majority of children show understanding of time concepts through welcome time discussions, for example, the days of the week and the daily routine. A few children could be making better progress in numeracy and mathematics.
- Most children are developing a good awareness of health and wellbeing. They are developing gross motor skills and enjoyment of exercise through being outdoors on a regular basis. The majority of children play cooperatively, are considerate and respectful towards each other, and can negotiate taking turns independently. Children new to the setting are settling in well. A minority of children could be making better progress in health and wellbeing.
- Through discussions with children during their play, it is evident that most children are making good progress over time. Practitioners need to develop and improve the quality of observations and analyse information gathered to be better placed to provide an accurate and clearer overview of children's progress over time.
- Children participate in relevant aspects of whole-school life, including assemblies. Children's achievements and successes are celebrated towards the four capacities of the curriculum. For this, there is a weekly 'Rionnag an t-Seachdain' and children are rewarded with 'Teadaidh Seumas'.

## Choice of QI : 2.4 Personalised support

- Universal support
- Role of practitioners and leaders
- Identification of learning needs and targeted support
- Removal of barriers to learning

- Practitioners provide a caring environment for children. They are responsive to children's individual needs, interests and wellbeing. Relationships are consistently nurturing between practitioners and children. The very positive relationships between families and practitioners provide a good basis for supporting children. Practitioners know children well as individuals, and use their relationships with families to build a strong picture of each child's experiences and interests. This is supported by appropriate personal plans which are updated on a regular basis.
- Relationships between practitioners and children are supportive. Children have regular interactions with their key worker who promotes their health and wellbeing, and encourages their achievements. As identified, children need to be more involved in reflecting on and talking about their learning. This will help children to understand themselves better as learners and the progress they are making.
- The leadership team and practitioners are proactive in identifying children who may require additional support in their learning. They work well with other professionals to ensure that children's barriers to learning, are identified and addressed quickly.
- Where appropriate, robust plans are in place for children who require additional and targeted support. Overall, children who face barriers to their learning are well supported and making good progress.

### Sgoil Àraich

- In the sgoil àraich, practitioners provide a nurturing and caring environment for children. This, alongside the well-established relationships between children, families and practitioners, provides a strong foundation for providing personalised support. Children's individual needs, interests and wellbeing are at the heart of practitioners' planning processes.
- A well-established key worker system supports the development of appropriate attachments so that children feel safe, secure and ready to learn. Children have regular interactions with their key worker and other adults who know them well, promote their wellbeing and encourage their progress in learning. Practitioners share information both informally each day, and more formally at weekly team meetings. They now need to continue to use their knowledge of individual children to plan more effective and developmentally appropriate experiences, which ensure greater challenge for a few children.
- As discussed with practitioners, they now need to improve the quality of identified next steps in learning for individual children. Practitioners' regular engagement with children about their electronic journals has potential to help children understand themselves better as learners and be more aware of their progress.
- Practitioners are knowledgeable about children's individual learning and development needs. They are familiar with the procedures to follow should any child require additional support. Practitioners seek advice and guidance from agencies, such as speech and language therapy, to bring about improvements for individuals who may experience barriers in their learning.

## 1. Quality of care and support

Meadowburn Nursery demonstrated a strong commitment to working in close partnership with parents/carers and developing positive relationships with children and their families. Parents/carers expressed a high level of satisfaction with the care provided to their children. They commented positively on the new management arrangements and on their strong relationships with staff. The home to nursery transition arrangements for children and their parents/carers were sensitive and inclusive.

We found that children were happy, confident and engaged within the service. Newer children were becoming familiar with routines and beginning to form early attachments with staff, who provided sensitive reassurance when it was needed. Children returning from the previous term were busy and motivated to play and learn both indoors and outdoors.

Staff ensured that those children requiring additional support for learning received the support they needed in partnership with the relevant agencies. Staff knew children well and confidently discussed children's individual care and learning needs. Staff were becoming increasingly confident in using the new personal plan format, which had recently been introduced to ensure that children's individual care needs were captured more effectively and linked to the wellbeing indicators from Getting it right for every child.

Staff were highly motivated to tailor children's care and learning to meet their individual needs and to become familiar with recently introduced planning methodology to support children to lead their own play and learning. Electronic learning journals were used to capture observations of children's experiences. The management team recognised that more work needed to be done to ensure these accurately captured children's individual progress and next steps in learning.

Children were making good progress in developing independence skills with staff recognising and celebrating their achievements. During our visit children enjoyed a calm, sociable and unhurried lunch with opportunities for setting the table, serving themselves and clearing away. Existing arrangements were updated to ensure that all packed lunches for children were stored appropriately.

Medication for children was stored in accordance with best practice guidance. We found that there were a number of issues with the procedures for the administration of medication to children. These issues were clarified and corrected during the inspection. We were confident that our discussions around methods for ensuring that there was clarity and cohesion in the information available to staff to ensure they supported children appropriately and in line with current best practice guidance would be taken forward.

The management team should continue with plans to update the existing policies and procedures to reflect the Health & Social Care Standards.

A sun protection policy was developed during our visit to underpin staff practice in ensuring that children were sun safe.

**Care Inspectorate grade: very good**

## 2. Quality of environment

Children were cared for in an environment which was safe and secure both indoors and outdoors. Overall, the building was well maintained and in good condition. Plans were in place to correct an ongoing issue with the drains beneath the building, which at times caused an unpleasant smell within the entrance way.

The environment was welcoming and relaxed with a calm and pleasant atmosphere. Children were welcomed warmly and the routine was unhurried and familiar to them.

The playrooms and outdoor space were well organised to enable children to access resources independently. Children could choose where they wanted to play, both indoors and outdoors, and were able to play alone or with others.

Wall displays were attractive and we viewed these being used by staff to stimulate discussion with children about recent learning.

The environment was well organised and areas were clearly defined to offer children a breadth of experience across the curriculum. Resources were plentiful and in good condition. Resources were easily accessed to support children in their play and learning.

The outdoor areas provided different play surfaces enabling children to access nature, including planting and growing, and space to be active, to climb and to use wheeled toys. Very good resources were available to help children to develop their gross motor skills.

An attractive loose parts area had been developed indoors to encourage children's curiosity and creativity through open ended play.

Children confidently used real life tools and kitchen equipment daily.

A range of risk assessments had been devised highlighting any hazards to children and staff and identifying control measures to manage these. Children had been involved in discussing their own safety as part of the risk assessment process and their views were reflected in both the formal documents and in wall displays.

Effective arrangements were in place to record accidents and incidents. During the inspection we saw these being put into practice noting that staff were calm, competent and reassuring. Good arrangements were in place to ensure that appropriate information was passed to parents/carers in the event of an accident or incident. The forms we sampled had been completed and signed appropriately. Regular audits of completed accident and incident forms would enable the team to ensure that any patterns or points for action were identified and dealt with. Six staff had been trained in the delivery of first aid.

While procedures were in place to ensure that staff accurately documented accidents and incidents, we highlighted the need for formal notifications to be submitted to the Care Inspectorate when appropriate. An amendment was made to the procedures to reflect this during the inspection.

### Care Inspectorate grade: very good

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 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.