

Summarised inspection findings

Caldercuilt Primary School Nursery Class

Glasgow City Council

9 June 2020

Key contextual information

Caldercuilt Nursery Class is based within Caldercuilt Primary School and provides early learning and childcare for children aged from three. Children attend from Summerston and the surrounding areas of Glasgow for mainly morning and afternoon sessions. A few children have full day placements. The setting is registered for 25 children at any one time. The current roll is 39. At the time of the inspection a number of children were absent resulting in the highest amount in any day being 28 children. The headteacher and team leader have been in post since November 2018. Over the last few years, there has been instability in staffing, including the senior leadership team. The headteacher has had a clear focus on wellbeing and relationships to bring about stability across the school.

1.3 Leadership of change

satisfactory

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

- Since the headteacher and team leader joined the school, a number of changes have taken place to improve the quality of children's experiences within the nursery. This includes improvements to the environment and an increase in numeracy experiences. The headteacher views the nursery as a valuable and integral part of the school community. She continues to build positive relationships with practitioners who feel supported by senior leaders. Practitioners believe recent changes are positive and are helping them to improve the quality of provision for children.
- Practitioners have adopted the schools vision and values and reinforce and embed them through nursery experiences and their interactions with children. They support children well to understand the values and celebrate this on the 'Recognition Board'. Senior leaders and practitioners should involve all stakeholders in future reviews to ensure the vision, values and aims remain relevant and aspirational.
- Increasingly, practitioners are undertaking leadership roles. The majority are at very early stages in taking this forward but are motivated to lead on key areas of development. They have made important improvements in relation to numeracy across learning. Practitioners with responsibility for this have attended relevant professional learning. They engage in dialogue with colleagues to ensure a consistent approach to promoting numeracy. This is having a positive impact on children's skills in using number.
- The practitioner team includes a range of experience and knowledge. They report that team working and communication has improved. Practitioners are at an early stage of using national guidance to support and improve practice. Aspects of the current school improvement plan relate to the nursery. The headteacher needs to ensure future improvement priorities for the nursery are explicit within the plan and are informed by robust self-evaluation. She should ensure all practitioners and stakeholders are involved fully in the process.

- Senior leaders should continue to support practitioners to extend their awareness and understanding of high quality early learning and childcare. Practitioners require ongoing guidance and access to professional learning opportunities to continue to build confidence, knowledge and skills.
- The headteacher regularly visits the nursery to observe and evaluate the quality of learning and teaching. She provides useful written and verbal feedback to identify strengths and areas for development. Practitioners report that feedback has enabled them to reflect and make changes to their practice.

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

- Most children engage well with the activities available. Increasingly, practitioners are providing open-ended materials for children to develop imagination, problem solving skills and cooperative play. This is particularly evident in the block play area where the majority of children sustain interest for extended periods. Practitioners should continue to increase and extend opportunities to develop curiosity, creativity and inquiry outdoors.
- Practitioners continue to develop their skills in using questions and discussion to support children's learning. They encourage children to make choices and decisions about their play. Building on this, practitioners should continue to develop their skills in using higher order questions to extend children's learning and deepen thinking. They are beginning to use digital technology such as tablet computers to support learning and teaching.
- Children have opportunities to engage in group experiences and periods of free-flow play both indoors and outdoors. Practitioners should review and revise gathering times to ensure they are purposeful and meet the needs of all children. At times, the noise levels are high, making it difficult for children to develop essential listening and talking skills.
- Practitioners observe children at play and record these observations in notebooks. The quality of observations is not yet of a consistently high quality. Children have individual profiles, which contain mostly photographs and samples of children's work. Practitioners need support to develop further their skills in identifying, recording and assessing children's learning. They need to increase opportunities for children to reflect on their learning and identify what they might learn next. Senior leaders are currently creating a system to track children's progress. They should now implement this process to enable practitioners to identify children's progress across the curriculum.
- The team leader and practitioners continue to develop processes for planning children's learning. Increasingly, they are becoming responsive to children's ideas and interests. This is having a positive impact on the quality of children's play and levels of engagement. Senior leaders, along with practitioners, should review and revise the planning process to reduce bureaucracy. The planning process should be coherent and support children to make the best possible progress in learning.
- Practitioners' planning for children who require additional support with learning is enabling individual children to continue to develop and learn. They set relevant targets in consultation with partner agencies and parents. Practitioners should ensure parents are involved in the monitoring and reviewing of their child's progress to make sure strategies implemented continue to be effective.

2.2 Curriculum: Learning and developmental pathways

- Currently, the team leader and practitioners are reviewing and revising how they deliver the curriculum. This includes ongoing changes to planning, deployment of staff and a more responsive approach to support children to lead their play. Practitioners need to ensure children access a broad curriculum that offers sufficient depth, challenge and progression in learning. They need to make effective use of observations and prior learning to identify children's individual next steps in learning. Practitioners require further support to deepen their understanding of Curriculum for Excellence. Senior leaders, with practitioners and stakeholders, should create a curriculum rationale that reflects the school's vision, values and aspirations for children.
- Practitioners support children well to develop and apply numeracy skills across learning. They should build on this positive practice to embed how they develop early literacy and communication skills. They make effective use of the community to enhance children's learning experiences and develop skills for life and learning. This includes visits to local landmarks, shops and parks.
- Transition for children and parents into the nursery is flexible and sensitive to support children to settle comfortably and feel confident to separate from their parents. Practitioners and P1 colleagues provide a range of experiences for children to become familiar with the school and P1 classroom. Practitioners meet the teacher to share information on children's learning and care and welfare needs. Senior leaders, as planned, should make increased use of additional staffing within P1 to support continuity in the curriculum, methodologies and learning.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners have positive relationships with parents and welcome them into the nursery. They keep parents informed of nursery events through newsletters, noticeboards and social media. Practitioners encourage parents and extended family to come into the nursery and share their skills and talents. They should continue to encourage parents and extended family to share information to develop children's awareness of the world of work.
- Practitioners, informally, on a day-to-day basis share information on children's experiences. In addition, they meet with parents twice per year to discuss children's development and learning. This includes a written report based on children's progress within the national wellbeing indicators. Practitioners should develop further opportunities for parents and children to play and learn together within the nursery and at home.

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

satisfactory

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

- Practitioners provide a welcoming and inclusive environment where children feel safe and secure. Relationships between practitioners, children and parents are positive. Practitioners should continue to embed nurture principles to promote children's wellbeing. Children are developing important skills in relation to the school values of respect, responsibility, honesty and co-operation. Practitioners display on the 'Recognition Board' when children demonstrate these skills. This is supporting children's self-esteem and confidence.
- Practitioners are aware of the importance of wellbeing in supporting children's readiness to learn. They understand the national wellbeing indicators and are in the process of introducing them to children. A few children share what it means to be safe, healthy and responsible. Children should continue to deepen their understanding of the wellbeing indicators and their rights through developmentally appropriate experiences. Children explore emotions and feelings and relate them to real-life experiences. Most children play cooperatively and show consideration for each other. A few need further support to develop these skills. Practitioners respond positively to enable children to resolve minor conflict. They would benefit from further guidance to help them embed consistent approaches to support children's emotional wellbeing.
- Children demonstrate independence and responsibility during tidy up time. Increasingly, they are sharing their views and opinions when voting for particular resources or experiences. Children recognise their views are valued and influence what happens within the nursery.
- All practitioners are aware of their statutory duties in relation to keeping children safe and supporting children who require additional support in their learning. Regular professional learning enables practitioners to be fully aware of their roles and responsibilities. All children have an individual plan, which sets out their care and health needs. Practitioners should review and revise these plans to ensure they are clear about parents' requests in relation to children's care needs, including personal care. Practitioners complete appropriate wellbeing and assessment plans for children who are experiencing barriers to their learning. They use the targets within these plans well to provide effective support for children. Children who require additional planning are involved in enhanced transition activities to support their move to P1.
- Practitioners ensure all children are included and access the range of experiences available. They recognise when potential barriers to learning arise and seek additional advice and guidance from partner agencies. Practitioners have made positive changes to their practice to support a few children who have English as an additional language or are unable to communicate verbally. As a result, children make their needs known through gesture, signs or visual prompts.
- Children are developing an awareness of diversity through the celebration of different cultural events and festivals. Children now need access to a wider range of resources and experiences

that reflect diversity within the local and wider community. Practitioners should engage parents and extended family in experiences to extend children's learning.

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

- Children come to the nursery with a range of skills and prior knowledge. Information contained within practitioners' notebooks and children's individual profiles does not demonstrate clearly the progress children have made over time. However, children demonstrate a range of skills during play and adult-initiated learning experiences.
- Children are making satisfactory progress in health and wellbeing. The majority of children are independent. They need to be more independent at snack time by taking part in preparation regularly to develop skills in chopping and spreading. Children identify healthy food as they make pizzas and discuss the contents of their lunchbox. A few demonstrate their understanding of where food comes from. Children engage in physical activity during gym sessions and demonstrate skills in balance and coordination. Children now need to develop a wider range of physical skills through challenging outdoor play.
- The strong focus on early numeracy and mathematics is resulting in children making good progress. The majority of children confidently count to 10 with a few counting beyond 10. They count on and back from various starting points and identify numerals on a number line. A few children identify the correct amount of items within a group without counting. The majority of children use appropriate mathematical language as they make comparisons of height, weight and length when working with blocks and open-ended materials. They name two-dimensional shapes during play and are beginning to explore three-dimensional objects and their properties during junk modelling. They develop an awareness of money and its value through real-life experiences. Children are ready for greater challenge and should continue to develop skills in exploring pattern and gathering and recording information.
- Children are making satisfactory progress in early literacy and language. A few children are confident to engage in conversation with adults and each other during play. Children need to develop skills in turn taking during conversations and discussions. The majority of children enjoy mark making and are beginning to add detail to drawings. They form recognisable letters and copy familiar words to create captions around the nursery. Children are becoming aware of environmental print within the playroom and in the local community. A few recognise familiar signs and understand their purpose. Children are ready to develop phonological awareness progressively through play. They should continue to develop early literacy skills across the playroom and outdoors.

- Children explore the properties of ice and confidently explain what can cause ice to melt. They enjoy making bird cakes to feed the birds that visit the nursery garden. A few children are beginning to recognise common birds and record when they visit the garden.
- The whole school approach to recognising children's achievements supports children to celebrate success. Increasingly, parents share children's achievements from home. Practitioners should begin to track these achievements to inform nursery experiences and to develop further children's skills and talents. Children should continue to develop early citizenship through involvement with the local community. They are ready to have a greater level of involvement within the school, such as contributing to school groups.
- Practitioners know children and families well and understand their differing circumstances. They work effectively with partner agencies to reduce barriers to learning and inclusion. Practitioners need to establish a system to gather the range of information they hold on children. They should use this data effectively to identify potential barriers and to determine where additional support for learning may be required.

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.