

Summarised inspection findings

Tinto Primary School Nursery Class

South Lanarkshire Council

27 August 2024

Key contextual information

Tinto Primary School nursery class is located within the primary school building. The nursery class provides 1140 hours of early learning and childcare (ELC) between the hours of 9.00 and 15:00 during term time. The nursery class is registered for 35 children aged three to those not yet attending school and 10 children aged two to three years. The current role is 36 children, including 10 children under the age of three years. The principal teacher is responsible for the leadership of the nursery and is supported by two part-time early years team leaders. The principal teacher has recently been appointed to another post in the local authority and returned to support the nursery class school through the inspection. The nursery class consists of two playrooms which each have direct access to a spacious outdoor play space. Practitioners and children also have access to other areas of the school such as the multi-use game area, gym hall and school garden.

1.3 Leadership of change

very 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

- Practitioners reflect the school's vision and values effectively in their everyday interactions, practice and approaches with children and families. The nursery team refer to and use the values very well to promote positive and respectful behaviour with children.
- The principal teacher and early years team leaders provide highly effective leadership. They focus on improvements that impact positively on practice. The early years team leaders take on leadership roles and support each other very well to develop their practice. This approach supports well the development of the skills and expertise of team members. As a result, the setting is highly successful in providing positive outcomes for children.
- Practitioners routinely engage in a range of relevant and meaningful professional learning activities. The impact of their professional learning is clear in the quality of playroom provision and practice. They demonstrate a strong commitment to keeping abreast of current thinking in early years practice and identify appropriate opportunities for change and improvement. As planned, practitioners should build on this work and undertake focused visits to other settings. This will enhance further their strong understanding of national expectations and support their ongoing reflection on their practice.
- All practitioners have a leadership responsibility linked closely to an improvement priority or key development within the setting. Their roles include family learning, individual curricular areas and engagement with the local community. Practitioners develop well their own skills and expertise through this effective approach. They articulate very well their role and contributions to improving the quality of children's experiences.
- Senior leaders carry out a useful range of self-evaluation activities and quality assurance processes effectively. They use a quality assurance calendar well to guide them in these

activities. Practitioners engage very well in regular, planned opportunities to reflect on the quality of the work of the setting and identify what can be improved. This results in an appropriate pace and shared responsibility for change. Practitioners are ready to engage in formal peer observations to support each other and share highly effective practice. This will enhance further the setting's strong self-evaluation processes.

- The school improvement plan includes priorities which support improvement in the nursery class. Practitioners are involved in improving children's achievement in literacy and music as well as developing further approaches to family learning. They confidently take responsibility for driving forward these aspects of the school's improvement agenda. Parents welcome information shared about improvements in newsletters and wall displays. The team ask parents regularly for feedback on the work of the nursery such as the availability of family learning activities. Parents provide useful feedback which supports well future planning. Children are consulted about the quality of learning experiences. They recently took part in an evaluation of provision in the outdoor area. Their views and ideas informed a positive change.
- The principal teacher and early years team leaders share responsibility for developing and monitoring the work of the nursery. They make focused observations of practitioners at work and share useful feedback to help them improve further their practice. Senior leaders regularly review the quality of children's learning journals and playroom plans. They should now build on their positive approaches to self-evaluation and improvement and review the evidence they gather to provide a clearer picture of their improvement journey.

2.3 Learning, teaching and assessment

very 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 under three benefit from warm, nurturing relationships with practitioners who support them well to make choices. Children interact very well with one another. Practitioners have a very good understanding of young children's developmental needs. They provide an appropriate range of resources and toys to support play. Practitioners should continue to develop their use of natural materials and open-ended resources to develop further children's curiosity.
- Children aged from three years to those starting school, are supported very well by highly-skilled practitioners who know them well as learners. Children are happy, safe, secure and confident within the early years setting. They are motivated, highly engaged and enthusiastic in their play and learning. Practitioners offer a wide range of well organised and stimulating learning experiences. Children are supported well to develop their independence and to make choices with confidence about their learning.
- Practitioners interact skilfully with children. They make very effective use of questions and dialogue to sustain children's interests. This encourages further children's curiosity and deepens their learning. Practitioners interact sensitively with children and allow them time to investigate and solve problems whilst they play. They encourage and support children's learning by providing an appropriate balance of child-led and adult-initiated learning opportunities. Children access a suitably wide range of digital tools to enhance learning. For example, they enjoy accessing audio books and rhymes on tablet computers. Practitioners should continue to explore how they can use digital technologies to support learning when playing outdoors.
- Practitioners make regular, valuable observations of children and record these in individual learning journals. The information practitioners record provides an accurate picture of the progress children are making. This leads to improved outcomes for children. Children regularly access their learning journal and enthusiastically talk about their learning. Parents contribute to learning journals when sharing children's achievements from home.
- Practitioners plan effectively for children's learning across all areas of the curriculum. They involve children well in the planning process and make effective use of learning walls to record children's engagement. Practitioners monitor and track children's learning effectively. This helps to identify any gaps in learning and development.

2.2 Curriculum: Learning and developmental pathways

- Practitioners plan a range of exciting experiences across the curriculum and take account of children's interests. They ensure positive outcomes for children which are firmly based on play. Planning for children's learning takes account of national guidance, providing children with appropriate challenge in their learning. The curriculum encourages children to develop skills in problem solving, investigation and inquiry. Practitioners have developed a literacy and numeracy rich learning environment. They regularly review the use of spaces to ensure they are well resourced and meet children's needs. Practitioners plan for progression across all curricular areas. They evaluate the curriculum regularly to ensure they are providing breadth and depth.
- Practitioners sensitively support children when they start nursery and when they move between stages. They also have highly effective arrangements in place to support those children starting school. Practitioners use the local community well to enhance children's learning experiences. Regular visits are made to the library, parks and shops by practitioners and children. They are keen to develop this further.

2.7 Partnerships: Impact on children and families – parental engagement

- Parents are valued partners in their child's learning. Practitioners are committed to involving parents further in the work of the nursery. Practitioners provide regular formal and informal opportunities for parents to share their views. Practitioners work hard to ensure parents know that their views influence change and this is improving outcomes for children and their families.
- Practitioners keep parents up to date with nursery events through notice boards, newsletters and on-line platforms. Practitioners discuss children's individual learning targets with parents and update any relevant information in personal learning journals. Learning journals are regularly shared with parents who provide information for nursery on children's learning at home. This means staff have close working relationships with parents. Parents can request an update meeting to discuss children's progress at nursery. Senior leaders should now consider organising formal meetings for practitioners to share children's progress with parents.
- Practitioners are keen to develop further parental engagement in family learning opportunities. Parents complete questionnaires to gather their views on the types of activities which meet their needs and interests. This feedback has resulted in parents enthusiastically engaging in 'Stay and Play' and storytelling sessions alongside their children. Senior leaders also welcome parents into the setting to share their skills with children.

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

very 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

- Children experience a consistent, caring environment where they thrive. All practitioners have a very strong focus on supporting children's wellbeing in the nursery. Children feel safe, secure and confident in the setting. Practitioners know and understand children well. This enables children to develop self-awareness and confidently make choices about their learning. Practitioners support sharing, turn taking and children's independence skills very well.
- Children demonstrate a sound understanding of the wellbeing indicators and talk confidently about how to keep themselves safe and healthy. They risk assess the outdoor area before going out to play and talk about the benefits of healthy eating. There is a useful P6 buddy system in place. This provides opportunities for children from the nursery and the school to develop friendships and lasting relationships. Children enjoy the interaction with older children as they read and play together.
- Children show great kindness and empathy towards each other and towards practitioners. They help each other get dressed for outdoor play and comfort each other when upset. They develop their skills and confidence in the safe, nurturing environment very well. They have meaningful opportunities to contribute to decisions in the playroom and carry out leadership roles during snack and lunchtimes. Practitioners should now explore how they can continue to develop further children's leadership opportunities across the nursery and school community in developmentally appropriate ways.
- All practitioners are very clear of their statutory duties and understand what they need to do to keep children safe. They take part in regular professional learning to develop their knowledge and receive regular updates to ensure their knowledge is current. Practitioners understand their roles and are clear about following procedures.
- Prior to children starting nursery, practitioners collect and record important information about each child. They use this information well to ensure they meet children's individual wellbeing needs. Practitioners have established effective relationships with other agencies. As a result, there are well thought-out strategies in place which support identified children to make progress. Children who require individualised support have appropriate plans in place which are regularly reviewed with parents.
- There is an inclusive ethos throughout the nursery. All children and families are treated with the highest levels of respect. Practitioners show a very good understanding of children and families' individual circumstances and support them well. They support children to understand diversity and challenge discrimination. There is further scope for practitioners to improve the use of resources and toys to celebrate different cultures.

3.2 Securing children's progress

very good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Children under three years are making appropriate progress in their learning and development. They enjoy playing simple matching games and enthusiastically retell familiar stories using props. Children like to paint and move their bodies expressively. They climb and crawl with increasing skill when playing on large equipment at the local park.
- Children over three are making very good progress in early language and communication. They interact very well with adults and each other and communicate their thoughts confidently. Children listen attentively to stories in small groups and recount the events independently. They listen well to adults and follow instructions. They join in enthusiastically with singing games and rhymes. Most children have an awareness that print has meaning. They recognise their name and identify individual letters by name. A few children recognise simple words from texts and signs.
- Children make very good progress in early numeracy. They develop well their numeracy skills as they play. Most children count confidently up to 10 and a few count beyond 10. A few children correctly count out spoonfuls of ingredients when making cupcakes. Children compare lengths of wood when creating models and use positional language correctly when making towers with wooden blocks. A majority of children understand simple fractions when cutting fruit into portions for snacks. Children would benefit from building on skills at using money when playing.
- Children make very good progress in health and wellbeing. They independently dress themselves for outdoor play and show an awareness of familiar routines such as handwashing. Children help to prepare snacks and are aware of the benefits of healthy eating. They confidently ride wheeled toys. Children should now develop skills at riding two wheeled bicycles. Children behave very well and support each other with empathy and care when playing. They risk assess the outdoor area confidently each day and understand how to keep safe.
- Children are making very good progress across all areas of the curriculum. Children who require additional support are making appropriate progress in relation to their individual developmental stage. Senior leaders should continue to support practitioners to make use of all available data and information, including that relating to children's socioeconomic backgrounds. This will help to continue to plan interventions to meet the needs of children who require additional support with their learning.

- Practitioners support children well to celebrate their individual achievements. These are shared through displays and the 'I am remarkable' wall. Parents share children's achievements from home by contributing to learning journals. This helps practitioners plan for further skill development at nursery. Senior leaders and practitioners work hard to develop a supportive ethos that promotes equity. Children are becoming increasingly aware of their rights.

Practice worth sharing more widely

Practitioner interactions are a significant strength. Their effective use of questioning and dialogue ensures children's interests are sustained. This encourages children's curiosity and deepens their learning. Practitioners interact sensitively to allow time for investigative play opportunities. Children experience an appropriate balance of child-led and adult initiated learning opportunities that encourages and supports learning.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.