

Summarised inspection findings

Cairns Primary School Nursery Class

South Lanarkshire Council

26 February 2019

Key contextual information

Cairns Primary School Nursery Class is registered for up to fifty children from three years of age. The setting offers morning and afternoon sessions. The nursery has one large playroom with access to a secure outdoor area. Children are able to access additional facilities in the school and local community.

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

- Practitioners understand and share the vision, values and aims of the wider school community. Shared values are evident in strong teamwork, relationships with children and families, and positive partnerships with a range of agencies. Senior leaders should, as planned, review the vision, values and aims at regular intervals. This will ensure that they continue to reflect the changing context of the nursery and take full account of the aspirations of families.
- Senior managers provide supportive and enabling leadership to build capacity across the early level team in the school. They are effective in inspiring a strong, positive culture of learning and improvement in the nursery.
- Practitioners are committed to collaborative working and share responsibility for the promotion of children's wellbeing. They are reflective and strive for continuous improvement. Practitioners set themselves high standards in their work and work together well to create engaging learning spaces and experiences to support children. Senior managers and practitioners regularly discuss practice and make improvements to provision.
- Individual practitioners lead a range of improvements with increasing confidence. In doing so, they make effective use of professional learning to inform change and improve their practice. Practitioners share their learning with colleagues in the nursery class, in the school, and more widely. As a result, practitioner leadership is leading to significant improvement. Examples of this include the successful development of outdoor learning, and enhanced transition planning for children moving to primary one.
- Practitioners are developing increasing confidence in using *How good is our early learning and childcare?* to identify strengths and areas for further improvement. They look outwards to find out how they might improve further. Effective consultation ensures that parents can be involved in planning change. Children have an active role in self-evaluation for improvement through Eco School activities. There is scope to develop this further.

- Senior leaders should improve further the management of change in the nursery, to plan, coordinate and measure the impact of change. This will ensure well-paced, focused further improvement to key aspects of practice and outcomes for children and families.

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

- Warm, responsive and nurturing relationships between children, families and practitioners are a strong feature of the nursery. The inclusive ethos ensures that children feel valued. This is supporting almost all children to be confident and motivated in their play.
- Practitioners have a sound understanding of the role of the environment in supporting children's early learning. Learning spaces, indoors and out, encourage children to be independent and to make choices in their play. The increased use of loose parts across learning spaces supports children's creativity, curiosity and imagination well. Practitioners recognise that there is scope to develop this further through the provision of open-ended resources and natural materials in all areas.
- Good use of questioning is made to support children to develop their thinking skills. Practitioners encourage children to share their ideas and to explore possibilities, for example, when considering whether water might turn to ice overnight. They should now look for further opportunities to extend and challenge children's thinking during free play. This will enable children to lead learning and to explore their own ideas and interests in greater depth.
- Practitioners are increasingly confident in using digital technology to support children's learning. Children are becoming aware of how technology can help them find interesting information and explore their world. We were able to observe motivating examples of children and practitioners using video to capture and revisit learning experiences together. Practitioners should build on this good practice to encourage children to reflect on their learning.
- Practitioners know children well. They listen attentively and respond to children's interests and suggestions when planning learning experiences. Episodes of children's learning are recorded in wall displays, floor books and individual learning books. Good use is made of a learning tree to celebrate children's achievements. Practitioners now need to develop further their use of high quality observations as part of effective assessment.
- As planned, practitioners should continue to work together to review planning and assessment. In doing so, they need to ensure that personal learning plans capture significant learning for each child. This will enable children and practitioners to more easily identify and build on children's progress across the key aspects of early learning. Practitioners should also ensure that they involve parents more fully in planning learning and recognising children's achievements. We discussed how practitioners might use simple learning goals, or targets, as a tool to promote partnership working with families. This will help support children's progress at home and in the nursery better.

- Practitioners and senior managers are working to continue to improve approaches to monitor and track children’s progress across key aspects of their learning.

2.2 Curriculum: Learning and developmental pathways

- Practitioners use the experiences and outcomes of Curriculum for Excellence to plan a range of learning across the curriculum. Stimulating and engaging environments and experiences ensure children are able to learn through play. As practitioners and senior leaders implement change in response to new local authority guidance, they should review the curriculum rationale. In doing so, they should work with parents and carers, and partners, to ensure the curriculum reflects the changing needs of children, families, and the community.
- Children benefit from practitioners' work to promote literacy, numeracy and health and wellbeing experiences across the curriculum. There should be a clearer focus on developing this further through improvement planning in the nursery.
- Practitioners make effective use of the local community, families, and visitors to enrich learning and extend children's awareness of the world around them. They should continue to extend children's understanding of employment and the work that people do in the local community. In doing so, practitioners should encourage children to make links between what they are learning in nursery and the world of work.
- Transition arrangements are flexible and tailored to the needs of children and families. Senior managers should continue to promote the development of playful pedagogy in the primary school. This will support improved continuity in learning for children as they move to primary one. Senior managers should review support for any children who attend on a split placement with another setting.

2.7 Partnerships: Impact on children and families – parental engagement

- Parents and carers value the service they receive. They report finding practitioners very caring, approachable and helpful. Parents and carers are encouraged to become involved in the life of the nursery in a variety of ways. They share their skills and knowledge, for example, in helping to make the recent international language day a success.
- Parents and carers told us that effective communication helps to keep them informed about their child's learning. This includes opportunities for daily informal chats and opportunities to discuss children's learning and care at a time that suits them. The nursery learning wall, newsletters, and notice board inform parents and carers about the learning that is happening in nursery. 'Stay and play' sessions, and other opportunities to spend time in the nursery, allow them to find out how children learn. Parents and carers should now be involved further in recognising achievements and planning next steps for children.
- Effective partnerships with a range of agencies provides support to families and children to overcome barriers to their wellbeing. Practitioners should now work with partners and families to design and develop relevant family learning programmes.

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. At the time of the inspection, there were no identified areas for development.

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

- Practitioners have a secure understanding of the role of positive relationships in supporting children's learning and development. All practitioners take responsibility for ensuring that children feel welcomed and included in the nursery community. They provide very good role models in their consistently positive interactions with children and each other. Practitioners use praise very effectively to recognise children's positive behaviour and promote their self-esteem. As a result, children are happy, relaxed and increasingly confident in the nursery.
- Children cooperate very well in their play. They demonstrate consideration for each other in age appropriate ways. Children are active participants in their learning and are confident in making choices in their play. They show high levels of independence in the learning environment. Practitioners value children's ideas and involve children in making decisions, for example, voting for what books to read, and planning the design of the playroom. We discussed how they could build on this further.
- Practitioners support children to talk about making healthy choices and keeping themselves and others safe during play. We discussed how they might now extend children's understanding of the full range of wellbeing indicators. This will enable children to develop language for talking about all aspects of their wellbeing.
- The promotion of wellbeing for children and their families strongly underpins the work of the nursery. This reflects the school community values of 'love, friendship, trust and honesty'. Practitioners work together very well in creating a caring and supportive environment for children to grow and develop as individuals. As a result, they are highly effective in supporting children to feel safe, healthy, active, nurtured, respected, responsible and included.
- Practitioners have a sound understanding of the wellbeing indicators of Getting it right for every child. They have a secure understanding of their statutory duties. This is supported by appropriate continuous professional learning.
- Children are supported to make the best of the opportunities available in the nursery and to progress in their learning. Practitioners and senior managers regularly review the wellbeing needs of children. In planning for children, they make very good use of strong partnerships across a range of agencies to inform their practice and approaches. As a result, practitioners have a sound understanding of what they need to do to ensure children are very well supported. Where appropriate, practitioners and senior managers work closely with parents

and carers, and a range of partners, to improve outcomes for children using a staged intervention approach.

- The team successfully promotes equity and have effective strategies in place to improve progress for all children, including those facing challenges or barriers to their wellbeing. Children are learning about wider issues of equality through a range of experiences in the nursery, including the celebration of festivals and world languages and customs. There is potential to now expand this learning through, for example, the exploration of gender issues, and global citizenship.

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

- Children are making good progress in their early literacy learning. Most children are keen to talk about their experiences. They are beginning to develop the vocabulary they need to share their ideas and interests. Practitioners engage children in enjoyable and motivating story experiences every day. As a result, children are developing their love of story and are learning to talk about their favourite authors and books. Most children are developing good listening skills. They are developing their awareness and enjoyment of the sounds and patterns of spoken language through rhyme and songs. Children are learning about written language and are developing their early writing skills through mark making in different contexts. Children explore letters as they copy words and write letters to Santa. A few children are able to write their own name with more confidence. Practitioners should continue to develop writing and reading contexts within play. They should seek out opportunities for children to extend and apply their early literacy skills in purposeful ways.
- Children are making good progress in developing their understanding of mathematical concepts through their play. They are learning to apply mathematical language appropriately, for example, as they explore measure using a balance scale outdoors. Children are developing confidence in counting through daily activities and routines. With support, a few children can use their knowledge of before and after to identify the missing numbers in a sequence. Through block play, children are developing an awareness of shape, number and symmetry. The introduction of a Christmas clock is helping children to develop their awareness of time. Practitioners now need to continue to support and challenge children to develop their early numeracy and mathematical skills.
- Children are making good progress in health and wellbeing. They show care and respect for each other. Practitioners have a strong focus on supporting children's emotional wellbeing. Children manage their emotions well with the support of caring practitioners. They can talk about how they are feeling and what would make them feel better. Children are developing a good range of physical skills through daily exercise outdoors. They are learning about keeping safe through involvement in risk assessment alongside practitioners.
- Overall, children are becoming confident learners who are eager to learn more. Practitioners make good use of praise to encourage children to persevere in their learning. Parents and

carers are encouraged to share achievements from outside the nursery. Practitioners need to develop this further. This will ensure that experiences in the nursery build consistently on what children have already achieved and learned at home and in the community.

- Practitioners have a sound understanding of their responsibility to promote equity for all children. Children and families benefit from a supportive and inclusive ethos. Practitioners understand family circumstances. They use this information to provide appropriate targeted support and advice. The nursery team are at an early stage in using information in a focused way to promote equity. Improved use of assessment, tracking and monitoring will enable practitioners to evaluate how well strategies support children, and plan future interventions. It will enable senior managers to measure children's progress over time more robustly.

Choice of QI 1.2: Leadership of learning

- Professional engagement and collegiate working
- Impact of career-long professional learning (CLPL)
- Children leading learning

- Strong professional engagement and collegiate working are evident throughout the nursery. This is having a positive impact on practice through continuous improvement across a range of aspects of the life and work of the nursery. There is evidence of positive and successful leadership of learning across a range of contexts, including the development of aspects of literacy, transition planning and learning outdoors. There is scope to develop this further.
- Senior managers in the school and nursery class value and support continuing professional learning to build capacity. Practitioners make effective use of a wide range of professional learning opportunities, including visits to explore practice beyond the nursery. Practitioners readily share their learning. They inspire and support their colleagues to improve practice. There is scope to enhance further the impact of professional learning through an increased focus on a small number of improvement priorities supported by 'lead learners'.
- Practitioners know children well. They listen attentively and take their thoughts and ideas into account when planning learning experiences. Practitioners make good use of skilled interactions to promote children's thinking and problem solving. Outdoor experiences stimulate creativity, curiosity and inquiry well. Senior leaders should take steps to enable children to enjoy free-flow access to outdoor learning throughout the session.
- Children have time and space to develop their interests through play. Overall, the learning environment provides a good range of opportunities for children to initiate and lead their learning in engaging and motivating contexts. Children's achievements are recognised and celebrated through display, floor book and the prominent achievement tree. There is scope to develop further imaginative approaches to encourage children to plan and evaluate their 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.