

Summarised inspection findings

Falla Hill Primary School Nursery Class

West Lothian Council

2 June 2020

Key contextual information

Falla Hill Nursey Class is an early learning and childcare (ELC) setting in the village of Fauldhouse, West Lothian. It is situated within the primary school building and managed by the recently appointed headteacher. A graduate early years officer and early years officer are responsible for the day-to-day leadership of the setting. They are committed to providing high-quality ELC. The setting is registered to provide ELC for 40 children at any one time from three years until they are of an age to attend primary school. At the time of inspection, 41 children were registered. Children can access funded hours over 50 weeks and have the options of part and full day sessions from Monday to Thursday each week. The setting operates from two adjoining playrooms, an outdoor area and use of facilities within the primary school.

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 teaching
- effective use of assessment
- planning, tracking and monitoring

- The ethos and culture of the setting supports highly positive and nurturing relationships. All children are welcomed each day by caring practitioners. As a result, children feel safe and secure. They interact well with their friends and adults and are happy in the setting. Children benefit from being in the friendly, fun and stimulating environment. Practitioners are enthusiastic and work very well together to make a positive difference to the lives of children and families.
- Practitioners provide a varied range of high quality, developmentally appropriate resources. Children benefit from access to many natural materials and real objects, which support them well to learn and investigate in a purposeful learning environment. Children have space and time to follow their own interests. They demonstrate good levels of engagement in their play in, for example, large block play. Practitioners ensure there are opportunities for daily, free-flow play between indoors and outdoors. Practitioners need to improve the range of materials available to children outdoors to develop further their skills of investigation, curiosity and creativity.
- Practitioners have a good understanding of how young children learn and develop and put this into practice to support all children. They interact in a sensitive manner which helps build children's self-esteem and confidence in learning. Practitioners are effective in helping children to sustain their concentration in play, and offer appropriate support and challenge where required. Practitioners' consistent use of open-ended questions enables them to fully support and extend children's understanding of their learning.
- Practitioners know children well as learners. They do their best to meet the differing needs of children. They demonstrate a clear link between observations, planning and assessment to ensure planning for learning is developmentally appropriate for all. Practitioners take their lead from children's interests to identify and develop specific learning contexts. They use a floor

book approach to involve children in thinking about what they might learn next. Weekly meetings enable the team to engage in professional dialogue. They discuss activities and resources they are going to offer which take good account of their observations of children. Practitioners use this information well to plan focussed assessment. Through these practices, they are developing a consistent approach to evaluating the progress children are making in their learning.

- Children's individual e-learning journals document significant learning over time. These include a number of observations and comments about their play. Practitioners have a clear picture of each child's learning. Older children are keen to view their journals on an interactive whiteboard, and talk about their learning. Children need more learning conversations with practitioners about their progress to help them set their own targets in their learning.
- Practitioners are tracking children's individual progress across literacy, numeracy and health and wellbeing using local authority progression pathways. This information is helping practitioners monitor provision and progress in learning. Practitioners are developing confidence in using the range of data to plan learning for individuals and groups of children. The principal teacher meets practitioners to discuss the progress children are making on a regular basis. Practitioners need to take part in moderation activities within and beyond the setting. This will support their professional judgements about how well children are progressing in line with national standards across the early level.
- There are supportive plans in place to ensure effective transitions from the setting to P1. These include opportunities to visit the P1 class. The close working of practitioners and P1 teachers supports a seamless progression and continuity of learning through the early level. Practitioners and teachers now need to build on this positive practice to share ideas about play pedagogy.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

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

- Practitioners know children, their families and their backgrounds well. They use this information effectively to support children and families in a way that meets their needs and promotes equity. As a result, children are becoming confident learners and making good progress in their learning in line with their stage of development.
- Practitioners use their shared understanding of the national wellbeing indicators to support children's health and wellbeing. This helps children to deepen their awareness of what it means to be safe, healthy and active. Children are happy and relaxed in the setting. They play well together as they learn to share and develop respect for each other. Practitioners use praise and encouragement well to recognise children's positive behaviour and promote their self-esteem. Children show an understanding of their own emotions through using emotional check-ins, and spending time in the 'safe place' to talk about their feelings. They demonstrate a good level of independence in routines such as preparing snack foods and helping with a range of daily tasks. Building on such positive examples, children could now play a greater leadership role in the setting. Children have good fine motor control and can demonstrate this through using a variety of writing tools, threading and playing with loose parts. Outdoors, children are developing a range of gross motor skills through a variety of opportunities for physical play. They particularly enjoy splashing in muddy puddles and climbing on tyre structures.
- Almost all children are making good progress in communication and early language. They communicate well with each other and engage in conversations with their friends and adults. Almost all children enjoy looking at books for information and listening to stories. They are familiar with a range of traditional tales and talk confidently about characters in a story. A few children use puppets to retell familiar stories confidently. The scribing by practitioners of children's own imaginative nursery stories helps children to recognise a link between the written and spoken word. As a result, they 'write and draw' with purpose. Almost all children recognise their name in print and on wooden blocks. They are encouraged to self-register when arriving at the setting and at snack time. Practitioners are introducing activities to support children's awareness of rhyme which is helping them to develop further their early language skills. Children need support to extend and apply literacy skills across all areas of the playroom and outdoors to maximise children's progress.
- Through play, children are making good progress in numeracy and mathematics. They are developing one-to-one correspondence skills and an understanding that numbers represent quantities. Most count objects accurately within 10, and are beginning to develop a knowledge

of the number before and after in a sequence. The increasing use of loose parts and natural materials supports children to learn about size, measure and weight in everyday play situations. The majority of children recognise two-dimensional shapes. A few are learning about the properties of three-dimensional objects as they construct models in the block play area. Children need support and challenge from practitioners to develop further their early numeracy and mathematical skills across the learning environments.

- Almost all children have a developing interest in how technologies work through exploring magnets and interesting objects in the sensory area of the playroom. The focus on everyday technologies, such as woodwork tools, is helping children to explore and learn life skills. Children have access to an appropriate range of digital technologies such as a smartboard and tablet computer. They take photographs and video clips to talk about their learning. Practitioners encourage children to be creative and use their imagination through painting and junk modelling activities. They make good use of the local community to extend children's awareness of the world around them.
- Practitioners celebrate children's achievements well through appropriate praise and attractive playroom displays. However, celebration of wider achievement beyond the setting is in the early stages. The 'Reach for the Stars' display is a positive start in capturing such information.

1. Quality of care and support

Children were supported well by staff who know them well, worked well as a team and were kind and caring in their interactions. This helped children to feel safe, make positive choices about their behaviour and feel confident accessing resources in the nursery. Staff were supporting children to develop their emotional regulation through the use of 'emoji's' and safe spaces. Consideration could be given to providing enclosed spaces for children to allow them to be alone if they want to help them feel safe.

Personal planning was in place which was reviewed with families in line with legislative requirements. The service should continue to review children's personal plans to ensure that they use the 'all about me information' to plan effective strategies to meet children's individual needs. Appropriate medication permissions in place. We spoke about developing the medication systems to include an audit to ensure that these were reviewed in line with guidance to ensure children's safety.

Staff had a good understanding of current best practice guidance and we saw that this supported them in developing the practice in the service. Staff responded to children's interest and questions supporting them well to lead their own learning. The story corner had been developed into a cosy inviting space with puppets, which we saw children using well throughout the inspection. We spoke about ways the service could continue to develop resources for children who have English as a second language. Consideration could also be given to enriching the use of signs in the service to promote effective communication.

Snack and meal-times were positive social experiences where children were learning new skills in menu planning, preparing, serving and tidying away healthy snacks. The service should continue to review lunch time experiences to ensure that these are as positive as snack times. Consideration could be given to the pace of the day and the different experiences children have if they attend all day rather than part time to ensure that they have as positive experiences.

We saw that children had very well-planned transitions to school helping them to feel confident starting in primary one. We spoke about ways in which the service could continue to develop this to gather rich information about children and support their transition from home to the service.

Care Inspectorate grade: good

2. Quality of environment

Children felt safe and welcome in the nursery helping them to confidently move around the space and lead their own learning. Children were having fun and were busy enjoying a variety of experiences which would support their individual development. Children made use of all areas of the nursery and had access to a good variety of opportunities to be creative and play with loose parts and natural materials inside the nursery. We saw that children were enjoying the block play supported effectively by staff who understood the stages of block play.

Children had free flow access the outdoors for the majority of the day and visited the local woods regularly giving them opportunities to be active and develop risk assessing skills and balance through adventurous play. The children would benefit from a richer variety of experiences in the garden. Consideration could be given to outdoor storage and shelter to support children who

prefer to play outdoors to develop more literacy, numeracy, problem solving, creativity and fine motor skills.

The new woodwork bench was well used by children who were able to develop new skills indoors. We saw that children were involved in developing the risk assessments for the use of the tools and this helped them to play safely.

Children knew when to wash their hands to prevent the spread of infection. Staff used appropriate protective personal equipment when preparing snack and supporting children with personal care. The toilets opened on to the snack area and the door was wedged open to allow children to access the toilet independently. Some clothing and equipment was hanging to dry in the nappy changing area. This will not help to prevent the spread of infection. The service told us building works are planned for the service to remove the infection control issue of the toilet position. Consideration should also be given to the storage of mops and cleaning equipment and the positioning of drying areas.

When the garden area was open for free, the nursery was accessible by members of the public directly. The security of the building should be reviewed to ensure that staff are able to refuse access to the nursery by unwanted visitors and ensure children's safety. Consideration should also be given to the security of the room from the school access doors to support staff to keep children safe.

Staff kept records of children's minor accidents in a jotter. This should be reviewed to ensure that confidentiality is maintained and parents are fully informed about any accidents in the service.

Care Inspectorate grade: good

During the previous Care Inspectorate inspection, the setting had no requirements and four recommendations. From these, four recommendations have been met. 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.