

# Summarised inspection findings

**Fairview School Nursery Class**

Perth and Kinross Council

9 June 2020

## Key contextual information

Fairview nursery class provides a specialised service for children who have a range of complex needs. The nursery accommodates a maximum of 6 children at any one time. Children attend on a wide variety of flexible attendance patterns. There are 8 children currently on the roll. The team includes an early childcare practitioner, pupil support assistants and a play assistant. They work alongside a number of health care professionals and visiting specialists. There is one main playroom with direct access to an enclosed outdoor space. Children also have access to specialist equipment and resources within the sensory room, pool, gym, soft play area and gallery.

### 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

- Interactions between practitioners and children are responsive, caring and highly respectful. Practitioners pay careful attention to children's individual preferences and capabilities. They use these observations to respond promptly and skilfully to children's needs. Most children settle quickly due to the calm, reassuring and stimulating environment for learning. Most children use their mouths to explore the properties of interesting play resources and natural materials. A few children are engrossed in their play for longer periods as they use their senses of touch and smell in well planned sensory activities. Children are determined and resilient as they explore their environment in their own way. The majority of children have some restrictions from feeding equipment as to where, and when, they can access free play. The team should continue to find creative solutions to maximise opportunities for children to direct their own play.
- The team are respectful as they prepare and explain transitions between activities or rooms or assist children with personal care needs. As a result, children feel secure and most are increasingly familiar with routines and changes in the day. The team need to continue to improve the balance between group activities, structured adult directed activities and child led free play. This will ensure all experiences consistently maximise personalisation and choice for children. Practitioners use their positioning, body language, tone of voice, signs and symbols and eye contact well. As planned, the whole team should continue to develop their skills and confidence in scaffolding children's learning. This will ensure everyone contributes effectively to supporting children's progress. The team should develop further the use of commentary and intensive interactions to deepen children's engagement.
- The team has worked well together with colleagues from across the local authority to enrich and improve their environment for learning. They have improved the accessibility to and quality of materials in their stimulating outdoor area. Practitioners have frequently adapted resources to meet the specific needs of individual children. The playroom now includes a wider range of loose parts and open ended materials. As a result, children increasingly develop their curiosity and exploratory play.

- Practitioners use encouragement and praise very well to motivate children to persevere and concentrate and work towards their learning journey targets. The team notice and celebrate children's progress, for example, children learn to control a power chair or make eye contact with a friend. Practitioners regularly document and share children's experiences and achievements through photographs, home diaries and a personalised, online record of progress.
- Digital technology enhances children's learning effectively. In particular, technology supports children to access learning and communicate with increasing independence.
- Practitioners, together with the senior leadership team, work well to plan, track and monitor the progress children make in their learning and development. A variety of processes record a range of specific targets and appropriate outcomes. Agreed targets are personalised to each child's stage of development and needs. Families, specialists and practitioners regularly review agreed outcomes. Practitioners and senior leaders track social communication and life skills targets across the year. Practitioners use this range of information to plan learning that supports children to progress towards their targets. Comprehensive children's plans, developmental milestone trackers, adapted learning journeys and online tools summarise the progress children make over time. The whole team should continue to develop their skills and confidence in evaluating the progress children make towards agreed long and short term targets. The team should continue to personalise and adapt local authority milestone trackers to reflect the unique progress and milestones of their children. They should build on positive initial use of online profiles to celebrate significant progress and inform planning.

## 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.

### 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

- Almost all children are making very good progress in developing their communication and early language skills. Children enjoy taking turns, confidently say hello using portable communication devices and begin to sign during a sociable welcome time. They develop their sense of self as they study intently their own picture and name cards. A few children initiate and almost all respond enthusiastically to communication with adults. Most children enjoy sharing familiar songs, sensory stories and action rhymes together. Children indicate their needs and preferences as they babble, vocalise or use single words. A few children understand that writing has meaning as they form letters in sand or with writing materials. Most children access fiction and non-fiction books frequently throughout their session. The team make very good use of all opportunities to promote and develop further children's communication and early literacy skills.
- Most children are making good progress in early numeracy. Children begin to recognise colours in structured activity and free play. A few children recite numbers and count objects to five. Most children explore the concept of full and empty as they enjoy water play and filling and emptying containers in the mud kitchen. A few children use spoons, jugs and scales to measure as they make cakes during baking activities. As planned, children need opportunities to build on their prior learning and skills.
- Almost all children are making very good progress in health and wellbeing which has a very positive impact on their overall learning and development. Children develop their posture and muscle control, for example, as they ride a specialist bike around school. Children stand for increasingly longer periods without support. Most children use spoons independently as they enjoy their healthy snack. Children develop their gross motor skills well as they crawl, walk and roll as they play outside or use their whole body to explore musical instruments. Children develop their core strength during sessions in the school hydrotherapy pool and trampoline. Lights and sounds in the sensory room soothe and delight children. A few children concentrate for extended periods as they explore the texture of soil and learn about growing and planting. Children develop their self-esteem and confidence as deliver their lunch orders to the school. A few children are ready to apply their independence and self-care skills throughout all activities such as snack time.
- All children enjoy the responsibility of undertaking their special jobs within the school. Children are successful learners as they put on aprons with assistance to get ready for messy play. Children participate in their community as they visit the library or perform in the school show. As planned, a few children would benefit from further increased opportunities for responsibility

and leadership. The nursery team and families regularly celebrate children's achievements together through photographs, videos and personalised comments shared online.

- A commitment to equity underpins the work of the whole team. All practitioners have a good understanding of children's lives outwith the nursery and what is important for each individual family. Practitioners make good use of their extensive information about children's needs and family life to identify and minimise barriers to accessing learning. Practitioners regularly advocate for children and families with other agencies. This ensure resources are secured and adapted so that children thrive and develop. The team work very effectively with an extensive range of specialists and professionals to ensure children have targeted, personalised support.

## 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.