

# Summarised inspection findings

**Crossgates Primary School Nursery Class**

Fife Council

4 June 2019

## Key contextual information

The nursery provision is registered to provide early learning and childcare for up to 63 children with a maximum of 15 children aged under three. The Little Blossoms under three provision provides morning only sessions. There are currently 11 children who have varying patterns of attendance. There are currently 40 children aged three to five who attend for either morning or afternoon sessions.

### 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

- Practitioners working with children under three are caring and supportive in their interactions. They provide soothing comfort to children who may become upset or frustrated when trying to make their needs known. Practitioners need to build on this to help children become aware of and manage their emotions as they learn to play alongside other children. Practitioners use local and national guidance appropriately to inform their planning. Children enjoy daily opportunities for energetic play to improve their physical skills and increase their stamina. Overall, practitioners now need to review the blend between spontaneous play that is age appropriate and adult-directed experiences. Routines need to be flexible enough to ensure children have sufficient time to explore and sustain interest in their environment. A review of the playroom layout by practitioners would be helpful with an increased focus on providing more sensory play experiences.
- In the three to five playroom, practitioners create an attractive learning environment and children have free-flow access to outdoor play. The setting has a positive ethos that provides a welcoming environment for children to feel safe and secure. Caring practitioners support enthusiastic and curious children to do well. The children demonstrate appropriate interest and show confidence when making choices with the experiences on offer. Practitioners elicit and encourage children's views and ideas appropriately through a suitable range of approaches including the focus of 'little voices'. Children respond well to opportunities to develop their independence but this could be strengthened by providing them with meaningful roles and jobs within the setting. They would benefit from participating more fully in the daily routine, for example the preparation of snack. Practitioners need to keep routines under review to ensure children are fully challenged during these times.
- Practitioners promote the school values and support children well to understand their meaning. They should now link this to a clearer understanding of children's rights.
- Practitioners interact well with children and have developed successfully warm, friendly and respectful relationships throughout the setting. They use a range of approaches to engage and improve communication and are keen to develop their approaches to support further children's learning. In taking this forward, practitioners need to recognise and act on appropriate

opportunities to help scaffold and extend children's learning. They use their knowledge well to support children who display a range of abilities. Practitioners use questioning appropriately to help children understand situations, access activities and resolve conflict as necessary. Children are beginning to understand that their views and opinions are acted upon and are developing confidence in expressing them.

- Digital technologies has been identified as an area for improvement across the school and nursery. It is evident that practitioners have ensured an increased focus on this in the playroom and it is having a positive impact on children's learning.
- Practitioners know children well and have a sound understanding of their needs. They use diagnostic assessments to gather information on children's language development and identify children who require additional support. Practitioners discuss individual children regularly at team meetings and plan how they can support their learning and development. Throughout the session, they make observations about children at play and use the information to plan possible activities and identify resources to support learning. As discussed, there is now scope for practitioners across the setting to streamline their system for observations. This will help them to have a clearer focus on children's learning and support them to identify appropriate next steps for children.
- Each child has personal learning journal (PLJ) containing observations, photographic evidence, examples of work and information from home. The PLJs provide interesting information on the experiences each child has taken part in and in the best examples show the progress they are making in their learning and development. Children are proud of their PLJs and enjoy looking at them and sharing them with each other and with adults. Practitioners invite parents to contribute to the PLJs through sharing information from home and adding comments. We discussed with practitioners how they can continue to develop the journals to ensure they capture the progress individual children are making.
- The team meet regularly to plan for children's learning and use observations of children's play to plan activities. The playroom is well resourced and children access a wide variety of experiences. Practitioners make use of local authority tracking sheets to monitor children's progress across health and well-being, numeracy and literacy. There is now scope for practitioners to use the tracking information more effectively to plan next steps for individual children. The setting has made a positive start to involving children in the planning process. They ask their opinions on areas such as choice at snack and planning resources for the water tray. Children have also contributed to the learning wall which is at an early stage of development. Children are now ready to be more fully involved in the planning process. Practitioners should explore how they can build on this and involve children more fully by identifying and building on their individual interests. This will help to ensure a greater depth of learning experience.

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

### 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

- Most children in the under three room are developing their independence well and can help themselves at snack time. They are improving their physical skills well through climbing and balancing. Children enjoy singing songs and listening to stories. Children's communication and early language skills now need to be supported and promoted more. Children also need to be encouraged to use their imagination, explore and start to develop their communication skills.
- Children aged three to five are making good progress in health and wellbeing. They are learning to co-operate with one another and share their toys. They understand and value the simple rules associated with taking turns and being fair. Most children are confident in aspects of personal care and hygiene; however, they are at early stages of understanding and talking confidently about their own wellbeing. They are developing friendships and can negotiate well with each other. Children are developing independence at snack time and can dress themselves for outdoor play. They are able to make choices about their play and understand the importance of positive behaviour in the playroom and outdoors. Through regular access to the physical activity and the outdoor area, children are learning to take well-managed risks as they use the climbing frame and take part in energetic play. Through both outdoor visits to the local forest areas and focused work in planned physical education, children are developing a range of physical skills such as climbing, jumping, balance and ball skills. As they participate, they can demonstrate a sound understanding of mathematical language such as under, over and through.
- In communication and early language, children are making good progress and are able to share their experiences with adults and each other. They listen well to stories and can join in with songs and rhymes during bookbug sessions. Almost all children can express themselves well and take part in conversations with each other and with adults. They are able to recognise and attempt to write their names at snack time and a few children are able to recognise and write other meaningful words. A few children are making very good progress in early language and this is being well-supported by practitioners. Children would now benefit from developing early language skills through real-life experiences.
- Children are developing their skills well in understanding number and using it in the environment and through play. Most children are making good progress with early mathematics and use the language of length appropriately during their discussions with friends. They are becoming confident in counting for a purpose often going beyond ten. Children are developing an understanding of information handling through meaningful contexts such as hair and eye colour. A few children were interested to play the floor keyboard by

matching numbers to create a familiar tune. Through play experiences, children are developing their understanding of mathematical concepts through for example exploring the properties of sand and water.

- Most children are making good progress and this is demonstrated through interactions with adults and one another. They are able increasingly to cooperate and share toys and are confident to explore the environment and learn through play. Children are interested and motivated to learn. With support, children make choices and a few will eagerly talk about their play through reflecting on the photographs in their personal folders.
- Children's achievements beyond the setting are celebrated and shared through attractive displays, such as 'good news tree'. Photographic evidence of children's achievements in the nursery including 'Artist of the week' are also displayed and children enjoy talking about them with friends. Parents are encouraged to contribute to the folders and share achievements from home. Staff recognise that there is scope to involve parents more fully in understanding and sharing information about their child's progress. A positive start has been made to sharing the 'Getting it right for every child' (GIRFEC) wellbeing indicators with parents. However, this is at an early stage of development with children. Children are very enthusiastic about taking part in bookbug sessions with family members and demonstrate a good level of participation. Children are also benefitting from attending targeted Peers Early Education Partnership (PEEP) sessions and can describe the activities they took part in.
- Practitioners are focused on ensuring equal access to experiences for all children and promote an inclusive approach throughout the sessions. As a result of the positive approach, children are developing confidence and gaining independence as they access resources and follow pictorial instructions. Practitioners are proactive in identifying potential barriers for children and their families. They will raise concerns and seek advice and support from appropriate sources in the school and beyond to ensure children's needs are met effectively. Practitioners recognise that further work to develop understanding of equity and how to make targeted interventions in a sensitive manner will be helpful. They have rightly identified the need to ensure they track achievements and progress more diligently. This will help to ensure that they are maximising the potential for all children including those who may be experiencing levels of disadvantage or vulnerabilities.

## 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.