

Summarised inspection findings

Woodhead Primary School Nursery Class

South Lanarkshire Council

18 August 2020

Key contextual information

Woodhead Nursery Class is situated in Woodhead Primary School, Hamilton. The nursery class is managed overall by the headteacher as part of the whole school community. The deputy headteacher has delegated leadership responsibility for the setting. The setting is registered to provide early learning and childcare for a maximum of 60 children aged from three years to those not yet attending primary school. The setting operates full day service during term time. At the time of the inspection, 36 children were enrolled in the setting. The setting opened within an extension to the school building in August 2019.

2.3 Learning, teaching and assessment

satisfactory

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 management team works closely with the teacher and practitioners to ensure the setting is fully involved in the life of the school. They have correctly focussed their attention on building positive relationships with children, parents and the local community. Practitioners work well together and are receptive to guidance and support to ensure that new developments are introduced at an appropriate pace. The nursery teacher is leading developments as part of a drive to support children's experiences in literacy and numeracy. The lead practitioner provides good support for the team and parents. Practitioners work well together and feel their skills and experience strengthen the team.
- Practitioners are building a shared understanding of approaches to play and learning. They are developing the playroom and outdoor area to offer a wide range of experiences for children. They acknowledge that the continued use of national guidance documents such as 'How good is our early learning and childcare?' and 'Realising the Ambition: Being Me' will support them to explore further current best practice in creating quality environments. As a team, they are fully involved in the selection of appropriate resources. A next step will be to develop further the range of natural materials, including everyday items. This will improve opportunities for children to investigate and ensure children's creativity is not limited by access to materials.
- The caring ethos in the setting contributes to positive relationships and a relaxed play environment. Almost all children are developing good friendships and play together well. It is clear that they feel safe and secure and are happy to be in the setting. They move freely between the playroom and outdoors for almost all of their session, developing independence in their learning. Interactions between practitioners and children are engaging, and support children's learning. Questioning is developing well to extend children's thinking and understanding. As a result, the majority of children demonstrate a level of concentration appropriate to their stage of development. However, a few children need increased adult interaction to help them to sustain interest.

- Practitioners are developing a planning framework to support the developmental stages of children in the setting. Overall planning is responsive with a focus on learning through play. As part of this, practitioners are developing an 'in the moment' approach to planning with careful attention given to children's emerging interests and suggestions, when planning learning experiences. This approach to planning is enabling practitioners to be responsive to children's needs. Practitioners now need to embed this approach in practice.
- Practitioners respect children as individuals with their own personalities and strengths. They know children well as individuals and can talk about their progress. Practitioners are now exploring the most effective way of recording aspects of children's learning. As part of this, they are developing their use of e-learning journals, capturing good examples of children's learning in photographs and comments. These reflect the individual learning and interests of each child and help practitioners to create simple learning targets for children. With practitioners support, children can access these to talk about their learning. It is now important to help children to identify what they would like to learn next. The majority of parents contribute to their child's e-learning journal and add positive comments. As planned, the team should continue to explore ways to develop their partnership working with parents to enhance children's learning.
- The depute headteacher and nursery teacher are developing systems for tracking children's individual progress in literacy, numeracy and health and wellbeing. This supports the team to track children's progress well, and to collate and analyse data. Information on children's progress is used well to plan support and challenge in learning for individuals and groups of children. Practitioners should continue to build on this positive start to support children to make the best possible progress.
- Children's progress is closely monitored. It will now be important to work closely with staff in the school to share knowledge of children's learning to ensure children make progress through the early level as they move onto P1.

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

satisfactory

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 satisfactory progress in their learning over the short time the nursery has been open. To ensure children make the progress they are fully capable of, practitioners now need to build consistently on what children already know and have achieved.
- A majority of children are progressing well in language and literacy. They are developing their listening skills well and are developing confidence in talking with their friends. Children are building their vocabulary through effective conversations with practitioners. They enjoy listening to stories and they listen well to, and carry out, simple instructions. A majority of children are at an early stage of mark making and have a developing understanding that writing has a purpose. As part of this, they are encouraged to self-register when arriving at the setting. Older children are developing phonological awareness through rhyme and recognising initial letter sounds. Children now need to be supported to develop these skills further in different areas of their learning.
- Across the setting children are developing their skills in early mathematics and numeracy. In planned activities and daily routines, they are developing one-to-one correspondence skills and developing an understanding that numbers represent quantities. A few of the older children confidently count to 20 and beyond in sequence. They recognise and match numerals. Through play, children are developing early mathematical concepts as they explore a range of interesting materials to develop early mathematical concepts. As planned, practitioners should continue to provide a challenging range of experiences for children to develop and use skills in numeracy and mathematics across learning.
- In health and wellbeing, a majority of children are making satisfactory progress. Practitioners nurture wellbeing effectively to promote children's self-confidence and meet children's social needs well. As a result, children are happy, well behaved and show consideration in their play as they learn to share and negotiate with each other. They demonstrate fine motor control skills through using a variety of tools and playing with loose parts. Outdoor experiences provide opportunities for children to develop confidence in physical play. Children are increasing their self-help skills, for example, when getting themselves ready to go outside and learning the rules of personal hygiene. Children are becoming responsible as they take part in tidying and preparing snack. They are ready to have identified leadership roles. Practitioners need to help children to better understand the wellbeing indicators to enable them to talk about their own wellbeing.

- Children show excitement and adventure outdoors in the natural woodland environment, developing their interests in nature and living things. While exploring, children are developing investigation skills. Children are learning to use a few programmable toys. The setting should now continue with plans to develop further children's skills in exploring and using digital technologies. Practitioners know children, their families and their backgrounds well. They use this understanding well to support children and families in a way that meets their needs and promotes equity. The 'Tree of Positivity' is a good start to gathering children's achievements from out with the setting.

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.