

Summarised inspection findings

Hareleeshill Primary School Nursery Class

South Lanarkshire Council

25 August 2020

Key contextual information

Hareleeshill Nursery Class is based within Hareleeshill Primary School. The nursery provides 1140 hours of early learning and childcare for children from Hareleeshill and the surrounding areas. Children attend from the age of three. The nursery is registered for 54 at any one time and the current roll is 47. The team leader of the nursery provides day-to-day management under the leadership of the headteacher. A nursery teacher is employed on a full-time basis.

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

- Practitioners have established positive and respectful relationships with every child and family who attend the nursery. They are nurturing and sensitive to the needs of all children. Practitioners demonstrate a commitment to children's rights and listen, value and respond to their ideas and opinions.
- Most children are confident and are keen to explore the wide range of experiences. They particularly enjoy making playdough pizzas, paint mixing and role play in the shop. Children have free-flow access to outdoor play. Practitioners support and encourage children to be independent during play. They should continue to develop the use of loose parts to extend the depth and challenge in children's play, both in the indoor and outdoor environments.
- Practitioners allow children time and space to explore their learning, make choices and follow their interests. A minority of children are not sustaining an interest during large group times and at transition points during the day. Practitioners should revise the balance between adult-led and child-led experiences. They need to ensure that routines do not impact negatively on the flow of the day and on children's learning.
- Practitioners have a good understanding of children's' development. They regularly engage in ongoing professional dialogue. Practitioners should continue to use this time to discuss further learning and teaching approaches. They should ensure learning experiences are developmentally appropriate for all children. They sensitively engage with children as they play and are developing their use of open-ended questions to promote curiosity and deepen children's thinking skills. They use digital technology, including the interactive whiteboard, recordable buttons and tablets to enhance children's knowledge.
- Practitioners observe children at play and record these in electronic learning journals and in floorbooks. They use floorbooks to encourage children to share their feelings and interests. Practitioners respond to children's ideas and record their thinking. They share electronic learning journals with families regularly. Practitioners need to continue to develop their knowledge of children as learners to help them identify and support next steps in learning.

- Practitioners plan over a variety of timescales using Curriculum for Excellence experiences and outcomes. They track children's skills within literacy, numeracy and health and wellbeing. Practitioners should streamline the planning, assessment and tracking processes in a more coherent way. They should use assessment information more effectively to improve children's learning.
- Practitioners support children who require additional support with their learning very well. They are sensitive to individual needs and use visual cues and signs to ensure all children are included and make progress with their learning and development. Practitioners work very closely with families and other agencies to identify challenges and plan interventions to improve outcomes for these children.
- Early level practitioners engage in effective professional dialogue as part of the transition process. They share relevant information to ensure staff have a good understanding of children's circumstances and learning. This supports children's progression across the early level.

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

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

- In health and wellbeing, most children are making good progress. Positive and caring interactions with practitioners help children to feel safe and secure within the nursery. Most are independent in hygiene routines such as handwashing before snack and when getting ready for outdoors. Children demonstrate a range of physical skills during visits to the gym hall and when outdoors. They enjoy risky play at the forest and talk about how to keep safe. The majority of children share and take turns during play. The majority of children can resolve conflict without support. A few children need to develop these skills and should be supported to understand their emotions.
- Children are making good progress in early communication and language skills. They learn to communicate verbally and through gestures, signs and use of visual prompts. The majority of children readily engage in conversation with adults. They listen and share their experiences well during 'gather times'. A few children need time to develop these skills in smaller groups. Children enjoy hearing stories, singing and reciting nursery rhymes. A few identify rhyming words and recognise the initial letter sound of their name. When developmentally ready, children should develop these skills further through meaningful contexts. Children demonstrate skills in mark-making through play. The majority are beginning to make recognisable marks as they attempt to write their name.
- In numeracy and mathematics, children are making good progress and a few are making very good progress. Most children count beyond 10 with a few being able to exceed this. Children recognise numerals and count out objects naturally through play. A few are developing an awareness of first, second and third. Children use relevant mathematical language as they compare lengths, heights and amounts. The majority of children are developing an understanding of money and its value, for example when visiting the shops in the local community. They learn about time as they discuss the days of the week and use timers during play. Children recognise basic shapes and a few are ready to explore three-dimensional objects. Practitioners need to provide support for children to develop skills in information handling through real-life contexts.
- Since starting nursery, children continue to make progress from their prior learning. Practitioners use their knowledge of children very well to identify where children may require additional support. Practitioners need to use the range of information gathered on all children more effectively. Practitioners should continue to develop how they use the range of information gathered on all children. They should analyse this information rigorously to ensure all children's needs are met. This includes children who are ready for additional challenge in

their learning. Senior leaders and practitioners place an important emphasis on children's achievements. They increase children's self-esteem through appropriate use of praise and encouragement. Achievements are recognised and celebrated in a range of ways. This includes parents sharing children's achievements from outwith the nursery on the 'Let's Celebrate' wall. Children develop early citizenship as they get involved in litter picking and take care of flowerbeds in the community garden. They need support and encouragement to develop responsibility in relation to respecting and taking care of nursery resources. Practitioners should consider ways to develop further children's early leadership skills.

- Senior leaders and practitioners have a sound understanding of the differing circumstances of children and families. They provide very good support to reduce potential barriers to inclusion and learning. This includes a targeted approach to support children's communication skills. Practitioners are proactive in seeking support from local charities and businesses to support families and to develop the 'sustainability room' where parents can access groceries as required.

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.