

Summarised inspection findings

Moorfoot Primary School and Nursery Class

Inverclyde Council

23 April 2019

Key contextual information

Moorfoot nursery class is situated in Gourrock, Inverclyde. The nursery offer morning and afternoon sessions to children aged from three years to those not yet attending school. The nursery is registered for 30 children to attend AM and PM. At the time of inspection, there were 59 children on the roll.

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

- There is a very warm and welcoming ethos across the nursery. Relationships between practitioners and children are nurturing and caring, supporting children to feel safe and secure. Most children are confident and demonstrate increasingly developing independence skills. Children are enthusiastic and motivated to learn. Most children are engaged in their learning. A few engage in activities for an extended period of time, for example, as they make rain towers in the water tray. There is scope to build on children's positive engagement in learning by continuing to develop the language of learning. This should be appropriate to their age and stage of development.
- Children enjoy and are actively involved in learning through free-play, planned and spontaneous play experiences. Daily opportunities to learn outdoors are provided, with children self-registering with their name spoons. Practitioners continue to expand the use of open-ended resources, natural materials and real-life objects indoors and outdoors. As a result, supporting children to develop further their skills in curiosity, inquiry and creativity. Overall, children are observed interacting positively with each other, for example, as they use a timer to wait their turn.
- Practitioners are very respectful and patient as they carefully listen and respond to children's verbal and non-verbal communication. They enthusiastically engage in conversations with children to encourage them to talk about their interests and ideas. Most practitioners use open-ended questions well to support children's learning. In the best examples, practitioners' use of higher order questions encourage children to think through solutions for themselves. Children have opportunities to explore digital technologies, for example, the interactive board. There is potential to develop further children's engagement in digital technology to support learning.
- Practitioners know individual children well and make observations of their learning however, these do not always identify the significant learning taking place. They engage with parents to document children's targets in their personal plans. We discussed with practitioners the importance of demonstrating and recording progress made towards achieving the targets. Children's profiles are at the early stages of recording progress over time. As planned, practitioners should continue to develop the profiles to capture and demonstrate more clearly the progress children are making. Parents have regular opportunities to discuss their child's

learning. This includes informal daily dialogue, monthly catch-ups and termly formal meetings. Transition into primary one is supported through ongoing dialogue and moderation with colleagues across the early level.

- Practitioners take account of Curriculum for Excellence experiences and outcomes when planning for children's learning. Current approaches to planning are not yet fully responsive to children's interests and ideas. The local authority has developed a new system for tracking and monitoring children's progress. The lead practitioner is working with the local cluster to support the introduction of this guidance. We discussed with the team the need to continue to review and refresh current approaches to planning, tracking and monitoring, ensuring processes are streamlined and not overly bureaucratic.

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

- A strong focus on health and wellbeing across the nursery has a positive impact on children's learning and development. Nurturing relationships allow children to settle quickly, offering the opportunity for them to develop at their individual pace. Children are developing their social and emotional skills well.
- Overall, children are making good progress in communication and language. They listen to stories and confidently answer practitioners' questions. Children visit the school library weekly and have the opportunity to take books home. Parents and children are encouraged to complete a book review. We discussed with the team ways to enable children and parents to choose a book together. Children engage well in conversations with peers and practitioners during free play and planned experiences. During the inspection, children confidently engaged with inspectors, sharing their learning and their ideas.
- Opportunities for mark-making are available across the setting with a few children writing their name, letters and numbers independently. Most children recognise their own name and are encouraged to identify their name spoon as they go outdoors. Weekly opportunities to develop language skills engage most children. This supports children to develop their knowledge of sounds and letters. A few children, who require additional help with communication, are provided with specific targeted support. As planned, practitioners should continue to embed early literacy across the nursery, in particular in the outdoors.
- Most children are observed making good progress in numeracy and mathematics. Opportunities to count in routines and planned opportunities for number recognition are supporting children to develop their mathematical skills. Children are observed to count to ten, with a few confidently counting beyond ten. Opportunities to engage in numeracy and mathematics are evident across the setting, for example, sorting potatoes and carrots by size. Most children identify colour and shape through planned experiences and as they explore their environment. As discussed, practitioners should continue to develop further children's awareness of numeracy and mathematics in the outdoor environment.
- Almost all children appear happy and settled in their environment, with most making good progress in health and wellbeing. Most children are kind and considerate with their peers, for example, sharing the 'challenge boxes'. Children make healthy choices at snack and are encouraged to develop their independence skills as they serve themselves. We discussed opportunities to involve children further in the preparation of snack. Daily opportunities to play outdoors are supporting children to be healthy and active. Children enjoy exploring the snow

and ice, recognising the impact of the cold weather on their bodies. They have planned time in the school gym hall on a weekly basis and as a result are developing their physical skills.

- Through discussions with children, looking at information in personal plans and floor books it is evident that most children are making good progress over time. New approaches to documenting children's progress are developing. It will be important to ensure that these present an ongoing clear picture of children's progress.
- Children's individual achievements from nursery are captured and celebrated in a range of ways. Practitioners use praise and encouragement to promote positive attitudes and effective cooperation and independence. This was evident across the nursery. We discussed with practitioners exploring further ways in which wider achievements for all children can be captured, celebrated and shared across the nursery.
- There is a very supportive and inclusive ethos in the nursery. Practitioners are proactive in identifying and reducing barriers to effective learning for all children. They work in partnership with colleagues to ensure children make the best possible progress. This includes enhancing their own knowledge and skills. The team adopt a range of strategies to ensure they promote equity across all aspects of their work.

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.