

Summarised inspection findings

Glendinning Terrace Primary School Nursery Class

Scottish Borders Council

24 January 2023

Key contextual information

Glendinning Terrace Nursery Class is situated within the grounds of Glendinning Terrace Primary School. The nursery provides early learning and childcare (ELC) for children aged three to five years. The current roll is 13 and the nursery is registered for 16 children at any one time. Children attend for full days on a term time basis. The nursery has one small playroom with access to an outdoor area. Practitioners also make use of the school playground.

The nursery has had significant staffing challenges within the past two years. The full team has changed. The team consists of an early years officer (EYO), part-time practitioner and recently employed practitioner, modern apprentice and a support for learning assistant. The headteacher has overall responsibility for the nursery.

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 interactions
- effective use of assessment
- planning, tracking and monitoring

- Positive relationships are evident between practitioners and children. All children settle well into nursery and are happy. They make choices about where they wish to play and a few children lead their own learning with confidence. The majority of children engage well with the resources and experiences which practitioners provide both indoors and outdoors.
- Almost all children spend some time outdoors during the day. Practitioners continue to develop environments both indoors and outdoors. They provide children with a range of resources including natural materials and everyday objects to promote children's creativity. Practitioners should continue to evaluate the quality of the environments and ensure children receive the right level of challenge. In doing so, they need to consider the amount of furniture and resources within the small playroom. At times, the playroom lacks space for children to extend and challenge themselves in their play.
- Children benefit from the caring, nurturing and responsive approach of all practitioners. They are sensitive in their interactions with children and as a result, children feel safe and secure within the nursery. The majority of practitioners use questions and commentary appropriately to support children's learning. The EYO is a good role model for practitioners.
- The EYO and practitioners continue to develop their skills in recording and using observations to plan for children's learning. They record observations and some photographs within children's personal learning journeys. The EYO recognises that further support is required to ensure practitioners focus on significant learning and identify confidently, relevant lines of development for each child. Currently, practitioners are not using learning journeys as a tool to enable children to reflect on and talk about their learning. Moving forward, practitioners need to make sure future approaches to capturing children's learning enables children to be more involved in the process.

- The nursery team reviewed recently and adapted the approach to planning children's learning. Practitioners use developmental overviews and individual trackers to identify the progress children make in their learning. Moving forward, practitioners need to ensure assessment information informs planning appropriate next steps for children's learning.
- Practitioners support children well who require additional help with their learning. They work with partners to plan for and support children's development and learning. They review regularly children's development and learning to make sure strategies used continue to be effective.

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 make good progress in health and wellbeing. Most play well with each other and are developing friendships. They talk about their emotions and how they feel when visiting the cosy area and exploring relevant books. Most children identify how to keep safe, for example, when using tools to carve pumpkins. Almost all develop physical skills during outdoor play as they run, hop, balance and roll tyres in the playground. Children talk about healthy food during snack and mealtimes. Most children are independent. They dress themselves for going outdoors, wash their hands and pour their own milk.
- In early communication and language, children's progress is satisfactory. The majority of children communicate confidently with adults and each other. They enjoy looking at books and listening to stories. A few require support to engage with stories. The majority of children recognise their name as they self-register. The majority can make marks when playing and are developing their skills in early writing. Children need to develop their awareness of writing for a variety of purposes to help them to communicate their thoughts and ideas.
- Children's progress in early numeracy and mathematics is satisfactory. The majority of children count to ten and a few beyond. A few can count one-for-one when playing with equipment. A few recognise numerals. As children play, they use appropriate mathematical language, for example when building with blocks. The majority of children name and recognise basic two-dimensional shapes. Children need to develop their skills further in information handling and when using money in meaningful contexts.
- The majority of children develop their imagination through role-play situations such as the mud kitchen café and house corner. They explore a range of media and are learning about the seasons and the range of birds visiting the garden. Children need to develop skills in using digital technology to support their learning and progress.
- Children are becoming increasingly confident and independent because of their ELC experience. At the same time as practitioners improve and embed their approaches to planning and assessment, they need to continue to develop their skills further to help them judge children's progress overtime.
- Children's achievements are celebrated through praise and encouragement. Practitioners recognise they need to continue to encourage parents to share children's achievements outwith the nursery. Children need to develop their skills in ways which allow them to share

and put forward their views and contribute to the nursery life. They also need to broaden their achievements though having greater involvement with partners and the local community.

- Children are valued and respected within the nursery's inclusive ethos. Small groups and individual children are supported by staff to support equity. Practitioners are beginning to use information gathered about children to help identify and reduce any barriers to children's progress. Children, who have additional support needs, are making progress towards achieving personal goals and targets. The majority are progressing well in communication, early language, mathematics, and health and wellbeing. Practitioners now need to help more children secure their progress through their learning and interactions.

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.