

Summarised inspection findings

Chapelgreen Primary School Nursery Class

North Lanarkshire Council

16 June 2026

HM Inspectors gathered evidence to enable us to evaluate the ELC's work using three quality indicators from the Quality improvement framework for the early learning and childcare sectors. This document provides our summarised findings.

Key contextual information

Chapelgreen Nursery Class provides funded Early Learning and Childcare (ELC) for children who live in Kilsyth in North Lanarkshire. Children attend from the age of three until they start primary school. A maximum of 20 children can attend at any one time. The current roll is 16. Children can attend the setting from 9.00 am until 3.00 pm. The nursery operates from a small self-contained unit/hut in the grounds of the school. There is one playroom that is connected to the large outdoor area by a fire door. The headteacher has overall responsibility for the nursery as part of her leadership remit across two primary schools. The headteacher has delegated responsibility for leading and supporting the work of the nursery team to the principal teacher. Staffing includes an experienced lead practitioner, key worker and two part-time support assistants.

Curriculum	satisfactory
This quality indicator highlights the importance of placing the needs, interests, rights and progress of children at the centre of curriculum design and implementation. <u>Curriculum</u> is defined as the totality of all that is planned for children from ELC, through school and beyond. It emphasises that children are entitled to a curriculum underpinned by the <u>principles of curriculum design</u> and enriched through meaningful learning experiences indoors, outdoors and within the community. It recognises the need for all children to experience opportunities to develop the interests, knowledge, skills, and attributes they will need to adapt, thrive and achieve in today's world. This quality indicator also recognises the importance of the curriculum supporting progress in children's learning as they enter the setting and at key points of transition. The themes are: • curriculum rationale and design • continuity and progression in the curriculum • partnerships • skills for life and learning	

- All staff work effectively together to ensure the shared values of kindness and respect are clearly evident across all aspects of their work with children and families. There is a short statement in place that lists the values and areas of learning that the team include in their work. Senior leaders should now work with staff, children, families and partners to explore what learning aims to achieve for all children. Staff should involve families in exploring and agreeing their approach and regularly share with families new to the setting the ways they achieve this. The team need to develop a more personalised curriculum rationale that reflects a shared pedagogy, and their beliefs about learners and learning.
- Most children benefit from a broad curriculum that reflects their interests. Staff are at the early stages of developing a coherent approach to curriculum design. The team deliver a wide range of beneficial experiences for children. This includes outdoor play, access to open-ended and natural materials and opportunities to develop their own ideas. This means there are a broad range of enjoyable learning experiences across literacy, numeracy, health and wellbeing and music. However, progression is not yet consistently planned for or evident across the curriculum. Staff now need to deepen their understanding of Curriculum for Excellence (CfE)

early level progression pathways to ensure learning builds more systematically over time. As staff develop these skills, they will be better placed to identify gaps in children's learning and plan next steps that support sustained progress. The team should now focus on the design principles of depth and challenge as they develop further their curriculum across all areas of learning.

- The team rightly plan, deliver and adapt sensitive transitions that change depending on the needs of individual children. A few children attend more than one setting in the week and staff communicate well with parents and other professionals to ensure children have consistency of experiences. Staff work with colleagues in the school across the whole year to offer opportunities for children to build their confidence in the school environment and build relationships with teachers. The team share useful information about learners and their progress in the limited time they have available. Staff should now review transitions throughout the day to maximise connection with families in the playroom.
- Children are motivated and enthusiastic when parents visit the setting to share their knowledge and skills. For example, children are proud as they explain to others how their families look after lambs on their farm. Parents enjoy participating in a few workshops and stay and play sessions. Staff support children effectively to explore their local community. The team now need to consider how to use partnerships to provide contexts for children to apply and develop further their skills. This will support the implementation and development of a curriculum that provides real-life contexts for learning.
- Staff have made a positive start in beginning to provide a few opportunities for children to develop skills for life and learning. The team include growing and planting experiences for children within their outdoor area. Children enjoy exploring the natural world in regular visits to their local woodland and park. Staff provide a termly 'forest kinder' experience in one week of each term. The team rightly recognise that there is scope to develop further their approach to outdoor learning. Most children are ready for increased opportunities to make connections across a wider range of curricular areas indoors and in outdoor learning.

Learning, teaching and assessment	satisfactory
This quality indicator focuses on how children benefit from access to high quality spaces and well-established routines that help them feel secure and ready to engage. It explores how children are supported to build positive relationships, regulate their emotions, and purposefully participate in a wide range of motivating learning experiences. It demonstrates the importance of staff having a high level of skill supported by strong pedagogical leadership. This includes a clear understanding of pedagogy, the concept of play, how children learn, children's rights and children's behaviour. It places value on high quality relationships, consistent expectations, and skilled interactions that enable children to sustain engagement, follow routines, and build independence in their learning. This indicator highlights the importance of observing and interacting sensitively with children to plan and assess their learning. It recognises the value of involving children fully in planning their learning indoors, outdoors and within the local community. This quality indicator emphasises the importance of robust tracking and monitoring of children's progress to ensure practitioners know all children very well as learners. The themes are: • children's learning and engagement • interactions to support learning. • planning and assessment • tracking and monitoring	

- Warm, nurturing relationships are a notable strength of the nursery. Staff take clear pride in the trusting and positive relationships they establish with children and their families. Staff take careful account of what matters most to each child as they are settling in. The team use this information effectively to help children feel valued, safe, and secure as they transition into nursery life. Staff provide consistent support with daily routines and place strong emphasis on promoting children's independence. The team should now reflect on how their interactions can be further developed to support and extend children's learning. The majority of children interact with one another kindly and respectfully during play.
- Children benefit from a broad range of experiences both indoors and outdoors. Staff regularly review and adapt learning spaces to reflect children's current interests. Staff should now ensure that all play spaces provide appropriate challenge for all children. There is particular scope to further enrich and enhance the outdoor learning environment to stimulate greater curiosity, enquiry, and problem-solving skills. As planned, the team should work with one another, children and partners to develop further their approach to learning outdoors. Children are ready for increased opportunities for more challenging experiences that support them to extend their learning and sustain their interest.
- Children make effective use of the interactive whiteboard to create drawings and to develop their early mathematical understanding as they explore number and shape. With staff support, a few children are beginning to use tablet devices to take photographs and record short videos. Staff should continue to extend and embed the use of digital technologies to further enhance and enrich learning opportunities across the curriculum.

- This session, staff are implementing a new planning approach. They plan for, and evaluate, children's learning through a blend of intentional and responsive planning. Children's views are valued, and they are actively involved in shaping aspects of their own learning as they share their interests. Senior leaders should continue to support staff as they embed this planning system. This should ensure they increase depth and breadth of learning across the curriculum, with appropriate challenge for all children.
- Staff capture examples of children's learning in electronic journals, using photographs and comments to document their experiences. At present, these journals do not yet provide a clear picture of individual children's progress over time. To enhance their effectiveness, staff should continue to develop their shared understanding and skills in observing and recording significant learning. The team should now action plans to engage in moderation of observations and assessment information with colleagues, and visit other settings to support this process. This could help staff make more accurate judgements about children's progress and identify appropriately challenging next steps across learning. Children would benefit from increased access to their journals, enabling them to revisit and reflect on their learning more frequently.
- Throughout the year, parents contribute to setting targets related to their child's wellbeing. They also receive an end-of-year nursery report summarising their child's progress across key areas of learning. There is scope to further strengthen partnership working between home and nursery to ensure children's achievements are consistently recognised and built upon. Increasing parental involvement in identifying a broader range of learning targets would help deepen this collaboration and support continuity in children's learning.
- The team's tracking and monitoring of learning is at an early stage of development. Staff need continued support to become more accurate in their judgements about children's progress. The team need increased opportunities to reflect on progress in order to adapt experiences, spaces and interactions where additional support or challenge is required.

Wellbeing, inclusion and equality	good
This quality indicator highlights the importance of positive relationships and children's wellbeing. It recognises the importance of providing high quality, inclusive, and appropriate rights-based support. These approaches result in improved outcomes for children's learning, wellbeing and participation. It takes full account of children who may require additional support to access and benefit fully from their entitlement to high quality ELC. This includes identifying and assessing their learning and wellbeing needs in a timely manner and providing personalised and targeted support. This quality indicator recognises that strong, collaborative partnership working between those supporting children is essential. It highlights the importance of meaningful engagement with children and families to inform decisions about how children's needs should be met. This quality indicator emphasises the important role senior leaders play in ensuring all staff have relevant and worthwhile professional learning to meet the diverse and sometimes complex needs of children. The themes are: • positive relationships and wellbeing • universal support • Identifying and assessing learning needs and targeted support • inclusion and equality	

- Staff create a consistently calm and welcoming ethos where children are valued and included as equals. Senior leaders use the language of wellbeing and rights in accessible, relevant ways with children as they play and interact with one another. The majority of children are aware of their own and others' rights. Staff could extend this work by offering increased opportunities for children and families to explore rights and wellbeing together. Children directly influence the work of the setting. Children participate frequently in making important decisions about new resources or changes in the playroom. Staff have a well-developed understanding of importance of wellbeing. They are positive role models for children. Staff skilfully reinforce positive behaviour as they support children to take care of their environment, resources and one another. Children have a strong sense of belonging and play well with one another.
- The team are confident and clear in the processes they should follow to contact families if a child is not able to attend nursery. Children's attendance at nursery is maximised through frequent, open communication with parents and implementation of relevant policies. Parents and staff have trusting, open relationships. This means staff are well-informed about children's physical and emotional needs.
- Staff pay careful attention to children's wellbeing in how they design spaces and learning experiences. Children frequently access the cosy, comfortable book corner and benefit from short periods of time on their own in a small, quiet den. Most children are active for extended periods of vigorous play outdoors. Children develop their gross motor skills very well as they navigate slopes, swing and slide down ramps. Children understand how to keep themselves and their friends safe as they get ready for their woodland walk. Staff and children slow down and

take time to notice and explore the natural world in well-paced, joyful adventures in the local woodland. Staff have rightly introduced additional experiences to support children to understand, name and process their feelings and emotions. As planned, the team should continue to develop further and extend their work on outdoor learning.

- Children enjoy making a choice about when to stop play to eat their snack and lunch in their small playroom. Most children demonstrate a good understanding of healthy foods and are beginning to develop an understanding of how to keep their bodies healthy. Children are independent as they get ready for lunch, move resources to where they are needed, or wash their hands after feeding lambs.
- Staff are clear about individual targets and strategies for most children who need adaptations to the environment, experiences or interactions to access learning opportunities. Children receive carefully planned support as staff adapt spaces to ensure all children can explore learning together. Senior leaders, parents and visiting professionals work well together to agree, record and review accurate up-to-date plans for children who need additional support with their learning. Staff regularly signpost parents to information sessions provided by relevant partners, such as sessions focused on children's speech and language development. Staff should continue to develop their skills and confidence in documenting the progress children make in achieving more specific and measurable targets.
- The staff team work together with one another and families to ensure children have opportunities to take part in events linked to different religions and cultures across the year. This is contributing to an inclusive ethos within the setting. Children enjoy learning about scientists and mathematicians in experiences linked to 'Black History Month'. Staff should build on this initial, positive work to support children to learn about and explore diversity, fairness and equality in meaningful ways.
- Staff have a detailed knowledge of children's home circumstances, life events and needs of children in their small, well-connected local community. Alongside families in the school children have access to the local pantry that minimises food waste and schemes to recycle uniforms. Staff should continue to develop their skills and confidence in measuring the impact of strategies to ensure equity and maximise progress in learning for individual children.

Safeguarding

- The setting 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 setting and the education authority.

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.

On behalf of His Majesty’s Chief Inspector of Education in Scotland.