

**HMIE**

His Majesty's Inspectorate of Education in Scotland
Luchd-sgrùdadh an Rìgh airson Foghlam ann an Alba

Summarised inspection findings

Craigton Primary School Nursery Class

Glasgow City Council

8 September 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

Craigton Nursery Class is situated in Craigton Primary School. It serves the Craigton catchment and surrounding areas. The nursery delivers early learning and childcare (ELC) to 27 children from aged three to those not yet attending primary school. Children can attend morning or afternoon sessions during term time. Currently, a few children return for an afternoon placement in addition to their morning placement. The nursery is not yet able to deliver 1140 hours of ELC but senior leaders are working closely with the local authority to overcome barriers to this.

The headteacher is the registered manager of the service and is supported by the depute headteacher within the school to lead the nursery. The newly appointed team leader has day-to-day responsibility for managing the nursery. The nursery is staffed by a team leader, one permanent full-time child development officer (CDO) and two full-time supply CDOs. Over the last few years there have been significant changes to staffing including four headteachers and three team leaders.

The majority of nursery children will be moving onto school next session. Across the nursery, 70% of children live in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. Just under half of children have English as an additional language and 59% of the roll have an identified support need.

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	

- Staff place relationships, wellbeing and the rights and dignity of all children as a central feature of the curriculum. They have embedded the nursery values in their approach, ensuring children are treated with kindness, respect and included in the nursery. Children are happy and enjoy being at nursery. Staff know children very well and are responsive to their needs. This influences well children's curriculum experiences and learning spaces which are rooted in play. Staff design the environment and experiences to ensure children have developmentally appropriate experiences. Senior leaders should now support staff to build on this strong

foundation and develop a formal curriculum rationale. The rationale should set out clearly the context of the nursery and how staff will design and implement a curriculum that meets very well the context of the nursery. Staff should involve parents and partners in the development of the rationale. This should ensure everyone is clear on the purpose of the curriculum and what this will look like for children at different learning and developmental stages. They should identify how the curriculum supports children to be successful learners, confident individuals, responsible citizens, and effective contributors.

- Staff use their knowledge of children's interests and prior learning through their observations to plan experiences. This includes experiences that improve children's developmental skills. Staff ensure they use the indoor and outdoor spaces well to support children to learn across the curriculum. For example, children enjoy climbing and balancing on the outdoor apparatus. Where appropriate, staff build in opportunities for children to engage in a range of schematic play to meet children's stage of development. Staff recognise they are currently unable to use their wider community to enhance the curriculum. They utilise partners to bring real-life learning to children in the nursery. Staff should continue to explore how they can use quality community spaces to enrich children's learning across the curriculum.
- Staff engaged well with partners this session to help children experience real-life contexts and learning across the curriculum. Children are enthused by the opportunities to engage with visitors such as the police and fire fighters. Staff should continue to build strong partnerships which support the delivery of the curriculum. Children benefit from positive links with the school. They enjoy visits from P6 buddies and access to school spaces such as the gym hall. Where appropriate, staff build in opportunities for children to learn alongside children in the school which supports well children's transition to school. Staff have recently engaged with teachers in the school to moderate reading at the early level. This is a positive step in ensuring all staff across the early level understand what children's progress should look like. This should support continuity and progression through the early level curriculum.
- Staff plan experiences that enable children to explore, investigate and develop practical skills such as cutting and chopping. They prioritise developing children's communication skills to ensure they are equipped to engage positively with experiences beyond their environment. As a result of the strong focus on early language and communication, children are developing well their social and communication skills. This approach meets very well the diverse learning needs of the nursery children and supports them to develop important skills for life and learning. As staff embed this fully into a curriculum rationale, this should support them to plan a broader range of experiences to develop further children's skills for life and learning.

Learning, teaching and assessment	good
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	

- There is a warm, nurturing ethos across the nursery. Staff interactions are caring and respectful, underpinning the nursery values of kindness, respect and inclusion. Relationships between practitioners, children and families are highly positive. As a result, children settle quickly, feel safe and secure and have formed strong attachments with key adults.
- Children enjoy free-flow access to the outdoor area throughout the day. Staff have worked together well to review and improve the indoor and outdoor environments, making use of helpful audits. The newly developed outdoor area is supporting children effectively to develop their curiosity, creativity and enquiry. Children are keen to make choices about leading their play and learning and the majority of children sustain their engagement very well. Staff meet children's wellbeing needs very well through their strong knowledge of individual needs, schematic play and supportive transitions.
- Almost all staff know children very well, both as individuals and as learners. Staff's knowledge of individuals and their positive relationships with families, supports them to anticipate and meet children's individual needs throughout the session. Staff use continuous professional learning to develop well their knowledge of child development to meet the needs of all children more effectively. They ensure an appropriate balance of adult-initiated, and child-led learning experiences throughout the day with carefully considered resources and experiences both indoors and outdoors.
- Staff interact sensitively with children, listening to and respecting their ideas. Interactions are based on mutual respect and are supportive, promoting a calm and purposeful environment. The majority of staff use of a blend of techniques such as short phrases, modelling and commentary to scaffold and support children's learning. Across the setting staff should

continue to build consistency with the use of visuals to support identified children. Nursery leaders should begin to model high-quality interactions to support staff to extend and challenge children's thinking further.

- The majority of staff make use of observations as a starting point for children's learning building on children's interests. Staff use their observations to make well-considered judgements about children's progress and to help them record children's experiences in a floorbook. They use digital profiles to document children's learning experiences over time which is beginning to support the identification of next steps in learning. Nursery leaders should continue to build upon school moderation activities to strengthen staff's knowledge of high-quality assessment. This should strengthen the evidence about the progress children make and identify gaps in learning and next steps.
- Staff use of a range of documentation provided by the local authority to record, track and monitor progress over time. Staff meet senior leaders regularly to track and monitor children's progress in literacy, numeracy and digital skills. Staff ensure coverage of all other curricular areas is recorded. They are at the early stages of using this information to inform the planning process.
- Staff identify accurately children who are on and off track to make the expected progress in literacy and numeracy. They use effectively detailed and robust tracking for children with barriers to learning to support their progress very well. The deputy headteacher proactively seeks support from other agencies to plan appropriate next steps for individuals. This helps to provide children who require additional support or challenge with alternative pathways to receive the support they need to learn.

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 centre the wellbeing of children and families in their practice and promote very well nurturing relationships and inclusion for all children. They are strong role models for children, demonstrating positive and respectful interactions as a team. This results in most children showing real care and support towards their peers. Staff have developed highly positive and trusting relationships with children and families. They ensure they are available to parents each day during drop-off and collection. Staff welcome children as they self-register on arrival, helping children to engage positively with experiences offered in the playroom. Attendance at the nursery is good. Staff are proactive in supporting parents to improve children's attendance where appropriate. Parents are very happy with the support offered by staff and children are happy and settled in the nursery.
- Staff work effectively together to improve children's wellbeing outcomes and are highly supportive of each other. They know and value children's personalities, talents and needs and work effectively to know when to provide support for children and encourage them to share resources through warm and friendly interactions. This ensures children experience a calm and nurturing environment where they are valued by staff as unique individuals. Staff are supporting children to develop their understanding of the language of wellbeing. For example, children are supported very well to carry out daily risk assessments to ensure they stay safe in the outdoors. Children and staff enjoy calm and unhurried snack times and discuss the healthy options on offer. Staff should continue to develop consistency in ways that they enable children's to talk about feelings and wellbeing.

- Staff sustain an inclusive and nurturing ethos across the nursery. Supported very well by nursery leaders, staff are engaging with highly relevant training from central early years teams. Staff regularly review children's care plans with parents to ensure they have a strong knowledge of children's holistic needs. This, with staff's knowledge of children's strengths and wellbeing needs, ensures they plan a range of experiences that meet children's developmental stages of learning well. They use environmental audits and review these regularly to show how they ensure the spaces and resources are stimulating and engaging for children. For example, children enjoy chopping vegetables in the home corner and mixing ingredients to make playdough and 'raspberry tea' in the tuff tray. These resources sustain children's engagement and help them develop practical skills.
- Staff work very closely together to identify children's individual wellbeing and learning needs early through effective observations. They support parents sensitively to gather robust assessment information about children's strengths and support needs. Staff engage with a wide range of professional partners to inform the planning for children's needs. This is supporting staff to develop very effective strategies and approaches to meet the changing needs of children. Staff use a variety of communication strategies to meet the needs of individual children. For example, staff use repetition, props and short phrases and sentences to support children who are new to English. They use visual prompts for children who need to support to engage with experiences. Staff should continue to embed these approaches to ensure all staff use consistent and well-timed strategies. This should provide greater consistency and continuity for children who require additional support with their learning.
- Staff place a high value on including children and families fully in the life of the nursery. Families are welcomed into the setting daily and build strong relationships with staff as a result. Children and families have a deep sense of belonging to the nursery. Children's rights are displayed, and these reflect the ethos and culture of the setting. Children are in the early stages of understanding this. Staff use digital journals well to inform parents of children's experiences in nursery. Staff rightly recognise the need to support families to engage more easily with this approach to support communication between nursery and home. Staff understand very well the socio-economic, cultural and linguistic context in which children live. They plan quality family learning experiences such as the Play Along Maths which helps staff, children and parents learn together. As a next step, staff should consider how to involve parents further to ensure children experience and learn about the wide range of cultures, languages and traditions of families within their community. This should support all children to develop increased awareness of the wider world in which they live and grow.

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. At the time of the inspection, there were no identified areas for development.

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.