

**HMIE**

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

Summarised inspection findings

Bainsford Primary School Nursery Class

Falkirk Council

25 August 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

Bainsford Primary School Nursery is registered to provide funded early learning and childcare (ELC) for 40 children, aged from three to those not yet attending school. Forty children are on the roll. The nursery has a large playroom which is sectioned into small areas, including cloakrooms and toilets. Children access an outdoor space directly from the playroom. The headteacher is the registered manager. The depute headteacher has responsibility for the nursery. A senior early years officer (SEYO) and five practitioners make up the staff. Two early learning assistants and a support for learning assistant also work in the nursery. The nursery provides early learning and childcare from 8:45 am and 2:45 pm during term-time. Almost all of the children reside in the Bainsford and Langlees areas. Forty five percent of children live in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. Ten percent of children have English as an additional language.

Curriculum	very good
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 are highly motivated. They recognise the importance of nurturing relationships when developing the curriculum. Staff uphold the nursery values of time, opportunities, trust and space when building these positive relationships. They ensure that local and national guidance underpin the curriculum rationale and in particular the United Nations Convention on the Rights of the Child. They integrate these very well in all areas of the curriculum. All staff are creative and highly responsive to children's varying needs and this influences significantly on their approach to curriculum design. As a result, children receive their entitlements to a broad and balanced curriculum. Their skills in exploration, investigation and sense of health and wellbeing are being very well developed through interesting and challenging outdoor curricular experiences. All staff know the purpose of the curriculum offer for children. They implement a curriculum rationale which enables children to develop as successful, confident, responsible, caring young citizens who already contribute very well to their local community. Staff have identified correctly the need to make stronger links between the curriculum rationale and

everyday planning, so staff, parents and partners see clearly how this curricular planning shapes children's experiences.

- All staff know children and families very well and their strong understanding of local contexts and children's varying needs influence the curriculum. All staff provide interesting experiences which ensure equality and fairness for children. Children develop key skills very effectively in line with their stage of development across all curriculum areas. All staff use relevant information skilfully from their systems for gathering, recording, analysing, and moderating children's learning to influence the curricular offer to ensure children's progress. They recognise the need to broaden further the curriculum to ensure it takes account of children's next steps. Staff work closely with P1 staff to plan suitable curriculum experiences which build on children's prior knowledge and skills.
- All staff have established beneficial partnerships within their community which extend children's learning across the curriculum. Their involvement with health services, including speech and language therapy, improves children's health and wellbeing and communication skills. Families are involved meaningfully in helping develop children's skills at home. All staff value parents' role in reading stories through 'Book Bug' books or improving dental hygiene through using the 'Childsmile' toothbrush. Parents' engagement in focus group activity, weekly 'Baby Rhyme Time' meetings, stay and play sessions and twice-yearly contact sessions to discuss children's progress all contribute significantly and influence the curriculum.
- All staff deliver various innovative curriculum experiences which help children develop key skills for life and learning, including in sewing, sign language and woodwork. Children make sense of the world around them through meaningful contexts, including when outdoors. Visits to local woods, intergenerational connections with local residents and police visits foster children's skills in independence and creativity for lifelong learning. All staff have made talking books and matrix codes to increase their digital technology offer. They recognise currently that they need to increase this aspect of the curriculum. They are exploring ways to use digital technology more to help children understand the world beyond their local context. All staff provide captivating curriculum experiences which encourage children to take risks, persevere, be curious and learn and adapt from various circumstances. Children influence the curriculum through making choices, using initiative and asking questions to increase their knowledge, understanding and skills in aspects which are very important to them. Their curriculum experiences help them develop skills in citizenship and in sustainability through cleaning up local areas. As planned, staff should extend the range of world of work opportunities, including through partners and parents sharing experiences.

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

- Children are welcomed affectionately into the nursery which results in them feeling valued and included. They arrive with enthusiasm to engage with learning. Almost all children follow established routines independently and use carefully considered learning environments very well. Key worker relationships contribute very effectively to children's learning. Staff should consider how they could contribute even further to children's experiences during 'daily gatherings.'
- All staff review regularly the rich range of open-ended experiences and resources they offer both outdoors and indoors. Children's engagement is sustained through high quality real-life learning experiences including planting and growing. They are given suitable time and space to apply and progress new learning. As a result, children's natural curiosity and creativity is enabled and promoted. They are enthusiastic and motivated learners. Children engage very well with learning within the local community, including through wellness walks.
- All staff listen and respond sensitively to children's needs and interests. They use effective questioning and responses to extend and deepen children's thinking. Almost all children are confident in leading their learning across the nursery day, supported by well-considered staff interactions. An effective learning culture has been established by staff whereby children know their views are listened to. Children's rights are reinforced often through developmentally appropriate approaches including the 'Rights Song' which was composed by a member of staff and which all children enjoy singing. Almost all children play well on their own and with peers. A few work out helpful solutions on their own to solve conflict and sustain positive relationships. All staff are keen to ensure a balance for children's digital learning. They are taking forward approaches to '*unplug learning*.' As planned, they should now promote further independence in applying digital skills for children's learning across the curriculum.

- All staff work closely with parents and partners to support their very good knowledge of children as learners. They undertake home visits when children enrol. In addition, they have high levels of parental engagement through online learning journals. All staff use all of this information very well to develop an ongoing, holistic understanding of each child. They work skilfully together to plan high quality learning experiences for children. They have created an appropriate planning system which takes suitable account of the need to be responsive but also identify key aspects for children's learning. They use high-quality observations of children's play and learning skilfully to plan for individual needs and curiosities which promote progress for all learners. For example, a recent child-led initiative called '*Story Boxes*' has shown significant positive impact on progress in children's vocabulary, imagination and storytelling.
- All staff use local authority tracking guidance effectively to monitor children's progress in literacy, numeracy and health and wellbeing. Directed by senior leaders, staff are supported to make sound and accurate professional judgements on children's progress. They implement effectively a range of universal and targeted supports which enable individuals and groups of children who require additional help to progress with learning. All children have highly personalised, learning targets recorded in 'What Matters to Me' profiles. Staff use children's next steps effectively to track and monitor progress in learning. Children are supported very effectively to talk with confidence about their learning experiences and achievements. Also, staff celebrate regularly and discuss children's wider achievements through 'gathering time' and online journals. Staff are implementing and reviewing new approaches to audit observations and identify and record next steps for children's learning. Staff need to continue to ensure that this new approach ensures breadth as well as depth across the curriculum.

Wellbeing, inclusion and equality	very 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	
■ All staff help children manage successfully their emotions and interactions with others. Children have positive relationships with their peers. The health and wellbeing of children and families are central to staff's approaches to inclusion. Children are building very good knowledge of how to keep themselves safe and healthy, for example through food preparation, energetic experiences and being involved in undertaking risk assessments when required. Children's wellbeing is prioritised effectively through positive routines, responsive care from staff and information in profiles. Children feel safe and valued. ■ Children are encouraged to participate in all aspects of nursery provision. All staff engage very well with families and their children, for example through daily check-ins which parents value. All staff enable children sensitively to explore and investigate safely when playing. Nursery routines support and enhance children's health, wellbeing and learning. Staff do need to monitor closely a few gathering sessions to assure themselves that these meet children's varying needs at these times. All staff ensure that children who have any additional support needs access learning. They engage with families and partners to plan, review and agree any specific actions to better meet children's varying needs. They have suitable and helpful arrangements in place to help children when they start nursery and or move to P1 to reduce anxieties they may face at these times. Commendably and where possible, staff involve older siblings and relatives who are already attending school in these transitions. ■ All staff use national wellbeing indicators appropriately to assess children's strengths and needs. Children benefit from timely help from staff which ensures progress. They are supported very well to progress through specific interventions which are reviewed and	

amended on a regular basis. As a result, children are making brisker progress in aspects of literacy, numeracy and health and wellbeing. Staff celebrate children's achievements and progress relating to wellbeing indicators through 'kindness links' which are displayed attractively around the nursery. Staff should continue with all of these approaches to extend further children's learning and development.

- All staff work very well with families who are not making full use of nursery places. They engage positively and on a regular basis with parents to remove potential barriers to children being at nursery. Staff emphasise the importance of positive habits to help children be successful in P1. They have various systems in place to monitor attendance and contact families to engage with them around reasons for absence.
- Children and families are valued highly by all staff. They treat each other with mutual respect and fairness. All staff add significant value to children's wellbeing. They involve them fully in nursery life through their work on children's rights. They plan correctly to develop this more. All staff value diversity and work consistently well with children and families to ensure that the nursery community reflects a range of cultures, languages and family structures. Staff also use various approaches with due care and attention to help children and families overcome any challenges and barriers to learning and inclusion. For example, they have highly effective measures in place which enable families to access sensitively clothing, the '*Bainsford Larder*' and remove hunger barriers for children through daily breakfasts, snacks and lunches. All of this is helping ensure that children attend nursery and are ready to learn and take full advantage of what is on offer.

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.