

Summarised inspection findings

Tannochside Primary School Nursery Class

North Lanarkshire 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

Tannochside Primary School Nursery Class is registered to provide funded early learning and childcare (ELC) for 64 children, aged from three to those not yet attending school. Of the 65 children who are on the roll, two share a place. The nursery has a large playroom, one smaller area and a large outdoor area which children access directly from the large playroom. The headteacher is the registered manager. The depute headteacher has responsibility for the nursery. There are two lead practitioners through a job-sharing arrangement. Six early years key workers, two of whom are part-time, and three support workers make up the staff. A learning support assistant also supports a few children. A recently appointed visiting excellence and equity lead helps children with speech and language. The nursery is open for early learning and childcare from 8:50am till 2:40pm during term-time. Fifty-five percent of children live in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. Almost all children reside in the local area.

Curriculum	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	

■ Staff deliver broad and balanced curriculum experiences which help children to develop a range of skills and attributes. Staff use local authority and national guidance appropriately to underpin the curriculum rationale and design. Lead practitioners and staff plan motivating, child-centred curriculum experiences which are appropriate to children's age and stage of development. Most staff provide exciting curriculum opportunities, including outdoors, where children enjoy investigating and have fun exploring. Staff refine regularly their curriculum offer to help meet children's needs. They recognise the need to continue to involve parents and children when reviewing the curriculum rationale.

■ Staff use their knowledge of local contexts and children and families to inform the curriculum offer. Senior leaders undertake termly audits and evaluations which help to ensure that children's experiences and opportunities deliver breadth, balance and progression in all curriculum areas. All children experience meaningful experiences in all curriculum areas which offer support and a degree of challenge. Staff deliver quality experiences for children in the outdoor area. To

improve this further, they need to help children develop their skills progressively in outdoor learning across the early level. Staff have identified correctly the need to increase their knowledge and confidence in using North Lanarkshire Council's Curricular Progression Pathways, in areas other than literacy, numeracy and health and wellbeing.

- Staff take good account of children's views, interests and ideas when planning curriculum experiences. They use a range of visual cue cards well to gather ideas from individuals who require support with communicating their ideas. Staff are improving their understanding of specific strategies and interventions which they reflect well in curriculum planning. Parents are well informed of children's curriculum experiences through, for example, notice boards, displays or when accessing online learning journals at home. In response to parents' views and requests, staff have plans in place to help families support their children more at home, including through staff delivering workshops to aid this. Staff use a range of transition arrangements from home to nursery and from nursery to P1 to help children become familiar with the setting. This includes building on their curriculum experiences and prior knowledge and skills when children move to P1.
- Staff develop effectively children's knowledge and understanding about skills needed for life and learning through the curriculum. For example, they invite community partners to spend time in nursery, including fire and police. Children engage in meaningful experiences about the world around them, particularly in the local community. Visits to local amenities and connections with local residential care homes develop effectively children's awareness of specific skills needed for these jobs. Parents visit nursery to discuss their jobs enabling children to make real-life connections. A few staff share expertise and skills in using digital technology. As a result, children engage enthusiastically in making videos and films. Staff need to increase the range of digital resources which children access to develop further their skills and confidence through applying these in play contexts which reflect real life. Children are developing effective skills in risk-taking and acquiring key attributes needed for the world of work. As planned, staff should continue to extend children's access to the world of work through developing their skills progressively across the early level.

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 supported very well in their learning by staff. All children feel valued and most explore their play areas with enthusiasm and interest. Most interact positively with each other and also with adults and visitors. They share resources well. Staff ensure that the spaces in which children learn are well matched to their developmental stages. Children share their thoughts and ideas openly through regular 'Tunny Talks' committee meetings and by creating mind maps to influence decisions about their indoor and outdoor learning. As a result, all children are motivated to engage in a range of activities that develop their curiosity and creativity.
- Staff encourage children to learn about the world around them through visits to the local area, for example, to the shops and library. As a result, children are developing sound social and emotional skills by undertaking learning beyond the nursery gates. Children are developing independence through various nursery routines where they have to take increasing responsibility. Most children settle quickly during times of transition across the day. Staff now need to review afternoon arrangements to improve both the flow of the day and children's learning at this time. Some routines are too long, and children need to learn with more pace.
- All staff interact with children responsively and respectfully. They join in sensitively with children's play, promoting effectively children's confidence and sustaining their engagement. All staff take time to listen to children's ideas and interests. Almost all children lead their own learning. For example, their interest in a famous artist has enhanced and developed their skills and learning in creativity. Staff use well considered questions to support and further children's thinking when making decisions about aspects of their learning. For example, outdoors,

children are supported carefully by staff to risk assess the situation when jumping safely from a low tree branch onto a large bean bag.

- Staff have been successful in developing literacy rich learning environments. As a result, children have improved their reading and early writing skills and use these effectively through different aspects of their play. For example, they fill in charts when outside on a bug hunt and 'read' more at small group times. Children learn about digital technologies when playing. However, most staff are at an early stage of being involved or interacting in such learning. Staff need to engage more directly with children to help them learn and to apply digital technologies through play.
- Staff plan children's learning appropriately over different timescales using national and local authority guidance. Staff take a considered approach to their use of intentional and responsive planning. They use their knowledge of children very well to motivate and engage them. Staff effectively build on children's prior learning. They need to ensure that they record this to monitor the progress of children's learning.
- Staff know families and children very well. They use this knowledge to create personal learning plans which help to support children's health and wellbeing needs. They use online portfolios effectively to record children's activities and play. Staff monitor and record children's progress in literacy, numeracy and health and wellbeing well through termly meetings. They are not yet consistent in planning and recording systematically next steps in learning for all children. They need to ensure that they plan further learning which supports and challenges all children and that their progress is recorded with greater accuracy.

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 have caring relationships and know children and families very well. Children and family members are welcomed into playrooms by staff. This helps children to settle quickly and engage very well in nursery experiences. Staff support families very effectively, including signposting them to appropriate services when needed. Children's achievements from home are celebrated and displayed attractively with clear links to skills and attributes gained. Staff provide various opportunities for families to be involved in nursery life which strengthens further their relationships. Staff work very well together. They model respectful, positive relationships towards children, families and colleagues.
- All children engage confidently with the broad range of nursery experiences, making choices about where to play, including outdoors. Almost all share and cooperate very well with each other. Children enjoy 'riskier' play outdoors on a daily basis. They like to swing, jump and climb trees and they use wheeled vehicles with confidence. Children are developing their gross and fine motor skills and physical wellbeing very well as a result of taking advantage of these experiences. Children use calm corners to rest during the day. Staff support children as necessary to ensure that calm corners are used appropriately.
- Children are very independent in routines, including snack, where they make choices, pour drinks, spread butter and wash up. Staff have an ongoing lunch routine which allows children further independence. Staff should consider ways to increase children's uptake of school meals and reduce their need for packed lunches. Where families provide packed lunches for children, staff need to be proactive in encouraging healthy content, in line with national nutritional guidance and food standards in *'Setting the Table'*.

- Staff use wellbeing indicators effectively within personal learning plans to identify and support children's needs. They now need to review these plans more regularly to better reflect children's and families' views and ensure support remains responsive. Staff develop individual GIRFme plans for children who require additional support. These plans include appropriate strategies, including partnership work with visiting staff, who provide effective targeted support. This results in improved development in language and communication skills for identified children. Staff engage in relevant professional learning to meet children's specific needs and share this knowledge across the team. This results in greater consistency and a stronger collective understanding of effective practice.
- Children are developing their understanding of wellbeing indicators in age-appropriate ways. To improve this further, staff need to use wellbeing language more when interacting with children. Staff use '*SIMOA the Elephant*' well to support children's understanding of how to keep safe. Staff and children have a good understanding of children's rights through their accredited rights-based approach to learning. They have developed a helpful Children's Charter which staff refer to during the day. This support children to understand what is expected of them. Children participate in monthly '*Tunny Talks*' which enable their voices and views to be represented. Staff continue to identify ways to gather all children's views. Families support staff and children to learn about celebrations that are important to them, sharing cultural experiences, including Henna painting. Children are gaining an understanding of diversity and equality.
- Children's attendance is recorded daily, and staff take prompt action to contact families when children do not attend as expected. Developing processes for tracking children's attendance would support senior leaders identify trends in absences and measure improvements over time.

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 HMIE 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.