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

Summarised inspection findings

Glengowan Primary School Nursery Class

North Lanarkshire Council

10 November 2026

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

Key contextual information

Glengowan Primary School Nursery Class is situated within the village of Caldercruix in North Lanarkshire. The nursery is registered to provide funded early learning and childcare (ELC) for 40 children, aged from three to those not yet attending school. There are currently 30 children attending. It is a term-time provision offering five sessions, 9.00-3.00 each day. There is one large playroom which has direct access to a large, well-resourced enclosed outdoor area. Children access the wider school grounds including a forest area that they access regularly. The headteacher is the registered manager, who has overall responsibility, supported by the Lead Early Learning Practitioner for day-to-day management of the nursery. Staffing comprises of a further four Early Learning Practitioners and three Support Workers.

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	

- Staff are caring and compassionate. They know children very well and create a nurturing environment where children and families feel valued. A warm and unhurried welcome promotes children's wellbeing and positive transition from home to the setting. Whole-school values of happiness, honesty, teamwork and respect underpin positive relationships, resulting in children who are happy, settled and engaged in their play and learning.

- Almost all children make choices confidently and manage resources responsibly. High-quality indoor and outdoor learning environments support children effectively to explore, investigate and extend their thinking through creative and purposeful play. Children independently use a range of digital resources successfully, such as digital tablets, remote controlled cars, recording devices and interactive whiteboards, to enhance their learning. Regular experiences

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within the local community are helping children to develop their understanding of place and strengthen their connection with the world around them.

- All staff are responsive and demonstrate warm and respectful interactions with all children. They take full account of children's rights and consistently listen to and value their opinions and ideas. Staff have developed well-established routines to support children during times of transition throughout the day. For example, children independently undertake hand washing, snack and lunch routines and show respect for their play areas during tidy up times. Staff have a good understanding of child development and of how children learn through play. Almost all staff use questioning, modelling and commentary to engage and motivate children in their learning. Staff should continue to develop their use of higher-order questioning to extend children's thinking and deepen learning. Children are increasingly ready to take a more active role in planning, leading and reflecting on their own learning.

- Staff are developing approaches to planning, observation and assessment. They plan responsively and intentionally. Children's 'learning stories' take account of their individual experiences and interests. Staff have collated a wide range of information about children's learning and experiences over time, including information shaped by children's voices. Staff respond well to children's interests in the moment and provide an appropriate balance of child-led, adult-initiated and adult-directed learning. Senior leaders and staff should refine their approaches to observation, planning and assessment to avoid duplication and ensure greater consistency. In doing so, they should ensure observations focus more clearly on children's developing skills, knowledge and significant learning. This should help staff demonstrate children's progress more clearly.

- Staff track children's learning well using a number of methods, including 'learning stories', planning evaluations, photographs and other information about children's progress and achievements. Staff should build on this approach to bring together information on children's learning which helps them to demonstrate more clearly children's progress over time.

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Children's Progress	good

This quality indicator reflects the extent to which children are making meaningful progress in their learning and development over time. It focuses on the holistic nature of children's learning and development. It ensures these foundations are secure to achieve future success and attainment. It requires a clear and shared understanding of early learning pedagogy and child development, supported by strong pedagogical leadership. It reflects the integrated way children learn and the importance of high-quality interactions, experiences and spaces. It emphasises that high-quality early learning and childcare (ELC) contributes to closing the attainment gap and ensuring equity for all.

This quality indicator has a strong emphasis on the use of data and meaningful evidence to inform future planning and to report to parents/carers about their child's progress. It recognises the vital role of early learning and childcare in closing the poverty-related attainment gap and ensuring equity for all children.

The themes are:

- children's progress over time
- overall quality of children's achievements
- ensuring equity for all children

- Staff place a strong emphasis on children's health, wellbeing and independence. Almost all children confidently make choices about where and how they play within the indoor and outdoor environments. Most children manage personal routines such as dressing for outdoors, handwashing and helping to prepare snacks and lunches independently. Staff involve children appropriately in assessing risk outdoors and considering the benefits of risky play. This supports children to develop confidence, responsibility and an awareness of keeping themselves safe.

- Strong partnerships with families enable staff to know children well and develop a clear understanding of their interests, wellbeing and individual needs. Key workers regularly meet parents to develop and review personal plans and wellbeing webs. This helps to identify children's progress and their changing needs. Children requiring additional support have individual plans with appropriate strategies and benefit from targeted adult support. This responsive approach helps ensure children's individual needs are recognised and supported effectively. As a result, identified children make good progress.

- Most children make good progress in their learning and development. Staff prioritise early communication and language. Most children confidently communicate with staff and their friends, enjoying stories and retelling familiar texts through role play. Children are developing early literacy, mark-making, numeracy and mathematical skills and are increasingly applying these in meaningful contexts. Children enjoy creating shopping lists and count fruit at snack time with increasing confidence. Staff should develop their use of evidence of children's learning more effectively to identify clear next steps. This should help to ensure that learning builds more progressively on what children already know and can do.

- Staff value, praise and celebrate individual children's wider achievements through meaningful links with home. Parents are encouraged to share children's achievements from home, which

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are celebrated through displays on the achievement wall and a range of experiences including 'Traveling Ted', 'Sid and Shanarri' and 'Fun' bags. This helps staff to know children very well as individuals and understand what motivates and interests them as learners. Staff should further strengthen how they work together with parents and children to plan for and build on these skills throughout the children's nursery experiences.

- Senior leaders and staff work effectively with parents and know their families well. This enables them to respond sensitively to individual circumstances, provide timely support and help families participate fully in nursery life. Staff value parents as important partners and provide practical guidance to support children's early reading. Parents are provided with a range of opportunities for family engagement and home learning activities including the lending library that promotes literacy at home and provides equitable access to books. As a result, the needs of children and their families are met well.

- Senior leaders and staff monitor children's attendance in the nursery. There is a clear procedure to follow up on any unexplained absences. Staff encourage parents to maximise their child's nursery entitlement through a nurturing and welcoming approach. The local authority provides a helpful leaflet to parents outlining the benefits of maximising attendance which helps parents understand the importance of nursery education. As a result, attendance at nursery is high.

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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.

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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.

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