

Summarised inspection findings

Glencairn Primary School Nursery Class

North Lanarkshire Council

17 June 2025

Key contextual information

Glencairn Primary School Nursery Class is situated in a standalone building, within the grounds of Glencairn Primary School. There is a large playroom and a large outdoor environment. There are currently 48 children attending in the morning and 33 children attending in the afternoon. The nursery is registered to take a maximum of 48 children at any one time. Children are aged between three to those not yet attending primary school. Children can attend either the morning session or afternoon session, over five days, across 48 weeks of the year. The setting is open from 8.00am to 6.00pm over five days.

The headteacher has overall strategic responsibility for the nursery class. There are two principal lead practitioners and one lead practitioner who have responsibility for the daily management of the nursery. The senior leadership team has worked together for a number of years. There are five practitioners and three support workers. The majority of practitioners and support workers started within the last year. There is currently a vacancy for another practitioner to join the nursery class.

1.3 Leadership of change

satisfactory

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Senior leaders are visible to all children and families. They have established respectful and trusting relationships with them. Senior leaders refreshed the vision, values and aims of the school and nursery class in 2024. These were co-created with children, families and partners to ensure they are relevant and meaningful to all stakeholders. Senior leaders and practitioners are beginning to promote the values of teamwork, inclusion, kindness and respect with all children. Practitioners should now begin to explore creative ways to embed the values into practice so children can become more familiar with them.
- Senior leaders are beginning to develop strategic plans for continuous improvement based on self-evaluation activities. Senior leaders need to increase the pace of change to ensure that improvements are meaningful, realistic and effective. This needs to be based on reliable and robust self-evaluation evidence and relevant to the needs of the setting. Senior leaders need to prioritise improvements which will support children to make better progress and achieve positive outcomes.
- Most practitioners demonstrate a collective commitment to professional development. They are well supported by senior leaders to engage in a wide range of training opportunities. These are discussed through regular professional development and review meetings and are based on practitioners' interests and strengths. Senior leaders and practitioners look outwards across the country to learn from other settings to make improvements within the nursery. Practitioners have opportunities to engage in professional dialogue and drive forward improvements through their leadership roles. For example, practitioners interested in specific approaches to early learning and childcare are beginning to explore ways to use their knowledge to support improvements. All practitioners would benefit from clearer strategic leadership and a strong

vision to focus on their priorities to shape their future actions. Senior leaders need to effectively guide and manage specific and measurable improvement targets. Practitioners should be guided to focus on improvements that will make the biggest difference to children's experiences within the nursery and lead to well informed improvements and changes.

- Practitioners are at the early stages of supporting children to take on leadership roles. Practitioners should ensure all children are encouraged and supported to have leadership opportunities. This will support them to feel empowered and involved in decisions which affect them in the nursery.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- There is a positive and welcoming ethos within the setting. Practitioners have nurtured warm, caring relationships with children and families. As a result, most children feel secure and show consideration to each other. Children benefit from continued support from practitioners who encourage them to practise their vocabulary and support them to negotiate relationships. A few other children would benefit from further support to navigate environments for play and make choices to plan their day.
- Most children are engaged in spontaneous play. A few of the environments for learning are interesting provoking children's curiosity. In these areas children show more sustained interest. At times, a majority of children move from area to area without becoming involved in play. Senior leaders and practitioners should review the play environment to improve children's opportunities and experiences. Practitioners should support children to explore learning interests over time, motivating them to talk about and build on previous learning, deepening their play. Practitioners should also facilitate opportunities to develop children's digital literacy skills. Overall, they should raise their expectations of, and aspirations for, all learners.
- Practitioners demonstrate genuine interest in all children. There are a few strong examples of interactions, including sensitive commentary to draw the child's attention to their actions within learning. Practitioners are attuned to individual learners who remain on the periphery of play, drawing on their developing knowledge of the principles of nurture to inform appropriate action. Practitioners should now consider the extent to which the physical environment enhances and promotes opportunities for speech, language and communication for all children.
- Practitioners know children well as individuals but not yet fully as learners. They are developing their skills as observers, drawing on their increasing knowledge of curriculum, to make more accurate judgements about progress and to plan next steps in learning. This is at an early stage of development. Practitioners should ensure that planning for children's early literacy and numeracy is based on more informed assessment of children's prior learning, using an appropriate range of evidence. They need to ensure that learning is of a consistently high-quality through an effective blend of adult-supported and child-initiated experience. It would be timely to re-focus on the national practice guidance to support professional learning.

2.2 Curriculum: Learning and developmental pathways

- Practitioners plan for children's learning focusing on the experiences and outcomes of Curriculum for Excellence. They would now benefit from support to strengthen their understanding of responsive planning. This should include how to help children's interests to develop over time and build on prior learning. Practitioners should ensure that environments for play provide appropriate challenge and support for children.
- Practitioners place importance on the development of early language and communication through a range of progressive interventions for individual children. They should now consider the continuity of this support within the nursery to benefit all children.
- Practitioners recognise the impact of time spent outdoors on children's wellbeing and capacity to self-regulate and value this as an important aspect of the curriculum. They are in the process of developing environments to support improved learning outdoors.
- Practitioners across the early level should work together to develop a shared understanding and expectations of child-centred pedagogy. This will enable them to secure a clear rationale for the curriculum at early level. This should take account of the context of the setting and celebrate the rich diversity within community, recognising that families are a key resource.

2.7 Partnerships: Impact on children and families – parental engagement

- Senior leaders and practitioners have developed strong, positive relationships with children and families. Practitioners understand the importance of developing these relationships to ensure better outcomes for children. They organise regular stay and play sessions to share children's learning experiences. These are well attended, and families appreciate these opportunities to learn with their children. Practitioners have supported parents to develop their understanding of child development through parenting programmes. This has had a positive impact on consistent approaches between nursery and home.
- Practitioners share relevant information with parents through regular newsletters and through daily conversations. To enhance this further, senior leaders and practitioners should consider further ways to communicate with parents. This may include providing information in a variety of accessible ways and languages to ensure all parents understand and are involved in the life of the nursery.

2.1 Safeguarding

- The school 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.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Practitioners fully understand and recognise that relationships are at the heart of everything they do to support children and families. They support children's understanding of the wellbeing indicators through the creation of superhero characters. Practitioners are beginning to link this to children's learning and experiences during group times. They should continue to promote children's wellbeing by being more explicit in references and discussions.
- Practitioners are developing their understanding of children's rights and are beginning to support children to understand these. A few children understand their rights and have the role of rights respecting champions. This role now needs to be shared amongst all children. Practitioners have engaged in relevant self-evaluation to support their improvements in understanding children's rights. As planned, practitioners should continue to work alongside the school to embed this work.
- Practitioners and children have developed the nursery motto of being happy, safe and included. Children demonstrate these values throughout their sessions and feel safe and confident to use their imagination and be creative. Most children show consideration for each other and are respectful in their interactions with others. They play well together and engage in relaxed, calm conversations with each other.
- Most practitioners use relevant strategies and interventions to support children when they need to regulate their behaviour. These are having a positive impact on the majority of children. Most practitioners effectively support children who require additional support. Practitioners plan targeted interventions well, identified through tracking and monitoring processes. Practitioners need to ensure transitions throughout children's sessions are sensitively considered to minimise disrupting their play. This could be further supported with strategies, such as countdowns and visuals to help children to understand what is happening next.
- Practitioners are aware of their statutory duties and responsibilities. They are aware of policies and procedures to support all children. They engage in relevant training to ensure they improve outcomes for children.
- Practitioners are aware of most children's circumstances and provide support to families when required. Practitioners recognise when to signpost families to further agencies to provide further specific support. They recognise poverty can affect children and families and tackle this to ensure equitable opportunities. For example, at Christmas time, children and families are offered and provided with presents and food if this is needed. Practitioners are beginning to value diversity. To enhance this further, practitioners should explore ways to celebrate and value diversity across the nursery to support children's understanding. They should also support them to begin to understand and challenge discrimination.

3.2 Securing children's progress

satisfactory

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Children are making satisfactory progress in communication and early language. They communicate with their peers and adults using a range of methods. A majority of children explore stories using props to retell and sequence the narrative. Children now require more opportunities to engage with visual sequences to support them to engage independently and develop pre-reading skills. Children develop pre-writing skills through opportunities for gross motor activity outdoors, building core strength, control and balance. A few children demonstrate emergent writing skills, understanding upper and lower case letters. They now require greater challenge in their learning.
- Children are making satisfactory progress in numeracy and mathematics. They now need more opportunities to develop their learning in numeracy and mathematics within their play and to apply their skills across learning. A majority of children continue to develop their understanding of numbers within 10. A few children explore numbers beyond this. Children use real tools to explore measurement within block play and during baking. An increasing number of children consider design and find solutions using modelling materials and loose parts.
- Children are making satisfactory progress in health and wellbeing. A majority of children are on track in this aspect of learning. Children talk about 'superheroes' aligned to each of the wellbeing indicators. They demonstrate understanding as they manage risk, develop emotional literacy and build resilience. Practitioners should give renewed focus to support children to develop skills of independence, for example, to wipe their face after meals and to wash their hands after playing outdoors.
- The leadership team needs to develop approaches to support practitioners to build a clear, holistic picture of each child's learning journey and progress over time. They should use this to support children to make the best possible progress during their time at nursery. Practitioners need to set personal learning targets for children to support progression of literacy and numeracy skills and the development of children's interests over time. The leadership team should analyse data gathered more closely to inform improvement and change.
- Practitioners celebrate children's achievements meaningfully in the moment and display wider achievements. Practitioners should consider further how they can involve children more fully in building and developing the curriculum.
- Practitioners create a supportive and inclusive ethos. This enables them to take positive steps to support families to overcome challenges.

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.