



Ladywell Nursery School
HMI Progress Report
March 2016

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1. The Inspection

HM Inspectorate of Education (HMI) published a report on the inspection of Ladywell Nursery School in March 2014.

The inspector stated that they are happy with the overall quality of the provision and that the nursery's self-evaluation processes are leading to improvements. Therefore, no further visits in connection with this inspection were made to the school.

The local authority, in collaboration with the school, prepared an action plan indicating how they would address the main points for action included in the original HMIE inspection report.

2 Continuous Improvement

The staff of Ladywell Nursery School are continuing to improve the quality of the care and education it provides for its pupils. Since the 2014 Inspection, an Early Years Officer post has been established in Ladywell Nursery, bringing experienced leadership and further encouraging reflective practice in the team. A class for two year old children has been established in Ladywell, providing early learning and childcare for ten children in both morning and afternoon sessions.

The Headteacher and Nursery Teacher have developed a deeper understanding of Early Years pedagogy this session by undertaking the "Froebel in Early Childhood Education" course at Edinburgh University. This has led to thorough reflection on how children learn and develop and how they can be best supported in nursery.

Staff work collegiately to implement changes to reflect current thinking and to develop a shared understanding of current best practice that ensures children develop and learn effectively through play. Through monitoring and team evaluation of nursery practice, the head teacher ensures that high quality care and learning approaches are used consistently across the centre.

All staff responded positively in implementing the action plan following the HMIE report. We have continued to develop teamwork in the school, leading to a strong ethos and provision for children and families.

The school has continued to promote joint working with other agencies in order to support parents and meet the needs of individual children.

3. Progress towards the agreed areas for improvement

The inspection report, published in 2014, identified three areas for improvement. This section of the report evaluates the progress made within each of the areas identified.

- *To involve children more in talking about and planning their learning.*

Good progress has been made by staff in implementing a variety of approaches in consulting with children to plan their learning and take account of the child's voice. All staff attended a Mindstretchers Floor Book training session to further extend their strategies in engaging children in responding to their interests and needs in order to plan their learning. Most staff have also developed their observation and appropriate interaction skills to improve engagement. Some intervene effectively to scaffold children's learning however, we recognise the need to continue to develop these skills.

The implementation of the 600 hours has resulted in the reduction of non-contact, planning and set-up times so staff have had to find creative ways to respond to children's learning interests during the nursery session, involving them fully in the planning.

- *To continue to improve the curriculum as outlined in Curriculum for Excellence.*

Staff have worked collaboratively to identify learning opportunities in nursery provision and link them to the outcomes. Staff have attended three authority led training sessions in "Building The Ambition", further developing their knowledge and a shared understanding in order to deliver the early level of Curriculum For Excellence through effective early years pedagogy..

Staff are encouraged to continue to refer to and use the Curricular Frameworks in assessment and planning of next steps for children, enabling them to support children move more effectively through a progression of skills.

Some staff are able to use their knowledge of Curriculum for Excellence as they plan possible lines of development (PLODS) alongside the children when engaged in consultative planning. The staff team as a whole continues to work together to further develop the curriculum ensuring the principles of curriculum design are taken into account.

- *To develop approaches to self- evaluation further to ensure the nursery continues to improve and children make appropriate progress in their learning.*

Since the inspection, good progress has been made by staff in self evaluating the work of the nursery. Approaches to support staff in developing accurate and robust self- evaluation of their practice have been further developed.

Parents and children have also been involved in evaluating the nursery through questionnaires, dialogue and parents evening comment sheets.

“Tea and Toast” and “Stay and Play” have provided informal opportunities for parents to evaluate the provision. Their views are taken into account in a respectful and appreciated manner, ensuring continued improvement of the service.

Staff have had the opportunity to evaluate practice across the three settings through peer observations. Staff have recognised the benefits of this activity, encouraging them to reflect on their own practice as well as establishing aspects of good practice. These experiences led to deep and meaningful professional dialogue and reflection of practice with their own team. This has led to changes being implemented within each setting.

Regular Monitoring and Tracking conversations with the teacher have been established to ensure that children’s individual needs are identified early and appropriate supports put in place. Their progress is then tracked through these conversations alongside their Learner’s Journey.

4. Conclusion

The nursery is in a very good position to continue to improve. There is a strong sense of team work and staff are motivated and keen to continue to move forward. We are committed to providing high quality care, alongside quality teaching and learning programmes. Morale is high and there is a positive ethos throughout the early years setting.

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Headteacher
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