

# Summarised inspection findings

**Crosshouse Primary School Nursery Class**

South Lanarkshire Council

9 September 2025

## Key contextual information

Crosshouse Primary School Nursery Class is situated in the Greenhills area of East Kilbride. It is registered to provide early learning and childcare for a maximum of 34 children aged three to those not yet attending primary school. It is a term time provision and operates from 9.00 to 15.00 each day. At the time of inspection there were 32 children accessing the early learning and childcare provision.

The nursery accommodation is purpose built and is integral to the whole school provision. It has its own secure entry system and office accommodation. There is a large playroom which has direct access to a well-resourced outdoor area. The children also benefit from using additional spaces in the school building and the community to enhance learning experiences.

The named manager is the headteacher of the school. She is supported in the management of the nursery by the deputy headteacher and the nursery team leader. The nursery is staffed by a well-established team of experienced practitioners. There are two fulltime and four parttime early years workers and one part-time early years support worker. This term, an excellence and equity lead practitioner is working as part of the team. She has a focus to provide support to promote further children's literacy and numeracy skills.

### 2.3 Learning, teaching and assessment

**very good**

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

- The welcoming and nurturing ethos supports all children to be settled, happy and confident in the nursery setting. Children play very well together and demonstrate positive attitudes towards others. All practitioners understand the importance of families in children's lives. They provide a range of events to foster meaningful parental involvement and engagement. This supports practitioners to establish strong, warm and trusting relationships with children and their families.
- Practitioners have organised the nursery to provide a variety of stimulating experiences to support different types of play. Staff provide a wide range of real life and open-ended resources that children easily select to support their play ideas. The well-considered pace of the day allows children to have extended periods of time for free-flow play. As a result, almost all children are highly motivated and fully engaged in their chosen activities.
- Practitioners have responsibility for a key group of children. They know children in their key groups very well. All practitioners have a sound understanding of child development. They are sensitive to the needs of individual children and the ways in which they can support their learning. All practitioners engage fully with children in their play. They are patient and supportive in their approaches. They adapt their level of language to meet the needs of

different children and use frequent opportunities to extend children's vocabulary. Practitioners interact skilfully with children to scaffold learning and to extend their curiosity.

- Practitioners support children to use digital technology to extend their learning. Children use the interactive board to access games to reinforce previous learning and programmable toys to learn about direction. Children would benefit from further experiences to enrich their learning through the creative use of digital technologies.
- Practitioners use online profiles to record daily observations and photographs of children's learning. Children's profiles are readily accessible for parents and contain a wealth of helpful information to inform parents about their children's learning. Practitioners should ensure observations consistently describe the specific skills and knowledge children have learned. Practitioners evaluate learning effectively and this supports them to plan for future learning or identify where children need additional experiences to consolidate learning.
- All practitioners plan for children's learning in response to their interests and development needs. They plan engaging and relevant learning experiences and provide a breadth of learning experiences across the curriculum. Practitioners identify well the skills children should develop through engaging in planned experiences. They should now develop ways to share with children the new learning experiences on offer. Children are ready to be more fully involved in understanding the skills they are developing. This will support children to develop an understanding of themselves as learners.
- Practitioners meticulously record and track children's progress in learning. This supports practitioners to identify relevant next steps in children's learning. They take part in internal and external moderation activity to ensure judgements about children's progress are robust.

## 2.1 Safeguarding and child protection

- 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.

### 3.2 Securing children's progress

very good

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

- Most children are making very good progress in communication and early language. They enjoy sharing storybooks and independently retell stories using picture clues. Most children sing familiar songs confidently. They use a range of vocabulary to express their ideas and talk about their experiences. Most children listen well and follow instructions confidently. Almost all children engage in mark making experiences and the majority are beginning to write letters. Most children create imaginative storylines through role play or using small world resources. Children would benefit from additional experiences to develop further their imaginative emergent writing.
- Almost all children are making very good progress in mathematics. They are developing a good understanding of numbers to 10 and beyond. They count confidently and accurately and recognise numerals readily. Almost all children use the language of measure to describe size. They are developing an awareness of money and how it is used to pay for goods and they recognise a few coins. Most children recognise and name basic two-dimensional shapes and are beginning to recognise three-dimensional objects. Most children recognise and copy repeating patterns accurately. Children are ready to develop further their information handling skills.
- Almost all children are making very good progress in health and wellbeing. They demonstrate high levels of independence in self-help skills and confidence in nursery routines. They are increasingly aware of their own emotions and are respectful of the feelings of other people. Almost all children are developing well the control of their bodies. They take part in a wide range of physical experiences where they learn to move their bodies in different ways. Most children are developing well their fine motor skills as they use a range of utensils competently in their play and at snack and lunch times.
- Most children are making very good progress in their learning across the curriculum. They are learning skills for life as they take part in cooking activities and grow flowers and vegetables in the garden. They take part in a range of science experiments and take an interest in the natural world. This helps them to be curious and to develop an increasing awareness of the world in which they live.
- Parents share wider achievements from home through children's online profiles. Children's achievements are celebrated on the 'Proud Wall' and special HEART awards are celebrated at school assemblies. Practitioners should now develop systems to track children's wider

achievement including a focus on the skills they are developing. This should support them further to identify children who would benefit from additional experiences.

- Practitioners are sensitive to the economic circumstances of families and provide a range of resources to support families with the increased cost of living. They try to ensure all children have books to share at home through a lending library and through book swap events. Practitioners provide numeracy and science activity bags to further support learning at home. Families can freely access a range of preloved clothes and practitioners ensure all children have appropriate clothing to enable them to access outdoor play in all weathers.

### 1.1 Nurturing care and support

Children were very happy and settled within the setting. They were confident in seeking support because of the positive relationships they had formed with staff. Staff were kind, caring and nurturing in their interactions with children. Staff knew children well and worked closely with parents to ensure their needs were being met effectively. This had created a relaxed environment for children, where they felt valued and loved.

Families were welcomed by staff at the beginning and end of each session, which helped them build relationships with the team that would be looking after their children. Staff perceived their relationships with families to be a strength and we agreed. Staff involved parents as they gathered information about children for the different elements of their personal plans, which helped support children's individual needs and track their care, learning and development.

Familiar routines contributed to children's emotional security and wellbeing. Children shared their feelings when they self-registered and could revisit this throughout their day, which encouraged them to talk about and label their emotions. There were cosy areas with soft furnishings both within the playroom and outdoor area where children could relax and take time to self-regulate their emotions. Additional nurture rooms within the school campus gave scope for staff to provide individualised support for children who would benefit from a quiet calm space.

Children enjoyed a relaxed and homely 'rolling snack', wherein they decided when to snack so that it did not interrupt their play. Children were able to eat when they were hungry and enjoy snack at a pace that was right for them. Lunchtimes also supported children's independence and life skills as they were involved in setting the table and self-serving. Staff had worked on making lunchtime a pleasant experience in the school dining hall. For example, smaller tables were provided and children came in small groups and chose where to sit. Although music was playing, gentler tunes at a lower volume would be more calming for children and less likely to inhibit conversation. Management should continue to evaluate children's lunchtime experience.

**Care Inspectorate evaluation: very good**

### 1.3 Play and learning

Children were busily engaged in a variety of experiences as they followed their play intentions. They had the freedom to move between the playroom and the secure outdoor area. Children confidently selected resources to support their learning, frequently transporting these between areas, both indoors and outside.

Staff had carefully organised areas within the playroom and outdoor space, to naturally stimulate children's curiosity in curricular themes and to problem solve as they played. There was a good balance of natural and manufactured resources. For example, loose parts, dressing up clothes, construction toys, books and sensory materials such as sand, water, mud and playdough. 'Loose parts' are materials with no fixed purpose that can be used by children as they try out their play ideas and explore different textures.

The team shared their high aspirations to enable children to be successful and achieve. They were respectful of the rights of children. Staff drew on their professional development to deepen their

understanding of early years pedagogy. This had enabled staff to provide rich play experiences for children, which motivated them to want to learn.

Children naturally engaged in experiences that supported the development of skills in literacy, language and numeracy. For example, books were available in different play spaces for children. Displays, which included environmental print supported some children in number and letter recognition. Staff joined children in conversations and singing that encouraged language development. Staff were playful and always placed themselves so that children enjoyed high quality engagement. They were skilled in using well-timed open-ended questioning to further extend and challenge children's thinking and learning.

A range of approaches was used to ensure parents felt involved in planning for their child's play, learning and development. Staff used home link bags to share ideas. Parents were encouraged to upload children's significant events on to their online learning journals so that the setting could share their interests and achievements. They were regularly invited into the setting for stay and play, informal and formal progress meetings or to share special events. This ensured parents felt valued as active participants in their child's learning.

**Care Inspectorate evaluation: very good**

### **3.1 Quality assurance and improvement are led well**

The setting had a clear management structure with the school head teacher as the registered manager, the depute taking responsibility for the early level and a team leader supporting day to day running of the setting, including support for staff. This management team valued staff and were committed to ensuring they were motivated and supported to carry out their roles effectively. Very good staff retention and staff support ensured a staff team who worked well together in delivering high quality experiences for children. Debriefings at the end of each day and regular team meetings enabled staff to receive updates on the service, discuss the needs of individual children and share good practice. As a result, everyone was working together to ensure all children reached their full potential.

Nursery staff each had a leadership role in an area of the curriculum that reflected their individual interests and strengths. These leadership roles were in keeping with the service improvement priorities, encompassing technology, numeracy, literacy, sustainability and parental engagement. They also had a very positive impact on the quality of experiences for children, securing their progress as well as promoting partnership with parents in supporting children's learning.

The service was passionate about improving outcomes for children through robust self-evaluation, which involved families. Regular and purposeful communication took place with families, beyond the daily chats at drop off and pick up times for children. For example, newsletters, questionnaires, information displays and invitations to parents' groups. Where needed, information was translated into other languages in keeping with the setting's inclusive ethos. This contributed to parents and carers feeling respected, and that their perspective was valued. Conversations with parents and responses to our survey confirmed that families had been involved in a meaningful way to help develop the service.

Management and staff engaged well during the inspection process, providing additional evidence and taking on advice and support, which demonstrated their commitment to improvement.

**Care Inspectorate evaluation: very good**



During the previous Care Inspectorate inspection, the setting had no requirements and no areas for improvement. As a result of this inspection, there are no requirements and no areas for improvement.

## 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.