

# Summarised inspection findings

**Tulliallan Primary School Nursery Class**

Fife Council

22 November 2022

## Key contextual information

Tulliallan Nursery Class has one large playroom with direct access to an outdoor area. Children also have access to a sensory room and gym hall. Children attend from the age of three until starting school. The setting is registered for 57 children at any one time. Currently, the roll is 36. Children access 1140 hours of early learning and childcare (ELC) by attending the setting on a full day, term-time basis. All children have lunch together in the school dining hall. Recently there has been an extension to the playroom space and improvements to children's toilets. The headteacher has overall responsibility for the nursery. The team of nine staff includes early years officers, a modern apprentice and peripatetic teacher. Throughout the COVID-19 pandemic the team worked as an effective team. They frequently complied with new guidance and restrictions on use of their space. There was a significant turnover within the staff team.

### 1.3 Leadership of change

good

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

- All practitioners demonstrate the school vision and values well, in all aspects of their practice. The nursery team work in a caring, collaborative and honest way with children, families and one another. Practitioners have high expectations of one another and are determined to do their best for children. As a result of these nurturing and respectful approaches children thrive in a calm, enabling environment. Children and parents in the nursery do not yet have active involvement in the vision, values and aims. The school plan to revisit these with children and the community. It will be important to ensure nursery children and parents play an active part in the process. This will ensure they are meaningful and relevant to the nursery context.
- Senior leaders within the school regularly spend time within the nursery. Practitioners join school in-service days. The nursery team feel valued and included in the wider work of the school. Practitioners are self-motivated and use their individual strengths, talents and interests to take forward improvements. All practitioners take forward improvements as they reflect daily on their practice. The team make thoughtful, important changes to spaces, experiences and interactions. Practitioners make effective use of audits, checklists and tools to for example, identify changes to develop further early literacy. The team have begun to use aspects of current thinking and research about quality in ELC to underpin a few improvements. Practitioners rightly identify there should be an ongoing focus on creativity. This focus could be linked to continued exploration and implementation of the national practice guidance 'Realising the Ambition: Being Me' (2020).
- The team are proactive and curious about how to improve outcomes for children and families. Practitioners could benefit from strategic guidance from senior leaders to support them to prioritise, measure and analyse the impact of their work. This would help prioritise improvements and support them to gather evidence of impact. There is a clear and well-used calendar of self-evaluation and monitoring activities. Practitioners make good use of audits and

tools to identify improvements to resources used throughout the playroom. The team would benefit from having more formal opportunities for feedback with senior leaders. This would provide guidance and support for the team on how to focus and measure the progress of improvement priorities. The team are enthusiastic about reintroducing opportunities to visit other settings. This will be helpful for the team to build on their strengths and develop further their practice.

## 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

- Relationships throughout the nursery are consistently responsive, warm and nurturing. Children have time, space and support that is appropriate to their stage of development and individual interests. As a result, there is a purposeful, calm and positive atmosphere in the playroom and outdoors. All children are motivated and engaged throughout their day.
- Practitioners apply their detailed knowledge of children's talents, interest and strengths very well in their responsive interactions. The team demonstrate a well-developed understanding of child development and how young children learn. Children are unhurried, they have time and space to follow their own lines of enquiry. Practitioners apply their skills and understanding of digital learning effectively to support children. Children confidently use digital tools to research and find answers to their 'big questions' and produce content to share learning with parents. This develops and extends children's skills and understanding very well.
- Children benefit from the fun, adventure and challenge of the weekly visits to the forest. They enjoy transporting materials using wheelbarrows, ropes and buckets in the well planned outdoor area. The team plan learning effectively to ensure there are spaces, experiences and interactions to support children's curiosity, inquiry and stage of development.
- The team support and challenge children to develop and share their thinking through effective use of questioning and commentary. Most practitioners use differentiated strategies in their vocabulary, tone and gestures very well to scaffold and extend children's learning. As a result, children regularly lead their own learning.
- The team track and monitor children's individual skills in developing literacy, numeracy and health and wellbeing effectively. Practitioner's frequently record short observations about the progress children make across areas of learning. Observations inform planned learning opportunities. The team track coverage of experiences across the curriculum. The team work well with the visiting nursery teacher to record the progress children make. Practitioners record children's learning and the progress they make in several places. This includes in paper learning journals, several learning walls and books and on digital platforms accessed by parents. The team should now reflect on whether targets are specific and measurable. Focused targets that are meaningful to children, parents and staff would help the team measure the impact of their work.

## 2.2 Curriculum: Learning and development pathways

- Practitioners provide a curriculum that is mainly play based and linked to seasonal changes. Children are able to make important choices in their learning throughout the day. There are a wide variety of appropriate resources and experiences throughout the playroom. Children have free access to the interesting outdoor area. Most children are purposefully engaged and access all areas of the setting confidently.
- Practitioners are beginning to encourage children to voice their opinions about what they would like to learn. The team have a good understanding of Curriculum for Excellence experiences and outcomes. Practitioners should carefully balance adult-led, adult initiated and child-led learning experiences. This will support approaches that encourage children's curiosity and sense of wonder.
- Practitioners make effective use of the local community to enhance the curriculum. This includes regular visits to the nearby forest and trips to the local shops to purchase snacks. Children develop literacy, numeracy and health and wellbeing skills in community events and real life contexts.
- Children, staff and parents have close links with staff in P1. Parents feel well supported in the transition into the setting and as children move into primary school. There is scope for staff to work more closely together to explore and implement a shared approach across the early level.

## 2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners and families communicate warmly and openly as parents spend time in the playroom at the end of the session. Trusting relationships and good communication support parents and staff to share important information about children's needs and progress in learning.
- The team and parents are enthusiastic about the reinstated opportunities for parents to be actively involved in the nursery. This includes parents joining learning opportunities in the forest, baby massage classes, and the Parents as Early Education Partners group. Practitioners share the strategies they use to support children's communication skills and promote positive behaviour with families. As a result, parents and staff use the same strategies at home and in nursery. Parents and staff work very well together to support children to make progress in their learning and development. It would be helpful to have a shared definition/understanding of family learning to inform planning of groups and experiences.
- Children are confident and comfortable to share their views and ideas with adults. This includes sharing what they would like to know more about. The team respect and act on children's views to plan experiences.

## 2.1 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. Areas for development have been agreed with the setting and the education authority.

### 3.1 Ensuring wellbeing, equality and inclusion

good

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 are kind and consistent in their interactions with children. They focus on developing positive relationships and improving outcomes for children and families. Most children are able to demonstrate a high level of confidence in the nursery because of the nurturing approaches used by the team.
- As a team, practitioners provide positive role models for children. All practitioners use visual prompts and the shared language of restorative practice consistently and effectively. Children follow rules and routines and behave very well as a result. Most children are able to resolve conflicts and express their emotions appropriately with this well-judged support.
- Practitioners use both universal and targeted approaches effectively to support children's wellbeing. This helps children to express themselves and explain their feelings.
- All practitioners have a sound understanding of the wellbeing indicators and use them well to plan for children's needs. Children are learning about the wellbeing indicators through taking part in real life experiences such as cooking and forest visits. They demonstrate an understanding of what they need to do to be safe, healthy and active.
- All children access the school dining hall for lunch. They demonstrate good independence skills as they make choices and collect their food. Children benefit from this social experience and interact well with practitioners and each other at the table. Moving forward, practitioners should consider how to use this experience to develop leadership opportunities for children. This could involve them setting the table in the school dining hall and creating a home like environment.
- Practitioners are aware of statutory requirements in relation to ELC. They are clear about their responsibilities for keeping children safe. Practitioners use local authority guidance appropriately to request support for identified children. They should now focus on ensuring they involve children and parents in creating appropriate personal targets that are specific and measurable.
- Children and families benefit from the inclusive and respectful ethos within the nursery. The team support children where English is not their first language effectively. Practitioners liaise with families to translate commonly used words to share with children in the nursery. This helps children and families to feel valued and included. Practitioners recently carried out a playroom audit of resources. They are working to develop further their provision to reflect the diverse world in which children live.



### 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

- Almost all children are making very good progress across all areas of their learning. Children co-operate very well as they work together to solve problems. All children make frequent, important choices about their learning. Children proudly undertake leadership roles as they prepare and serve snack within the playroom. Almost all children are increasingly confident, resilient and independent learners. They contribute effectively and responsibly to the setting and community as they try to increase recycling and reduce litter.
- Almost all children are making very good progress in early language and communication. Children listen well to adults and other children. In the home corner children use language well in their imaginative play. Children understand their marks have meaning as they write for a purpose. They mark make on the smartboard, write post cards and tell stories about their drawings. Children enjoy sharing books and telling stories using puppets. A few older children can talk about a favourite book and characters. Almost all older children are exploring letters and sounds in their name, in familiar words in their environment and community.
- All children are making very good progress in numeracy and mathematics. Children explore volume as they fill and empty containers in the mud kitchen. They estimate, weigh and measure as they bake scones, Polish pancakes and chapattis. They are developing early mathematical language and skills very well through the use of open ended, natural resources and materials.
- Children are making very good progress in health and wellbeing. They are confident and skilled as they swing, balance on trapeze ropes and fallen trees. They explore nature and wildlife with curiosity and determination. Children dig, plant and grow vegetables at their allotment and in the nursery garden. Almost all children are developing their small motor movements very well and have mastery over their gross motor skills. Children understand what their body needs to be healthy through for example, yoga and healthy living plate activities.
- The team work with the visiting teacher to track children's progress. They have personalised local authority paperwork to better record information about key areas of children's learning. Practitioners meet regularly to discuss and reflect on individual children's strengths.

Practitioners should continue to analyse the progress of individual and groups. This analysis will support the team to identify and plan support and challenge in targeted areas of learning.

- Practitioners know children and families very well as individuals. They have a deep and well-informed understanding of children's family backgrounds and individual challenges. Practitioners work effectively with other agencies to ensure families receive the support they need. Senior leaders should continue work to support the team to document the impact of these successful interventions.

## 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.