

Summarised inspection findings

Murroes Primary School and Nursery Class

Angus Council

30 April 2019

Key contextual information

Murroes nursery class is situated within Murroes Primary School, Angus. The nursery is registered for ten children at any given time, aged from three years to those not yet attending school. At the time of inspection, there were 17 children on the roll.

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 teaching
- effective use of assessment
- planning, tracking and monitoring

- There is a warm and welcoming ethos within the nursery. Relationships are positive and nurturing, supporting children to feel safe and secure. Children are enthusiastic and motivated to learn. As a result, almost all children are engaged fully in their learning. They are confident and demonstrate independence skills as they learn through spontaneous and well-planned, purposeful play opportunities. All children appear happy and clearly enjoy their time in the nursery.
- Almost all children can sustain interest for extended periods of time in purposeful play. Children explore the properties of mud, mixing it to create 'cement' to build a bridge. Practitioners support children's learning very well, only intervening to enable or support when necessary. The increasing use of open-ended resources, natural materials and real-life objects enable children to develop their skills in curiosity, inquiry and creativity, both indoors and outdoors. All children have daily access to outdoor learning, allowing them to develop resilience and a healthy sense of risk.
- Practitioners engage and listen effectively to children, supporting and encouraging them to talk about their interests and ideas. Almost all practitioners use open-ended questions well to support children's learning. In the best examples, practitioners' use of higher order questions encourage children to think through solutions for themselves. As planned, practitioners should continue to develop a language of learning with all children.
- Children have time and space to follow their interests and deepen their learning. Practitioners ensure children's individual unfinished creations are kept, allowing children to complete these and realise a sense of achievement. Children have opportunities to explore digital technologies, for example, using the interactive board to source information and the tablet device to take photographs and videos.
- Practitioners know individual children well as learners. They make use of observations to inform planned interventions and individual targets. Children's folios are used to record observations of learning, individual pieces of work and important information shared from home. In the best examples, observations inform next steps in learning. Floor books capture and describe children's participation and engagement in learning experiences. Children are able to talk about their learning, using their folios and naming the characters which represent

learner qualities. Parents receive information on their child's progress and achievements. They are encouraged to share wider achievements through daily dialogue, social media and contributing to their child's folios. Formal meetings with parents to discuss children's progress are held three times per year.

- Transitions into, across and into P1 are very effective, leading to children making continued progress in their learning. As planned, practitioners should continue to develop and embed their system for tracking literacy, numeracy, health and wellbeing for all children. This will continue to support seamless progression and continuity of learning across the early level.
- Planning takes account of a range of approaches, this includes responsive, spontaneous and planned learning. Practitioners plan developmentally appropriate experiences taking account of all children's individual learning needs. As planned, the team should continue to develop their approaches to planning, tracking and monitoring, ensuring these are proportionate and manageable.

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. Areas for development have been agreed with the school and the education authority.

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
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- A strong focus on health and wellbeing across the nursery has a positive impact on children's learning and development. Nurturing relationships allow children to settle quickly, offering the opportunity for children to thrive and develop at their own individual pace. Practitioners have created a 'cosy corner', which is supporting the development of children's social and emotional skills well.
 - Practitioners provide daily opportunities for children to develop their language and communication skills and as a result, almost all children are making very good progress in this area. Children confidently converse with their peers and practitioners during free play and through conversations relating to their previous and current learning. Children confidently engaged in dialogue with inspectors, proud to discuss their learning.
 - Opportunities for mark making are freely available across the nursery, with the majority of children confidently writing their name. Children enjoy drawing for a purpose, for example, as they become architects in the construction area, creating design plans before building their house. Children have opportunities to paint and draw, using a variety of brushes, chalk and pencils indoors and outdoors. Children enjoy listening to stories, reading and engaging with books.
 - Overall, almost all children are making very good progress in numeracy and mathematics. Children demonstrate good number recognition skills across many areas of the nursery and show confidence in counting for a variety of purposes. Children display a good awareness of shape and other mathematical concepts, as they build ancient ruins using bricks. They explore weight and measure, using scales to weigh a variety of ingredients. Children confidently predict the heaviest, lightest and equal amounts. There is scope to extend the use of open-ended resources to challenge those who need it and encourage counting bigger numbers.
 - All children are making very good progress in health and wellbeing, having fun and appearing settled in their environment. Practitioners support children to explore their feelings and emotions with almost all able to self-regulate with little adult intervention. Practitioners interact sensitively when required.. Children make healthy choices at snack and are encouraged to be independent as they serve themselves and clear away their dishes. They are aware of hygiene routines, including washing their hands for snack.

- Children are developing their physical skills as they explore their rich outdoor learning environment. They play independently across their environment and are developing their self-help skills. Practitioners use praise and encouragement to promote positive attitudes and effective cooperation and independence, this was evident across the nursery.
- Through inspection observation, children's folios, floor book evidence and dialogue, children in the nursery are observed as enthusiastic learners who are making very good progress in their learning. As planned, practitioners should continue to build on the positive start made to capturing children's progress over time. We discussed methods to support this, for example, identifying significant learning at key points. Children's achievements are captured and celebrated across the nursery and with parents. Practitioners use a variety of approaches to recognising and sharing success, for example, the 'five star' approach.
- The promotion of equity is evident across all aspects of the work of the nursery. There is a supportive and inclusive ethos and as a result, there is a climate of mutual respect and trust. The nursery takes good account of the socio-economic backgrounds of children and their families. Practitioners are proactive in identifying and reducing barriers to effective learning for all children.

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.