

Summarised inspection findings

Bellyeoman Primary School Nursery

Fife Council

11 February 2025

Key contextual information

Bellyeoman Primary School Nursery is based on the ground floor within the school building. It is situated on an elevated site and serves the communities in east Dunfermline. The nursery operates from 8.00 am - 6.00 pm five days per week for 52 weeks a year. The nursery is registered for up to 34 children at any one time, aged between three to those not yet attending primary school. At the time of the inspection there were 39 children on the roll.

The substantive headteacher is currently on maternity leave. The acting headteacher is the nursery manager. The depute headteacher has responsibility for the day-to-day leadership of the nursery and is supported 2.5 days every two weeks by a visiting peripatetic nursery teacher. The nursery team consists of two senior early years officers, six early years officers and one early years apprentice.

Children have access to one playroom and direct access to a small outdoor space. They make use of the environment surrounding the school, including regular visits to a local woodland.

2.3 Learning, teaching and assessment

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

- All practitioners create an environment that is nurturing and caring. They support children to settle well and respond to the needs of children in an individual manner. As a result, most children are calm and happy to discover, investigate and access resources independently. Practitioners have recently reviewed the learning environment and engage most children for periods of time in purposeful play. Children would benefit from further review of the environment to excite, challenge and motivate them to lead their own learning. Senior leaders and practitioners should provide approaches for a few children who need greater levels of challenge to help ensure they make the best possible progress.
- Practitioners offer support to children as they learn to express and understand their feelings. They help children interact positively with each other and encourage them to work together. As a result, children respect and care for each other and the toys and resources within their environment.
- Practitioners interact with children in a responsive and caring way and show a good understanding of children's wellbeing needs. Most practitioners make effective use of open-ended questions and explanations to extend and challenge children's thinking. Practitioners have made effective efforts to obtain children's views and opinions. These views are recorded across the nursery and in a variety of floor books. Practitioners capture children's learning in their personal learning journals. Children have access to these and enthusiastically talk about their learning. Senior leaders and practitioners have identified the need to increase parental

voice within their children's learning profiles. This will support further the inclusion and engagement of parents in their children's learning.

- Practitioners articulate confidently what children know and can do. They make regular observations of children as they play and learn, and this informs what children need to learn next. They track children's learning in early language, early mathematics and health and wellbeing against the experiences and outcomes of Curriculum for Excellence. Practitioners use recently updated local authority assessment and progression frameworks effectively which link to national Benchmarks and guidance documents. This is developing practitioners' ability to track children's progress through the early level. All practitioners should continue to develop their skills in the use of observations to capture and record children's progress and achievements and support planning of children's individual learning.
- Practitioners plan for universal and targeted support in literacy, numeracy and health and wellbeing. They work well with parents and other agencies to help children achieve targets and meet children's needs well. Practitioners plan over different timescales and are responsive to children's interests. They provide a balance between adult-initiated and child-initiated experiences. They meet regularly to discuss their observations and agree how to support and challenge children. Senior leaders should continue to support practitioners with their use of observations to inform the planning and tracking cycle.

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 that need to be addressed as a matter of urgency.

3.2 Securing children's progress

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 make good progress in communication and early language. Most children listen well and follow simple instructions and routines. They talk to adults and each other about their play and use signs and symbols correctly to support their communication. Children are encouraged to develop early writing skills and have opportunities to mark make indoors and outdoors. A few children write their name. Children need more opportunities to listen to stories in groups and on a one-to-one basis. Practitioners should support children to more regularly recall and tell their own and familiar stories using role-play activities.
- Most children make good progress in early numeracy and mathematics. They are developing an awareness of size and can correctly identify items that are big or small. They show an interest in, and can name and recognise, basic two-dimensional shapes. They can match and sort objects by colour and size. Most children rote count to five with a few counting beyond five. Older children are beginning to recognise numerals and match them to corresponding amounts. Children now need to develop further their skills in counting and exploring number through play and real-life contexts.
- Most children make good progress in health and wellbeing. They learn to manage risk in the small space outdoors and when visiting the local woods. Almost all children develop gross motor skills well, such as running, cycling, balancing and climbing during play outdoors. Children develop their fine motor skills well through cutting and chopping the fruit for snack. They are able to identify their likes and dislikes relating to food, verbally or through gestures. Children are developing the skills of sharing and taking turns within the science, technology, engineering and mathematics station which helps them to play cooperatively with their peers. Children benefit from daily emotional check-ins which helps them to name and understand emotions.
- Children, including those children who require additional support, are making good progress over time. Staffing arrangements allow practitioners to regularly work with individuals. This approach is supporting children to make good progress in their learning. Practitioners should continue to ensure that children's significant learning is identified and effectively built upon.
- Children's achievements during learning and at home are displayed within the playroom. Practitioners use praise to encourage children in their learning and recognise their efforts through 'positive postcards'. This contributes to children's confidence when talking about their

play and learning. The use of the local community adds value to children's learning and they understand the importance of the natural world and the needs of others.

- Senior leaders and practitioners have a detailed understanding of their local community and children's individual socio-economic needs. Practitioners encourage parents to be involved in their child's learning and have a clear focus during family learning events. This supports families' understanding of their child's development needs to support and improve life chances. Practitioners provide regular parent and family sessions including stay and play sessions and events that encourage the sharing of books with children. As a result, almost all parents feel comfortable approaching practitioners if they have concerns, queries or for advice. Senior leaders are sensitive and resourceful in identifying additional support that would benefit children and families.

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.