

# Summarised inspection findings

**Roseburn Primary School Nursery**

The City of Edinburgh Council

4 February 2025

## Key contextual information

Roseburn Primary School Nursery is situated in the northwest of Edinburgh. The nursery provides early learning and childcare places for children living in Roseburn, Murrayfield and surrounding areas. Children can attend nursery from the age of three until starting primary school. The setting is registered for 30 children to attend between 8.30 am and 3.05 pm during school term time. Currently there are 25 children on the roll.

The nursery is located in a self-contained building within the grounds of Roseburn Primary School. There is a large playroom with direct access to an enclosed outdoor area. A principal teacher from the primary school has delegated responsibility for the nursery and the headteacher oversees the strategic leadership. An early years officer is responsible for the day-to-day operation of the nursery alongside four practitioners, who work a combination of part and full-time hours. There is also an early years assistant and a domestic assistant. Over the last three years there have been significant, and ongoing, changes to the staff team.

### 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

- Practitioners have created an ethos that is underpinned by the whole school values of respect, resilience, rights, relationships, and responsibility. Positive relationships are a key strength of the nursery. Relationships between adults and children are consistently positive and nurturing. Practitioners demonstrate a strong commitment to children's rights and help children to develop an age-appropriate understanding of their rights, and those of others. They are very respectful of children's thoughts and ideas. They listen carefully to children, supporting them to engage and learn in a relaxed and unhurried way. This provides children with opportunities to follow their interests and increasingly, lead their own learning.
- Recently, practitioners have made increased use of resources in the local community, including the train station, trams, and local landmarks, to provide children with real-life experiences. This motivates children and provides exciting and meaningful contexts for learning. Almost all children engage well in experiences, confidently exploring learning spaces, indoors and outdoors. They are respectful of each other and play well together, understanding the importance of making 'good choices' in their interactions with others.
- Practitioners know all children very well as individuals and as part of their family unit. They interact in a calm and supportive way to promote children's confidence. They make effective use of commentary and questioning to engage children. Practitioners should now build on their existing skills in questioning to provide increased depth and challenge in children's learning. Children access a range of digital technology in their play and to support learning. This includes using digital tablets to photograph their experiences. Practitioners could develop this

further, for example, by enabling children to create content, research areas of interest and to access their learning journal independently.

- Practitioners articulate confidently their knowledge of children's learning and make observations of children as they learn. They document individual episodes of learning and whole class experiences in floor books and electronic learning journals. As planned, practitioners should continue to develop how they record observations. They should ensure that they capture the wide variety of experiences children benefit from, and the learning and skills children are developing as a result. This will provide robust evidence about children's progress and better inform what they need to learn next. Parents make valued contributions about learning at home to children's learning journals. This strengthens the already strong partnership approach to supporting children's learning.
- Practitioners continue to develop and refine approaches to plan for, assess and record children's progress. Children's thoughts and interests direct the responsive approaches to planning. Practitioners plan sensitively, and on an individual basis, for children who require additional support with their learning. This is successfully reducing barriers to learning and is helping all children make positive, and for a few, accelerated, progress. Practitioners work well as a team to monitor carefully children's progress using helpful resources provided by the local authority. They should now use this information to provide increased challenge for the majority of children to build consistently on what children already know and can do.

## 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

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 good progress in early language and communication. They listen respectfully to others and most use a range of vocabulary to express themselves. Most children enjoy exploring Scots language and the challenge of learning new vocabulary. Practitioners should extend this further by introducing children to more complex vocabulary in meaningful contexts. Most children enjoy exploring books and are familiar with a range of texts and traditional stories and rhymes. Children require opportunities to explore texts in more depth, for example, finding out about the work of different authors. Most children enjoy mark making in different contexts and the majority of children are adding increasing detail to their drawings. A minority of children recognise letter names and associated sounds. Practitioners should progress plans to maximise opportunities for learning in literacy to increase children's progress.
- Almost all children are making good progress in numeracy and mathematics. They recognise numerals and count in daily routines. Most children use a range of mathematical language to compare and measure. Children are at the early stages of identifying properties of two-dimensional shapes and three-dimensional objects. A few children welcome the challenge of simple addition and exploring fractions as they prepare snack. They enjoy information handling, creating a graph to record information from a survey. Most children are ready to develop and apply their understanding across a wider range of meaningful contexts, including outdoors.
- Children's progress in health and wellbeing is good. Almost all children are developing their understanding of how to be safe and healthy. They apply their understanding on walks in the community using tools and explore a range of food at snack and lunch. They enjoy, and benefit from a range of physical activity including movement to music, ball skills, balancing and riding bikes. As a result, they have well-developed gross motor control and demonstrate stamina and resilience. They are developing their understanding of emotions and how to understand and manage their emotions, for example by sharing how they are feeling.
- Almost all children, including those who have barriers to their learning, make good progress over time. Practitioners should now consider how the skills and knowledge children bring with them can be further built upon. This may help children make increased progress as a result of their nursery experiences.

- Children have many opportunities to achieve and experience success. They enjoy sharing and celebrating achievements from home during 'Friday Wonders'. Almost all children are becoming confident and increasingly responsible as members of the nursery and wider community. They recently visited the local war memorial to mark Remembrance Day with the majority of children understanding its significance. They contribute to the community through Christmas celebrations and visiting a local community resource for older people. As a result, almost all children are acquiring and applying a range of skills and understanding, including recognising the needs of others.
- Practitioners understand the context of children and their families, including any potential challenges they may face. They have created an inclusive ethos that promotes equity. This includes a sensitive approach to ensuring all children have equal access to all experiences, including trips in the community and visits to the theatre. Senior leaders should develop further their use of information and data to identify where additional support, and challenge, may help children make increased progress.

## 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.