

Summarised inspection findings

Greenlaw Primary School Nursery Class

Scottish Borders Council

12 September 2023

Key contextual information

Greenlaw Primary School Nursery Class is located in 'hatted' accommodation adjacent to the school. It is managed by the headteacher and staffed by an early years officer and an early years practitioner. A teacher from the Council's early years team visits every few weeks to offer advice and support. The nursery class is registered for 21 children aged two to five years attending at any one time. Of the 21 children, no more than five can be under three years of age. There are currently 12 children on the roll. Children access their 1140 hours by attending Monday to Thursday from 8.35 am to 3.05 pm, and on a Friday from 8.35 am to 12.35 pm. Not all children use their full entitlement and a minority have split placements with other nurseries or with a childminder.

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

- Staff have created a very calm, supportive playroom environment. This positive ethos is underpinned by the nursery's values of safe and happy, kind, working together, and learning and challenge. Staff are very good role models for children and regularly refer to the nursery's values as children play and learn.
- Children are settled, happy and confident. They take part eagerly in the rich learning experiences which staff offer. Many children show good concentration and focus for extended periods both indoors and outdoors. Children have access to a wide range of resources which offer open-ended activities and natural materials to support their play. They show curiosity and imagination and are able to use materials creatively, for example when creating an obstacle course. They are independent learners who share, cooperate and engage well with other children in group activities. Staff have correctly identified the need to extend children's literacy and numeracy opportunities outdoors. They also identify the need to provide children with more experiences in science, technology engineering and mathematics (STEM).
- Staff interactions with children are gentle and respectful. Staff have a good understanding of early years pedagogy and how children learn and develop. They give children time and space to develop their own ideas and interests through exploration and discovery. They use open-ended questions and explanations well to pose challenges and enhance children's learning opportunities.
- Staff know children very well and use this knowledge to plan both intentional learning and responsive experiences. They work effectively to prepare learning spaces that reflect children's interests. Staff capture children's progress in learning in attractive and informative floor books, to which children contribute. They proudly share these books with visitors and each other and talk animatedly about their learning activities.

- Staff observe children at play and record their observations in children's individual learning journals. These are shared with parents, who appreciate the level of detail and the way in which achievements are celebrated. Staff also engage in focused observations of each child to observe their progress towards their personal targets. Staff highlight children's progress through the early level experiences and outcomes clearly using individual trackers. They also track children's developmental milestones effectively.
- Staff make good use of the nursery improvement planning process to develop learning, teaching and assessment. For example, most recently staff have focused on embedding approaches to health and wellbeing and extending digital literacy. This has improved children's experiences in technologies and ensured a consistently strong focus on nurture. Staff are committed to ongoing professional learning opportunities to improve the nursery further.

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

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

- Children make good progress in communication and early language. A majority talk confidently to adults and each other. A few who are more reluctant to express their views are well supported by staff to engage in talking activities. Most listen well to stories and simple instructions. A few children predict events in stories and organise story cards in the correct sequence. They enjoy identifying animal sounds and matching them to animal pictures using the interactive whiteboard. Whilst most children can identify their name in print, only a few can write it. Children have good opportunities to use small tools and equipment. They would benefit from more opportunities to use writing implements to improve control of their fingers and hands.
- Children make good progress in numeracy and mathematics. Many can count to twenty and beyond. They match groups of objects accurately to number symbols. They enjoy number songs and rhymes. Children gather information by observing birds and transfer this information to a simple picture graph. During a village walk, they identify accurately windows and doors of different shapes and sizes. They learn about the concept of capacity as they pour liquids into different sized containers. Staff should extend children's interest in numeracy further by offering more mathematical play equipment such as solid shapes, measuring equipment and scales. Staff could also make use of stories which are linked to mathematical concepts.
- Children make good progress in health and wellbeing. Staff use emotional check-ins each day and children can talk about their feelings. Children describe strategies to use if they are feeling sad or angry. When playing outdoors children benefit from fresh air and exercise. They are developing a range of physical skills well when climbing, balancing and sliding. Children have a basic understanding of healthy foods and enjoy tasting different fruits and vegetables. They are independent at snack-time and lunchtime and understand the importance of washing their hands before eating and after using messy materials. Staff should develop children's understanding of being safe in the sun.
- Children's detailed learning journals evidence that they make good progress over time. Staff set manageable next steps for children and rigorously track their attainment through focused observations. Staff work successfully with other nurseries to understand national standards, and moderate and confirm their judgements on children's progress.
- Staff know children and families very well and have a clear understanding of their circumstances and socio-economic backgrounds. Their sensitive and personalised

interventions, and an inclusive ethos, ensure that children are well supported and benefit from the wide range of early level experiences.

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.