

# Summarised inspection findings

**Lochaline Primary School and Nursery Class**

The Highland Council

19 March 2019

## Key contextual information

Lochaline Primary School nursery was transferred from a private provider to The Highland Council in 2014. It is registered for 10 children aged from three to those not yet attending primary school. At the time of the inspection, there was one child registered. The setting takes place in the ground floor of a separate building which is located within the school grounds. Children have access to a secure garden, which offers a good range of experiences. They also benefit from the extensive gardens around the school where they can enjoy physical activity and explore the natural world.

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

- Children engage very well with activities they have chosen themselves. For example, an extended period of time playing with cars is rich in opportunities for developing skills in literacy, numeracy and creativity. Children's interest is sustained because of their own motivation and the positive involvement of interested practitioners. There is scope for practitioners to ensure children engage in a fuller range of experiences throughout the session. They should review the learning taking place and actively plan varied and rich opportunities to encourage children's interest across the wider curriculum.
- Practitioners have caring, responsive relationships with children. They warmly welcome them into the setting and help them to settle. Practitioners show genuine interest in children and use their very good knowledge of individuals to support their learning. They interact very sensitively with children as they learn through play. The inspection team discussed with practitioners the importance of involving children in different learning contexts to help develop important skills. For example, preparing snack or tidying their playroom. Children are encouraged to lead their learning and make choices throughout the session. We discussed that there is scope for a better balance between child-initiated and adult-led activities.
- Children have good opportunities to play and learn in the indoor and outdoor environments. Practitioners encourage children to take their learning outdoors. We discussed that more frequent use of the many interesting outdoor areas will enhance learning further. There is scope to develop learning opportunities through more extensive use of natural and heuristic materials. This will enhance the experiences offered for rich and varied learning indoors, and will promote children's learning in a variety of real life contexts. Practitioners take children for visits within the community, which add richness to the experiences on offer.
- Children build resilience and extend their knowledge by having regular, shared experiences with the P1-3 class in the primary school. For example, they have opportunities to join in with weekly maths and numeracy activities; play together at interval; and enjoy lunch with the school children. These activities help children to feel part of the school community, whilst enhancing their learning. This helps to secure a happy and seamless transition experience for children.

- Practitioners are focused on securing positive outcomes for children. They know children very well as learners. They make regular, quality observations and provide clear evidence of children's progress over time. These are recorded in individual profiles, which also include tracking of children's progress across the curriculum. Approaches to tracking evidence of children's progress and next steps, are consistently followed through. These detailed records clearly illustrate children's progress in their learning and development. There is now scope for practitioners to help children to develop the vocabulary to reflect and talk about their own learning. This will help them to understand their progress and what they might do next.
- The work of the setting is monitored by the practitioners and the P1-3 teacher, who work very well together as a team. Further involvement in self-evaluation will help to ensure ongoing improvement as the service develops.

## 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

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
- 
- The welcoming, nurturing environment ensures children are happy, settled and ready to learn as they follow their interests. Practitioners know children very well as individuals and are very aware of their emotional needs and learning styles. Children work together with adults in a climate of trust and respect. As a result, they are making very good progress in their learning across the curriculum.
  - Children understand how to take care of themselves and keep safe as they play outside, cross roads, and know why they must wear seat belts in cars. They are beginning to identify and express their own feelings and understand the importance of friendships. Children have opportunities to share and play with others during regular visits to the P1-3 class, and when they join other settings for stories. As a result, they are gradually becoming confident in interacting with other children beyond their own setting. This also supports their transition to P1 very well.
  - As they become increasingly independent, children are beginning to try to dress themselves to go outside to play with the school children. There is scope for practitioners to have higher expectations and encourage children's independence further, to encourage a greater sense of responsibility. Children understand that washing hands after using the toilet and before eating helps to stop germs spreading. They are gaining control of their bodies as they climb and balance outside. Children are developing very good skills in bouncing, throwing and catching balls. It will be important for practitioners to continue to plan and provide opportunities for progression in children's physical skills.
  - Overall, children are making good progress in communication and early language. They listen well when talking to practitioners and other adults. It is clear that supportive conversations are helping children to develop their vocabulary well as they share their feelings and ideas. Children respond in detail to questions and follow lines of inquiry very well. They respond well to developing their imagination through role-play. Children enjoy listening to stories and are beginning to understand the language and layout of books. They show imagination as they invent their own stories. They are beginning to understand that words have meaning, as practitioners help them to create their own stories and arrange them in the correct sequence. Favourite stories are explored by children and used as a basis for further activity. This approach, together with the use of reference books to find out interesting facts, results in children developing a love of books and stories. Regular opportunities for engaging with nursery rhymes is helping children to make connections with sounds that rhyme. Self-registration is helping children to see the purpose of writing. As a result, they write their

own name and letters and words that are important to them. There is scope for practitioners to encourage drawing and emergent writing further and to encourage children to see its purpose.

- It is evident that practitioners plan very good opportunities for children to explore and investigate a wide range of mathematical concepts and numeracy. As a result, children rise to the challenge and they are making very good progress, often exceeding what would be expected for their age and stage of development. For example, children can count to 100 and order numbers in sequence to 20. Through practical experience, they are beginning to understand the concept of addition. Working with the P1-3 class, they are developing an understanding of the value of money and can sequence coins to the value of £2. Children recognise two-dimensional shapes and three-dimensional objects, and understand that three-dimensional objects have faces and edges. They are becoming aware of symmetry and can identify right angles in the environment. Children are developing their understanding of the monthly calendar and can identify the days of the week.
- Overall, opportunities for children to develop their skills and knowledge across the curriculum are appropriate to their age and stage of development. It is evident that regular visits to the P1-3 class are helping children to make or continue friendships. They also provide challenging opportunities, which complement and enhance children's very good progress in learning through the early level. Practitioners should continue with plans to extend these opportunities for children to play and work together.
- Children's achievements at home and in the setting are celebrated as 'wow' moments. These provide evidence of how they are developing as confident individuals, effective contributors, responsible citizens and successful learners. Practitioners should build further on this approach to include more frequent recognition of achievement. This will enhance children's learning and development further.
- Practitioners know children and their families very well. They understand when children may need additional support from time to time or more permanently. They work together with parents and agencies as appropriate to ensure the best possible outcomes for children. This inclusive approach ensures equity 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.