

# Summarised inspection findings

Old Rayne Pre-school

Aberdeenshire Council

26 March 2024

## Key contextual information

Old Rayne Pre-School is located in the village of Old Rayne in Aberdeenshire. The pre-school has shared use of a community hall with access to a large playroom, a smaller adjacent room and a small outdoor area. As the community hall is used by a range of local groups, practitioners are required to remove the furniture and resources to storage each day. The pre-school is registered for 24 children aged 2 years 6 months to those not yet attending primary school. There are currently 20 children on the roll. The nursery offers 855 hours instead of the full national entitlement of 1140 hours. Children access their hours by attending from 8.30am to 1pm each day during term time. A few children access the balance of their hours of entitlement in other settings. The pre-school is managed by a very supportive voluntary parents' committee. Staffing includes a manager, a lead practitioner, two early years practitioners and two trainee practitioners. Almost all are undertaking additional qualifications.

### 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 show a sound understanding of early years pedagogy and have developed nurturing relationships with children. The supportive ethos helps children to feel safe and secure. They enjoy making choices in their play and exploring indoors, and outdoors in the 'mud garden'. Most children are enthusiastic learners and engage well with the varied experiences and resources which staff provide. Most concentrate well on their chosen activities. Almost all show creativity and imagination in their play. They are motivated and are learning important skills and qualities such as teamwork and perseverance. Practitioners now need to ensure that all children are appropriately challenged by their experiences. Children are becoming increasingly independent. They show curiosity in their learning and enjoy helping and taking responsibilities. For example, children help with snacks and lunches and collect and tidy resources.
- Practitioners' interactions with children are high quality. They use supportive, open-ended questioning. Practitioners suggest new ideas to encourage children to think more deeply about their learning. They make good use of questioning to check children's understanding. Practitioners introduce new vocabulary or suggest new resources which enhance and extend learning. They listen very attentively to children and respond to their needs and ideas. These interactions help staff to understand each child's strengths and learning needs. Moving forward, they could encourage children to talk more about what they are learning.
- Practitioners organise learning in the playroom and outdoors well. They plan intentional learning to ensure that children achieve their entitlement to Curriculum for Excellence experiences and outcomes. Much of the planning is highly responsive to children's ideas and interests, such as supporting children to create a 'river' in the outdoor area. Practitioners

display examples of both intentional and responsive learning in the playroom, for parents to see. They carefully plan next steps in learning for groups and individuals.

- Practitioners use an online platform to share photographs of significant examples of children's learning with parents. Staff observe and assess children at play, recording their responses to activities. They also record children's learning through developmental milestones. Staff have effective arrangements in place to track children's progress through early level experiences and outcomes. Practitioners know children very well. They have a clear idea of how children are progressing and when they need additional support with aspects of their learning. Practitioners are improving how well they use assessment information to support day-to-day planning.
- The manager and practitioners meet regularly to track the progress of individuals in literacy, numeracy and health and wellbeing. These effective meetings are helping staff to identify clearly where children may need further challenge or support.

## 2.1 Safeguarding and child protection

- The setting 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

- Almost all children are making good progress in communication and early language. Children talk enthusiastically to adults and to each other. They are keen to share their ideas and discoveries. Most listen well to questions and simple instructions. They enjoy regular story telling sessions and a majority can talk about their favourite character or story. Almost all children are interested in mark making and a majority can recognise their name in print. Children would benefit from more opportunities to write, both indoors and outdoors to help them develop their early writing skills. Practitioners should consider providing a wider range of books to support children's growing understanding of a range of texts.
- Almost all children are making good progress in numeracy and mathematics. They enjoy sorting and matching objects and shapes. A majority can count to ten and a few can recognise numbers up to twenty. Children enjoy using measuring tapes to calculate lengths and heights. They learn about capacity as they pour water into different sized containers. A few children understand positional language such as 'higher than' and 'heavier than' and use these expressions in their play. Children have too few mathematical resources such as money, timers, scales and solid shapes to develop their numeracy skills.
- Almost all children are making very good progress in health and wellbeing. They play cooperatively and are learning to share and develop friendships. Practitioners' strong focus on emotional wellbeing has supported children very well to recognise and talk about their feelings. Children display a growing understanding of strategies to help them deal with negative feelings. Most children are aware of aspects of healthy lifestyles as they take part in physical activities and learn about different food groups. Forest visits encourage children to be active outdoors and participate in appropriate risky play. Children are learning how to assess risks in the forest space and keep themselves safe.
- Overall, almost all children are making good progress in line with their stage of development. Information from observations, assessments and tracking meetings demonstrates that children have made good progress since starting nursery. To secure increased progress staff need to use assessment information to plan next steps in learning for individuals.
- Children are achieving well in a range of wider experiences. Practitioners celebrate children's achievements from outwith the nursery on the 'wow wall'. This information provides a holistic view of each child and clearly highlights any child who is at risk of missing out on the benefits

of wider experiences. Practitioners use this knowledge effectively when planning interventions within the nursery.

- The nursery has a strong sense of community in which children and families are valued, respected and included. Practitioners know children and their families very well and have a sound knowledge of the community socio-economic context. They use this knowledge effectively to provide valuable support to children experiencing potential barriers to learning. Practitioners work very effectively with a range of specialist agencies to develop individual plans for those children who require specific support. As a result, children's social, emotional, health and learning needs are well met.

## 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.