

Summarised inspection findings

Wardie Primary School Nursery

The City of Edinburgh Council

5 November 2024

Key contextual information

Wardie Primary School Nursery is a purpose-built annexe building situated within the grounds of Wardie Primary School. The nursery environment is one large playroom with a further breakout space. Children have free-flow direct access to a large, enclosed outdoor area. Children also have access to a nearby woodland area. Children attend from the age of three until starting primary school. The nursery is registered for 40 children. There are 37 children on the current roll. Sessions run from 8.50am to 3.20pm Monday to Thursday and 8.50am to 12.50pm on a Friday. Children attend during term-time and parents can request full day sessions. There have been a number of changes to both the school and nursery senior leadership team over recent years. The newly appointed headteacher is the named manager and has overall responsibility for the nursery. Currently, a deputy headteacher works closely with the nursery staff. An acting early years officer has responsibility for leading the team, which consists of six early years practitioners and an early years assistant.

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

- Caring practitioners support children very well. They know and value each child as an individual. Practitioners ensure that relationships are highly positive. They listen and respond sensitively to children. They provide support effectively to children during their learning through praise and gentle encouragement. As a result, most children are calm, happy, and focused throughout their learning experiences. New children to the setting settle well and receive well-timed and considered support.
- Most practitioners provide a range of high-quality purposeful learning experiences which extend and sustain children's interests both indoors and outdoors. They provide a nurturing, stimulating environment where children's rights are clearly visible. As a result, children are highly motivated, engaged and enthusiastic throughout their play and learning. They enjoy expressing themselves creatively in the art area producing detailed models. Practitioners should now involve children more fully in planning and evaluating their own learning. This should support children to talk about their learning using the language of skills.
- Practitioners interact positively with all children. Most practitioners use conversation and commentary well to help children sustain their concentration during their play. They interact respectfully, giving children time and space to follow their interests. This enhances children's curiosity and creativity. Children use the interactive whiteboard with confidence to practise numeracy concepts. Practitioners should now plan high-quality digital experiences to build on and extend children's learning.
- Practitioners observe children during play and capture appropriate evidence of their experiences through photographs and comments. They record this information through online

profiles shared with parents. They capture children's overall learning well in floor books. Practitioners should now ensure their comments are consistently evaluative, making clear how experiences are helping children to progress.

- Children engage in a breadth of planned learning experiences which are linked to Curriculum for Excellence experiences and outcomes. Practitioners and senior leaders meet regularly to share observations, plan for emerging interests, and discuss children's progress. As planned, senior leaders should involve practitioners in moderation opportunities across early level with school staff. This should help all staff to develop a shared understanding of standards and expectations for children's progress in learning.
- Practitioners record and track children's progress appropriately and identify future learning in key areas using developmental milestones. These are underpinned by national and local guidance. They use this evidence effectively to create a 'gaps and strengths' analysis profile for each child. This supports practitioners effectively to plan a well-considered blend of intentional and responsive learning experiences. These experiences are developmentally appropriate and meet the needs of individual children.

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

- Most children are making good progress in early language and communication. They interact very well with adults and each other, communicating their thoughts and feelings confidently. Children listen attentively to stories and recall the events independently. They listen well to adults and follow instructions. They join in enthusiastically with singing games. Most children have an awareness that print has meaning. They recognise their name, and some identify individual letters. They enjoy mark making and produce detailed drawings. A few children recognise simple words from texts and environmental print. A few children could now take more ownership of writing during experiences across the setting, such as creating their own lists or recipes.
- Most children are making good progress in mathematics. They confidently recognise numbers in their environment. Children explore shape and design when creating buildings at the block play area. They use a range of tools to measure length, such as measuring tapes and metre sticks. Most children can count 1-10, with a few counting beyond 10. They are beginning to use mathematical language during their play, for example, when measuring each other's height. They enjoy exploring tally marks when voting. Practitioners should now provide a few children with additional challenge to extend their mathematical skills further.
- Children are making very good progress in health and wellbeing. Their gross motor skills are being developed well through climbing and balancing using the environment and loose parts. They enjoy free flow access to outdoors participating in appropriate risky play. Children have an awareness of healthy eating. They grow their own apples in the garden and use these for snack. Almost all children are independent at lunchtime and when getting themselves ready for outdoor play.
- Most children are making good progress over time. They are enthusiastic and confident learners who embrace new experiences. Children demonstrate curiosity and creativity across the setting, particularly in the outdoor learning environment. Practitioners capture evidence of children's progress well through observations, learning journals, floor books and attractive wall displays. However, there are children who are capable of making greater progress and require further challenge. Practitioners should continue to focus on building on the significant learning of all children to support their progress.
- Practitioners praise and celebrate children's achievements from home and in the nursery. These are proudly displayed on an 'achievement tree'. Children embrace their roles as snack

and lunchtime leaders. This results in children having ownership of their learning and developing their skills as responsible citizens. Practitioners could now use this information to inform their planning to provide children with greater challenge.

- Practitioners have a detailed understanding of their families and the local community. They should now consider how to gather and use this information more effectively to plan clear next steps in all children's learning.

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.