

# Summarised inspection findings

**Tullos School Nursery Class**

Aberdeen City Council

24 September 2024

Key contextual information

Tullos School Nursery is part of Tullos School.

The nursery accommodation was recently refurbished to provide a large playroom with direct access to the outdoor area. The setting is registered to provide Early Learning and Childcare (ELC) for 48 children at any one time. Children are aged from three years to those not yet attending primary school.

The nursery is open from 8am to 6pm over 48 weeks per year to provide flexibility and choice for parents. Children access their ELC entitlement through a variety of different attendance patterns. At the time of the inspection 52 children were attending the setting.

The headteacher, who took up post in January 2024, is the registered manager. She is supported in the management of the nursery by two senior Early Years Practitioners (EYPs). In addition to the two senior EYPs the nursery staffing consists of three full-time and one part-time EYPs, two full-time support workers and one full time modern apprentice.

2.3 Learning, teaching and assessment	good
<p>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:</p> <ul style="list-style-type: none"><li>■ learning and engagement</li><li>■ quality of interactions</li><li>■ effective use of assessment</li><li>■ planning, tracking and monitoring</li></ul>	

- The relaxed, welcoming ethos in the nursery promotes strong nurturing relationships between practitioners, children and families. This supports children to feel happy and cared for at nursery. The environment is well organised to enable children to select resources they need for their play. Children have free flow access to a well-resourced outdoor area where they engage in energetic play and experiences. This supports them to learn across the curriculum. Practitioners regularly audit and refresh the environment. They provide stimulating provocations to motivate children in their play. As a result, children engage well in their chosen activities. Practitioners support children to be aware of and talk about their emotions. This supports them to manage their emotions well.
- All practitioners are kind, caring and interact positively with children. They use calm voices and carefully adapt the level of their language to support all children’s language and communication development. As a result, children feel confident to share their ideas and express their needs. All practitioners ask well-considered questions to extend children’s curiosity and problem-solving skills.
- Practitioners use the interactive board, programmable toys and tablet devices to develop children’s digital skills. Children select their lunch choice and play games to consolidate learning on the interactive board. Practitioners support children to use tablet devices to take photographs and to research information. They should continue to develop digital learning

experiences. This will enable children to develop the skills they require for the digital world in which they live.

- Practitioners record observations and photographs of children's learning in online profiles. Every eight weeks they include a summary report on children's learning and next steps in literacy, numeracy and health and wellbeing. All parents access online profiles, and this keeps them well informed about their child's learning. Practitioners should continue to develop the quality and quantity of observations to ensure all significant learning is captured effectively. Practitioners should work with children to identify clear next steps and the ways to achieve them in language they can understand.
- Practitioners use Curriculum for Excellence (CfE) experiences and outcomes to plan coverage of a broad range of learning. Responsive planning around children's interests is recorded in floorbooks. This helps to ensure learning experiences are relevant and meaningful. The setting should continue to develop planning processes in line with national practice guidance. This will support them to provide depth and challenge in learning for all children. They should involve children more fully in the planning process. This will enable children to have a stronger role in leading their own learning.
- Practitioners track children's progress in learning across literacy, numeracy and health and wellbeing. They use their knowledge of the children to identify relevant interventions to support children's language development. With support from senior leaders, they should continue to gather and analyse data. This will allow them to further identify and plan for gaps and next steps in learning. This will support them to ensure all children make the best possible progress.

## 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. Skilled practitioners carefully support the development of children's communication and language. Daily planned storytelling opportunities are enabling children to begin to develop a love of books. As they self-register most children confidently identify their name and a few children are beginning to write their name. Children have opportunities to draw on the large interactive board. They would benefit from increased opportunities to develop further their emergent writing skills within the indoor learning environment. Children should also get more opportunities to learn in real-life contexts. Children should be supported in their writing with a range of provocations and materials. This would enhance the development of their emergent writing.
- In numeracy and mathematics most children are making good progress. Children access a wide range of opportunities indoors and outdoors to develop their numeracy and mathematical skills. Children count naturally as they play. A few children are beginning to understand simple addition. In the sand area they successfully count to ten, as they make pretend cupcakes. Most children can name basic two-dimensional shapes and a few children can name more complex shapes. As they use loose parts, children are developing an understanding of measurement. They use rulers to measure the distance cars travel down large pipes. Practitioners support children's learning well, as they explore speed and distance. Most children are now ready to develop further their skills in problem solving and using money in relevant contexts.
- Almost all children are making good progress in health and wellbeing. Children benefit from nurturing, positive relationships with all practitioners. Children have opportunities to reflect and express their feelings as they self-register at the emotion check-in station. Almost all children ably share and take turns. They are developing their social skills very well and show kindness and consideration. All children are growing in confidence and independence. Their independence skills are increasing. For example, they pour their own drinks and change clothing and footwear to play outdoors.
- Senior leaders should support practitioners to develop further the tracking and monitoring of children's learning and development. This should provide additional opportunities to review children's progress over time. Practitioners should use this information to create opportunities for children to understand and discuss themselves as learners.

- Children's achievements are recorded and shared using online learning profiles and praise is used effectively. Approaches to recognise and celebrate children's achievements within and out with the setting should continue to be developed. This should support all children to experience success in their learning.
- Supportive leaders and practitioners have created an inclusive learning environment which promotes equity. They demonstrate high levels of respect and are very aware of the challenges children and families face. Diversity is clearly valued in the setting.

## 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.