

Summarised inspection findings

Dunnikier Primary School Nursery Class

Fife Council

21 January 2020

Key contextual information

Dunnikier Nursery Class is based within Dunnikier Primary School and provides early learning and childcare for children aged from three years. Children attend from Kirkcaldy and the surrounding areas. The nursery is registered for 50 children at any one time. The current roll is 71. The nursery provides varied placements to meet differing needs of families and includes morning and afternoon sessions, compressed hours and extended day placements. Across the school and nursery, 17% of children have English as an additional language.

2.3 Learning, teaching and assessment

very 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

- Staff are highly responsive to children's care and learning. They have established a very nurturing learning environment where positive relationships contribute significantly to children's achievement. Children are confident and enthusiastic learners. Practitioners deliver a highly effective blend of adult-initiated and child-led learning. This supports effectively children's interests and needs and encourages them to lead their own learning. Practitioners ensure a strong focus on enabling children to develop a range of skills for learning, life and work in a meaningful way, including real-life experiences. As a result, children can talk about the skills they are developing. Staff plan motivating learning experiences that extend and sustain children's interests, often on an individual basis.
- Most children are leaders of their own learning. They are supported sensitively and skilfully by practitioners as they explore, investigate and develop their resilience. Practitioners have undertaken helpful professional learning to promote and ensure children's involvement in planning their learning. They have a well-developed and shared understanding of high quality early learning pedagogy. Practitioners reflect continually on their own practice. They have developed carefully the playroom environment to promote children's creativity and independence. They support children effectively to follow their own interests and make choices and decisions about their learning, including when outdoors. Practitioners use the local environment and community well to provide different contexts for children's learning. Children are afforded appropriately the time and space required to deepen their learning. For example, practitioners use learning walls to engage children in discussion.
- Practitioners interact sensitively with children in a natural and respectful manner. They use discussions and questioning effectively to promote children's curiosity and extend their learning. Children are listened to and recognise that their views are taken into account. Practitioners use and value digital technologies which enhance children's learning. For example, they use the internet to research areas of children's interest. Children experience an increasing range of learning in this area, including practitioners introducing children to coding.

- Over the last year, practitioners' professional learning, ongoing support and modelling has resulted in improvements in how they observe children's learning. They gather relevant information on children's learning which identifies and informs their planning. They make informed judgements about children's progress in their learning. Children's progress and achievements over time have been well recorded in their personal learning journey (PLJ) folders. They enjoy reflecting on their learning and sharing this with others. In moving forward, practitioners need to develop this further to help children increase their awareness of their next steps in learning. Practitioners use relevant information in children's PLJ folders effectively to support children's transition across the early level and into P1.
- Practitioners are highly responsive when planning to ensure that they meet children's needs and interests. They use a blend of approaches, including planning walls and floorbooks, which ensure planning is accessible and meaningful to children. Practitioners use interesting and imaginative stimuli that help frame planning for, and discussions about learning, for example, props related to safety. Practitioners monitor carefully children's learning through regular, structured discussions. Their robust tracking systems provide an evidence base to these well-established processes. They use information to identify children who may have barriers to their learning or who would benefit from increased challenge. They also make relevant changes to how they plan for relevant interventions to support children, whilst at the same time making appropriate changes to the learning environment. Practitioners need to evaluate the effectiveness of these to ensure children's outcomes continue to improve.

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

- All children, since starting nursery, continue to progress as a result of the high quality learning experiences provided by practitioners. Almost all children are confident, independent learners.
- Most children make very good progress in early literacy, communication and language. Children's verbal and non-verbal communication skills are developing very well. Their emergent writing is progressing well. Children are developing a range of skills in different contexts, including phonological awareness through rhyme and recognising initial letter sounds. They need to continue to develop these skills further across the nursery in different areas of their learning.
- Children are developing relevant skills in early numeracy and mathematics. As a result, most make very good progress. Children rote count and recognise numerals as they play games and complete jigsaws. A few older children count on from various starting points with accuracy and explore simple addition. They use appropriate mathematical language with confidence during play and when making comparisons. Children need to explore and develop their understanding of 3D objects. They also need to develop an awareness of how money is used, for example, through enterprise projects and other real-life experiences in the nursery.
- Children make very good progress in health and wellbeing. They are independent in personal hygiene and as they choose and prepare their own snack. They play well together and children are beginning to develop skills to resolve minor conflict through becoming more aware of restorative approaches. Children develop a range of physical skills as a result of sessions in the gym hall, when playing outdoors in the garden and through visits to the local forest. Children are developing very well their fine motor skills.
- Children are familiar with a variety of occupations such as a dress designer and chef. They are beginning to become aware of some of the skills and terminology related to specific roles. Children are developing essential skills for life, learning and work very well through real-life experiences within the community and imaginary contexts within the playroom.
- Children share and are proud of their achievements. Their success is celebrated through, for example, 'star of the week' and by celebrating children's individual art work. Children's achievements outwith the setting are valued. Children are gaining various skills and attributes across the four capacities through taking on increasing responsibility and leadership as well as developing as caring and responsive citizens. Senior leaders need to continue to track, review

and ensure they have an overview of children's successes to identify specific skills they have gained through such achievements.

- The school's motto of 'One school, many individuals' underpins the highly inclusive ethos of the nursery. Practitioners take very good account of children's differing circumstances. The depute headteacher and practitioners use and analyse data well to identify children who require additional support or challenge in their learning. They identify indicators of potential barriers to children's learning. Their interventions have a positive impact on securing children's progress. In addition, positive partnership working with other agencies provides essential support to children and families. Practitioners meet children's needs very well. As a result of their effective strategies, children continue to make very good progress in their learning and development.

Practice worth sharing more widely

- Practitioners integrate learning about the world of work naturally into children's play. They provide meaningful and relevant experiences within the nursery and local community which develop children's awareness of a range of occupations. This includes involvement from parents, local services and businesses. Practitioners are making a conscious effort to talk about skills and as a result, children are beginning to associate these with specific occupations. In addition, they are beginning to use the language of skills during learning experiences. They talk confidently about roles and responsibilities and how these relate to them as individuals as well as their local community.

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.