

# Summarised inspection findings

**Burghead Primary School Nursery Class**

Moray Council

11 February 2025

## Key contextual information

Burghead Nursery Class is a standalone setting within the small fishing town of Burghead on the Moray coast. The nursery is situated within a classroom of Burghead Primary School and is led by a part-time manager who has full responsibility for the nursery. The senior early years practitioner (SEYP) deputises on the days the manager is not present. The nursery operates term- time only from 9 am – 3 pm, Monday to Friday.

Children attend the nursery from the age of three until starting primary school. The nursery is registered for 20 children at any one time. The roll at the time of the inspection was 25. A few were in their first week of attending nursery. The majority of children are under four years of age. Almost 50% of children attending the nursery have a blended placement with another early learning and childcare (ELC) setting.

The nursery has a small playroom and outdoor space which children use on a free-flow basis. Children spend most of their afternoon sessions out and about in the local community where they are very well known.

In addition to the manager and SEYP, the staff team consists of four part-time early years practitioners and one early years support worker.

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

- Practitioners have very positive relationships with children and each other. The ethos of the nursery is friendly, relaxed and homely. Practitioners demonstrate a strong commitment to children's rights and promote this very well through their interactions and learning experiences. Children share confidently what some of these rights mean to them such as the right to play, make friends and to be themselves.
- Across children's day and week in nursery, practitioners provide a wide range of interesting and engaging learning experiences indoors, outdoors and within the community. These opportunities motivate children highly as they develop their knowledge and skills across the curriculum.
- Senior leaders and practitioners are strong role models for children and demonstrate care, kindness and respect. As a result, children play very well together. They show kindness to each other and "look after" children who are new to the setting. When required, practitioners use a range of successful support strategies to help children to develop positive relationships with their peers.

- All who work in the nursery interact skilfully with children and are attuned to their varying needs. They adapt their interactions sensitively to include every child in all experiences. Senior leaders and practitioners use conversations, explanations and questions carefully to support and extend children's learning meaningfully. They give children time and space to think, respond and to follow their interests. This leads to children learning in greater depth.
- Practitioners' observations now have a clearer focus on the skills children are developing. They use this information very well to influence future planning. Practitioners involve children at an appropriate level to identify what they might want to learn next. They support children very well to achieve their 'challenge' through interesting provocations and experiences. Practitioners use digital technology well in relevant contexts to enhance children's learning both indoors and outdoors.
- Children are proud of their personal folders which contain observations, photographs and examples of their work. They talk confidently about their experiences and learning. In addition, practitioners share this information regularly with parents through an online platform. Parents are very satisfied with the range of experiences that support their children to make progress in their learning.
- Practitioners use a range of trackers very effectively to demonstrate the progress children make in their learning and development. They encourage parents to contribute to this through sharing their children's learning from home. This highly effective approach gives practitioners a clear understanding of children's learning outwith nursery. Due to the number of children on blended placements, practitioners communicate very well with colleagues in children's additional ELC setting. Together, this information gives practitioners a greater insight into individual children's learning out with Burghead Nursery Class. Practitioners collate helpful information on children's learning and share this with primary 1 colleagues at the point of transition. This supports successful continuity and progression for children.
- The team plan over different timescales to provide a breadth of play and real-life experiences. There are many very good aspects to the setting's approach to planning, recording and tracking children's learning. It would be helpful for senior leaders and practitioners to streamline these approaches to avoid duplication and bring about greater coherence.

## 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 setting and the education authority.

### 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

- Overall, children are making very good progress in their learning because of their rich and varied nursery experiences and the skilful interactions of practitioners.
- In early communication and language, almost all children are making very good progress. They confidently share their thoughts and express themselves through conversation, gestures, songs and rhyme. Children are developing their range of vocabulary very well and are beginning to understand the meaning of more complex words. They use sign language confidently to communicate information. Almost all children enjoy listening to stories and can predict what happens next. They create their own stories, adding detailed drawings to illustrate their ideas. Most children recognise their name and the initial letter sounds. They identify other children's names with ease.
- Most children are making very good progress in early numeracy and mathematics. They demonstrate their understanding of number and number processes very well through real - life contexts. Most children order and sequence numbers and use one to one correspondence. Through routines, children count in twos and use the language of fractions correctly when selecting their snack. Children create patterns and explore two-dimensional shapes and three-dimensional objects within their environment. They apply their knowledge of shape through detailed construction of towers and models. Children confidently use mathematical language to describe features of their environment during daily visits to the local community.
- Almost all children are making very good progress in health and wellbeing. Children coordinate their movements confidently. They dress to go outdoors independently and understand the need to keep warm and dry through wearing appropriate clothing. Almost all children identify and manage risks very well when outdoors. They keep safe when climbing trees, manoeuvring through icy pathways and when crossing the road. Most children express their feelings confidently. They show empathy and awareness for the needs of their friends through negotiating, sharing resources and taking turns.
- Children develop a wide range of knowledge and skills across the curriculum appropriate to their stage of development. Through extensive community experiences, children are knowledgeable about key landmarks, sea creatures and wildlife.

- Almost all children are making very good progress since starting nursery. They are independent, happy and curious learners. Together, the range of information the manager and practitioners hold on children's learning, demonstrates clearly the very good progress children have made over time.
- Children come together regularly to share and celebrate significant achievements with their friends and practitioners. They share proudly how they are becoming more active by jumping, running and riding their bikes. Children are developing early citizenship skills through extensive community experiences. This includes exploring and understanding their local area, meeting and respecting other community residents, and engaging in experiences related to 'The Clavie.'
- Respectful relationships between children, practitioners, parents and the wider community are evident. Practitioners know their children and families very well and have a sound understanding of the barriers that may affect children's learning. They work very effectively with parents and other agencies. Practitioners use a range of successful approaches to support children's learning and the engagement of their families.

## 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.