

Summarised inspection findings

Hopeman Primary School Nursery

Moray Council

1 October 2024

Key contextual information

Hopeman Primary School Nursery is in the village of Hopeman on the Moray coast. The nursery provides early learning and childcare places for children living in the community of Hopeman and surrounding areas. Children can attend the nursery from the age of three until starting primary school. The setting provides places for 20 children at any time. Currently, there are 27 children on the roll. Children attend between 9am and 3pm, during school term time. A minority of children attend the nursery full time with the majority attending Hopeman Nursery and another setting in the local area. There is one playroom, and children have direct access to a small outdoor area and the wider Hopeman Primary school building including the gym hall and library. The acting nursery manager is responsible for Hopeman Nursery and nearby Aberlour Nursery. In August 2024, a new manager will take up post. The nursery is staffed by two senior early years practitioners, three early years practitioners, a support worker and a pupil support assistant who work different patterns.

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 created an ethos that demonstrates a deep respect for children. They have high expectations of, and aspirations for, children and themselves as educators. Together, they form a well-established community where everyone plays a vital role. Practitioners are committed to, and provide, very high-quality early learning pedagogy. As a result, children are highly motivated and enthusiastic learners. Almost all children engage for extended time, often leading their own learning, becoming absorbed in their experiences. Practitioners have a well-developed understanding of child development and have used professional learning to deepen their knowledge of how children learn. They use this effectively to carefully develop attractive spaces for learning. Children benefit from well considered spaces, experiences and resources that spark curiosity, inquiry, and investigation.
- All practitioners are very good role models to children through their calm, nurturing and respectful approach. All children demonstrate an awareness of others, often showing respect and consideration for their peers. A few children benefit from the sensitive support of a nurturing adult to help them negotiate social situations at their individual developmental stage. Practitioners interact skilfully with children to support, challenge, and extend learning. They observe children carefully and use questioning and commentary to be highly responsive to learning needs and interests. Practitioners make effective use of digital technologies to support and enrich children's learning. They should continue to develop the use of technology in innovative ways to help children develop and apply a range of skills.
- Practitioners carefully observe children as they play and learn. They use this information to identify what children are interested in, what they can do and what they need to learn next. Practitioners also record in depth and detailed observations of children's learning at key points each term. Their observations are documented effectively in different ways, including an online

platform to record and share children's progress and achievements. Practitioners use their observations to reliably inform local authority development trackers to document the progress children make. Practitioners increasingly identify next steps in learning with children, in a developmentally appropriate way. This is helping most children understand their strengths as learners and celebrate the progress they are making. Practitioners provide very good support to children who have barriers to their learning. Children are supported very well as individuals with their own strengths and learning needs. This includes the use of detailed plans to support them to make progress and reach their potential.

- Practitioners plan for children's learning using a very effective blend of child-led and adult-initiated experiences. They are extremely skilful in provoking children's interest using child-centred approaches that enthuse and excite. Children experience a stimulating breadth, depth, and challenge in their learning which creates excitement and motivation. Practitioners make learning visible to children using a learning wall approach. Children are actively involved in documenting, recalling, and sharing their experiences, and readily make connections with what they have learned previously. Practitioners are proud of how they have developed planning for children's learning and recently shared their high quality approaches at a local authority show case event.

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. 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

- Children make very good progress in communication and early language. Almost all children are confident communicators at their own developmental stage. They understand and use a range of interesting and complex vocabulary. Almost all children listen very well, for example to instructions and stories being read. Supported by an adult, most children have created their own version of familiar texts, with a few children choosing to illustrate their work. Most children mark make in their play with a few enjoying the challenge of copying words. They draw using increasing detail. Children recognise environmental print in a range of contexts, for example warning signs and receipts. Most children are beginning to identify rhyme and are excited to explore letters, identifying associated sounds.
- In numeracy and mathematics children make very good progress. Almost all children confidently recognise numbers in their play and count accurately. They apply their understanding when singing number songs and rhymes. Children use a range of mathematical language accurately and with confidence as they identify pattern, measure and compare sizes. Most children enjoy problem solving and predicting and are delighted when they experience success. They have explored simple data handling as they collate information about their birthday months and shoe sizes. A few children recognise symmetry as they learn about the life cycle of a butterfly.
- The strong focus on wellbeing results in almost all children making very good progress in health and wellbeing. Almost all children understand the wellbeing indicators and how they relate to their experiences. Children are developing an awareness of their emotions and almost all are able to self-regulate with minimal adult support. They are independent in making decisions about what and where they will play and in routines. Practitioners recognise children could be even more independent in lunch routines. Children understand the importance of keeping themselves safe in different contexts and are increasingly managing this independently. Children are polite and understand the importance of respecting others and good manners.
- Over time, almost all children make very good progress and are developing the skills and attributes to be successful, life-long learners. They have a very positive attitude to learning and are learning to be resilient when faced with challenge. Practitioners skilfully use their extensive knowledge of children, including what they already know, to ensure they make strong progress in their learning. Children who have barriers to their learning are supported to make strong progress at their individual developmental stage. This is ensuring that all children are making the progress that they are capable of and any potential differences in outcomes are limited.

- Children's wider achievements, within and beyond the nursery are recognised and celebrated. Families share achievements from home to create a culture of achievement and pride in what children can do. Practitioners could track the skills children are developing beyond nursery more effectively to ensure they are consistently built upon. Children enjoy being responsible for tasks in nursery, including preparing snack. They contribute to the local community through litter picking. Practitioners recognise that children are ready to extend their participation in relevant opportunities to contribute as active and responsible citizens.
- Practitioners promote equity for all children through the respectful and inclusive ethos. They collect a range of information and data to check the progress children make in their learning. This helps them identify where there are gaps in learning, or children may benefit from support or challenge. They should continue to explore all available data to inform decisions about any future interventions.

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.