

Summarised inspection findings

Ferryden Primary School Nursery Class

Angus Council

26 March 2024

Key contextual information

Ferryden nursery class is part of Ferryden Primary School. The nursery is managed overall by the depute headteacher and led on a daily basis by the senior early years practitioner (SEYP). The nursery is staffed by the SEYP, two early years practitioners, one early years assistant and one modern apprentice. Children receive their 1140 hours entitlement by attending from 8.30 am to 4.00 pm, Tuesday to Friday during term time. The nursery is registered for 20 children at any one time, with a current capacity of 16. At the time of the inspection, there were 16 children attending, with almost all in their pre-school year. The nursery has one playroom and access to a secure outdoor area, along with access to the primary school grounds.

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 know children very well, creating very positive, nurturing and inclusive learning environments where children and families are valued. Practitioners are highly responsive to children's interests and needs. Children explore spaces with confidence and interest. They are highly motivated and engaged in their learning and play, with well-developed friendships.
- Practitioners have a strong sense of teamwork and have created a 'family feel' across the nursery. Led very effectively by the depute headteacher and SEYP, the team offers children high-quality learning experiences, which are based on children's rights. Practitioners use open-ended questions and provocations very well to support children's learning and extend their skills. Practitioners have a sound understanding of child development, undertaking regular professional learning.
- Children are developing their curiosity and creativity through interesting experiences, such as science experiments to simulate volcanoes erupting. Children are gaining confidence in using digital technologies to support aspects of their learning. As planned, practitioners should continue to develop children's skills further in use of digital technologies.
- Practitioners continually refresh and develop the outdoor environment very well, responding to children's interests. As a result, children experience a wide variety of motivating learning activities outdoors, including the option of snack time. Children's learning is extended in the community and at home through, for example, using the recently developed 'Borrow Bags'.
- Practitioners use a range of assessment information very effectively to meet the children's needs. They observe children and record information about their learning regularly in their 'Busy Bees' books, floor books, 'My World' folders and online learning journals.
- Practitioners monitor the learning achievements of children regularly, to ensure each child is making appropriate progress. They share online learning journals of each child's progress and

achievements, which are valued by parents. As identified, practitioners should continue to develop further children's language of learning when reflecting on their experiences.

- Practitioners' planning methods take very good account of the experiences and outcomes of Curriculum for Excellence (CfE). Practitioners capture and respond to children's interests and ideas very well, for example, through use of floor books. They use this information very effectively to identify possible lines of development to explore with children.
- Practitioners record children's progress in a variety of ways very effectively, including through use of the Early Learning Centre tracker. Practitioners provide children requiring support in their learning with appropriate interventions, including those for whom English is an Additional Language. Cosy corner experiences enhance children's confidence and independence. Books are available in different languages and practitioners have key phrases written in languages on the nursery wall. Collectively, approaches such as these lead to children being very well supported throughout their nursery experience.

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

- Overall, children make very good progress in their learning. Children are successful, confident and are able to exercise responsibility very well.
- Almost all children make very good progress in early language and communication. Children engage in functional writing, for example, by writing the snack menu each day. Several children are capable of writing familiar words including names of others independently. Most children enjoy sharing their detailed drawings and ideas, describing aspects of their images confidently. Children re-tell stories to their friends with expression and enjoy reading with adults. Children enjoy selecting books from the playroom and lending libraries. A few children who require support with their language development are making good progress in their individual targets.
- Children make very good progress in numeracy. They have many opportunities to extend their numeracy skills playing games with peers and adults. Children demonstrate learning through, for example, confidently ordering numbers on the number tree. Practitioners use real life and imaginary contexts well, for example, measuring the height of a practitioner. Children measure ingredients that are required when making playdough. Children understand basic fractions through chopping fruit at snack. They count down the time and match shapes using the interactive board. Children are now ready to develop further their skills in information handling.
- Children make very good progress in health and wellbeing. Children describe their feelings and emotions through use of value bears, stories and 'Robbie the Rights Rabbit' which support them well to understand their wellbeing. They enjoy taking 'Victoria Value Bear' home and re-telling the activities they shared at home. Children identify healthy foods and enjoy preparing their snack or setting up for their lunchtime. Children are confident articulating their interests and in use of the language of their rights.
- Practitioners use robust tracking procedures to evidence that children are making very good progress over time since starting nursery. Practitioners reflect on their observations and tracking very well to contribute to learning goals. Through discussions at 'My World' meetings, parents participate in discussing next steps for children. Parents share their views of children's learning through use of online journals.

- Practitioners recognise and celebrate children’s successes and achievements very well through praise and encouragement. Practitioners display children’s achievements throughout the nursery and through digital platforms. As planned, practitioners should continue to encourage all parents to share achievements from home regularly.
- Practitioners are inclusive and welcoming to all families and children. Practitioners take account of families cultural, socio-economic, and linguistic backgrounds. They understand their role in promoting equity. Practitioners provide sensitive and valued support and advice, including supporting overcoming barriers to learning, which is welcomed by 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.