

Summarised inspection findings

Auchtergaven Primary School Nursery Class

Perth and Kinross Council

20 June 2023

Key contextual information

Auchtergaven Primary School nursery is a small nursery class. Twenty-two children can attend at any one time. The current roll is 20. Children attend from the village of Bankfoot and surrounding areas from the age of three until they begin primary school. There is one small playroom with access from the cloakroom area to a large outdoor space. Children attend for a full day during term time from 9am until 3pm. The headteacher has overall responsibility for the nursery, supported by a team of practitioners and play assistants. A peripatetic, local authority, visiting teacher also works with the team.

The small, hardworking nursery team have experienced significant staffing challenges.

2.3 Learning, teaching and assessment

satisfactory

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

- Most children appear confident and happy in the nursery. Relationships are positive, and children are encouraged to develop independence as they choose where to play or follow routines. Children enjoy helping staff as they set the table for lunch and cut fruit to help prepare snack. The small, renovated indoor learning environment offers children a range of learning opportunities, including a home corner and creative area. Practitioners have made a positive start to improving the learning spaces. The team should continue to review and improve their indoor and outdoor areas. A few play spaces and activities, for example in the sand or construction areas are very small. This can restrict children as they try to develop an idea or try to play alongside other children.
- Practitioners are working hard to implement new approaches to how they plan learning. The team plan learning that is both responsive and intentional. Practitioners are beginning to improve the balance between adult-led, adult-initiated, and child-led experiences. Practitioners should work with senior leaders to build on initial self-evaluation to focus on a few aspects of practice such as large group times. This will support the team to ensure they are clear about the purpose and value in experiences when children come together as a group. Most children would benefit from experiences and interactions that build on prior learning and support children to explore their interests in more depth.
- Overall, most children are motivated and enjoy their play. A few children play for extended periods of time as they ride balance bikes or transport water to the mud kitchen. Most children move frequently between activities and areas. Practitioners encourage children to suggest ideas of what they would like to learn more about. Increasingly, the team record children's questions and photographs of experiences in floorbooks. Children enjoy mark making and sharing what they already know or would like to do. Practitioners plan popular experiences, such as visits from parents who share information about their jobs. As the team develop this

approach it is important to develop further how children's questions are explored in more depth.

- Staff are interested in children's ideas and respect their choices. The team provide support to children to help them begin to develop their independence as they get ready for outdoor play. Adults value children as individuals, they know their personalities and preferences well. The team should continue to develop further their understanding of children as learners to support them to build on children's skills. Children would benefit from increased opportunities to reflect on and share their learning.
- Practitioners make observations of children's learning and development and share these with parents using an online platform. The team include photographs and comments to share what children have been involved in. The majority of practitioners' observations are not yet personalised enough or focused on significant learning. The team have worked with the headteacher to explore the planning, observation and assessment cycle. Senior leaders and practitioners gather evidence of when children meet their developmental milestones. A new local authority tracker, weekly planning meetings, alongside a termly progress meeting, is used to reflect on where children are in their learning. Keyworkers have made a positive start in improving how they build a picture of the individual progress children make in areas of their learning. It will be important that the team evidence clearly when children have overtaken next steps in learning. Practitioners should ensure their observations, assessments and interactions of children's learning influences their planning of learning.

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

satisfactory

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 in the nursery are making satisfactory progress in health and wellbeing. They benefit from warm relationships with adults and appear happy and confident in the nursery. Practitioners encourage children to share their feelings, manage their emotions and to understand the importance of personal hygiene. Children play well together, and practitioners support a few children to resolve any conflicts in their play if required. The outdoor spaces promote opportunities for physical play through large block play, bicycles and climbing. The majority of children need support to extend their engagement and increase their listening skills during group times.
- The majority of children are making progress in communication and early language. They are keen to converse with other children and adults, and willingly share thoughts and ideas. Children show a keen interest in books and regularly seek out adults to read their chosen texts. A language programme which highlights key words supports children's vocabulary through their play. Children are developing their mark-making skills and enjoy singing familiar songs as part of a group. Practitioners should continue to make use of environmental print and review and update meaningful mark-making opportunities indoors and outdoors.
- In early numeracy and mathematics, children are making satisfactory progress. A few children enjoy measuring objects around them, creating tally charts and can apply early numeracy skills as they count in routines and play. Practitioners should ensure that there are more numeracy rich opportunities indoors and outdoors that would promote investigation, problem solving and exploration. This should ensure levels of engagement are sustained and extended. Practitioners should continue to encourage children's use of mathematical and positional language through play, building in appropriate challenge for children.
- Practitioners track and monitor individual children's developmental milestones, literacy and numeracy. They share next steps for individual children with parents on a termly basis. Children and parents should continue to be engaged in creating and reflecting on focused next steps. Senior leaders should now embed the use of new tracking systems and work with practitioners to evidence children's progress in their learning over time.
- Practitioners highlight children's achievements through displays and online platforms. The team encourage parents to share children's achievements from home. Practitioners should track these achievements to demonstrate the wider range of children's experiences and the skills they develop. Children should be enabled better to contribute their views and ideas to the

setting. This should support their developing skills of responsibility and support them to better lead their own independent learning.

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.