

Summarised inspection findings

Inverkeilor Primary School Nursery Class

Angus Council

20 June 2023

Key contextual information

Inverkeilor Nursery Class is situated within Inverkeilor Primary School within the village of Inverkeilor. The nursery is registered for 22 children at any one time. At the time of the inspection, the roll was 15 children. Early learning and childcare (ELC) placements are available for children from aged three years to those not yet attending school. The nursery class offers sessions between 9.00am - 3.00pm, five days a week, during term time. The headteacher has the day-to-day responsibility for the running of the nursery, supported by a senior early years practitioner. There are also three early years practitioners and one early years assistant. In addition, a local authority ELC support teacher provides additional guidance for staff, on a monthly basis, to develop and improve practice. Over the last two years, there have been a number of changes of staff.

2.3 Learning, teaching and assessment

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

- Across the setting, practitioners' interactions with children are warm, caring and nurturing. All children demonstrate positive relationships with practitioners and their peers. Children feel valued, safe and secure. Practitioners listen to children and are responsive to their needs and ideas. Children benefit from established routines within an approach that allows them extended time to follow their interests. They make independent choices about where they will play, moving confidently between the playroom and outdoors. Practitioners should continue to develop the indoor and outdoor environments to support children's development and learning, especially in literacy and numeracy.
- Practitioners are developing well their understanding of early childhood development. They know children and families well. They use this knowledge to support children's learning through planned experiences and being responsive to their interests. Practitioners interact with children to nurture and support learning. They should now develop their use of questioning to enhance and extend children's learning across the curriculum. Children would benefit from more opportunities to talk about their play and learning.
- Practitioners plan for learning well in response to children's learning needs and interests. They use floorbooks and mind maps to capture children's voice. They now need to ensure that children's learning experiences have a clearer focus on Curriculum for Excellence (CfE) progression pathways. Practitioners should ensure that planned experiences are developmentally appropriate and tailored, to ensure they provide all children with the right balance of support and challenge.
- Practitioners use the interactive whiteboard well to support children's numeracy and literacy skills. They share children's learning with parents using an online tool. They should now

continue to explore how digital learning and technology could be used to extend and challenge children's learning across the curriculum.

- Practitioners observe children and record observations of learning through an online platform. They should now use this to focus on recognising and recording children's significant learning and identifying next steps, linked to CfE National Benchmarks. This will help to provide practitioners with robust information to inform planned learning within the playroom and outdoors. This will also help practitioners to identify where support and challenge is needed for individual children.
- Practitioners use local authority overviews to record individual children's progress towards developmental milestones and progress in literacy and numeracy. They now need to use these more effectively to support planning for individual children across the curriculum, especially in literacy and numeracy. This will support practitioners to identify areas where children need to have further experience or to make better progress. Practitioners should now work with parents to develop clear, short-term targets for children who find learning challenging. This will help them measure children's progress more clearly. Practitioners should now work with staff in P1 to plan for children's learning across the early level. This will help support staff in maximising children's progress in learning from nursery into P1.

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

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

- In early language and literacy, children are making satisfactory progress. They listen well to instructions and a few children are confident in contributing their thoughts and ideas in group discussions. Children would now benefit from more encouragement to discuss and share their ideas and thinking whilst involved in play. Most children enjoy exploring mark-making opportunities. A few children can write their name independently. They write when creating menus for the outdoor café or making signs for the loose parts area. Staff should increase these meaningful contexts for learning to improve all children's skills in mark-making. Children enjoy stories and listen carefully to details and can talk about their favourite story. They enjoy recreating stories during their play. Children would now benefit from further opportunities to sing songs and rhymes, identify rhyming words and different letter sounds through play.
- Children are making satisfactory progress in numeracy and mathematics. The majority of children count confidently up to ten. All children would now benefit from more opportunities to count forwards and backwards, to recognise and write numbers, and to count items in their play and planned experiences. A few children would benefit from working with numbers to 20 and beyond. Most children can identify and describe two-dimensional shapes. Most children can compare lengths, including comparing their heights using the language of "taller" and "smaller". Children explore measure through practical tasks, for example, making oat milk. Most children are ready to extend and apply their skills further across all areas of numeracy and mathematics.
- Practitioners promote children's health and wellbeing through a range of opportunities. As a result, children are making good progress against developmental milestones. They are developing an awareness of their own emotions and discuss how they feel every day. Children know how to keep themselves safe in nursery and whilst out in the community. They help each other during their play and friendships are well established. Children are developing an understanding of hygiene and how to prevent the spread of germs. They can discuss healthy food choices. Children demonstrate well-developed physical skills in outdoor play, for example during risky play with loose parts.
- Practitioners track and monitor children's developmental milestones. This is not yet supported by robust evidence of children's progression through the CfE early level. Now that staffing is more stable, practitioners should develop more effective ways to assess children's progress in literacy, numeracy and health and wellbeing across the early level. This will help to ensure they are improving children's progress. A significant number of children could be making better progress in their learning.

- Practitioners praise and regularly encourage children during their play. They recognise, value, and celebrate children's wider achievement in a range of ways, including the achievement wall and through the online platform. Most parents share achievements from home. Practitioners should continue to find creative ways to encourage families to share and record children's achievements and learning. They should track these to ensure that all children have their achievements celebrated.
- Practitioners know families very well and have a sound knowledge of factors that help to build a picture of the whole child. They support children and families well through challenging times. Practitioners should now develop further how they use all available information to support children's learning and to ensure equity. This will help to identify where sensitive and personalised interventions could help secure positive outcomes for children. Nursery staff and leaders should monitor the impact of any interventions for individual children.

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.