

Summarised inspection findings

Corrie Primary School Nursery Class

North Ayrshire Council

29 August 2023

Key contextual information

Corrie Nursery Class is situated within Corrie Primary School, which is a rural school in the village of Corrie on the Isle of Arran, North Ayrshire. The nursery operates 9 am – 3 pm term time and is registered for 20 children at any one time. Children attend from the age of three until starting primary school. The current roll is five. The nursery has a small playroom, a small covered outdoor area and a large natural outdoor space. The headteacher has responsibility for six schools and five nursery classes. She has delegated the responsibility for Corrie Nursery Class to a deputy headteacher who is supported by a peripatetic senior early years practitioner (SEYP). The SEYP, who took up post in August 2022, also provides leadership and support to other nurseries on the island. There are two early years practitioners and an early years assistant post which is currently unfilled. The nursery has been refurbished and has experienced staffing challenges in the last year.

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

- Practitioners have positive relationships with children and their families. They have created a friendly and welcoming ethos for all. Children benefit from the calm and relaxed atmosphere within the nursery, which helps them to feel safe and secure within the 'Corrie family'. They confidently make choices about where they would like to play and know where to find the resources that will help them. Children show good concentration and independence in their play. For example, they make playdough and tap shapes into a board with a hammer and nails independently.
- Children are motivated by the range of rich experiences available within the attractive playroom and outdoor area. Practitioners have created various areas of interest to stimulate and extend children's interests. For example, they use a minibeast and bird display which promotes children's curiosity. Children access a large outdoor area freely throughout their day. They explore and navigate the natural environment confidently.
- Practitioners sensitively support children and are respectful of their rights. The nursery charter helps to develop children's understanding of their rights in a developmentally appropriate way. As recognised, practitioners should increase opportunities for children to share their thoughts and ideas in a range of ways.
- Overall, practitioners' interactions, comments and use of questions support and extend children's learning well. They should build on this to ensure a consistent approach. Children are developing their skills and confidence in using digital technology. They access and navigate games confidently to develop early numeracy skills and research subjects of interest, for example, eagles and wasps.

- Practitioners observe children at play. They share these observations with parents through an online profile that includes photographs and video recordings of children at play. Practitioners should work together to ensure a consistent approach to recording significant learning with a focus on children's skills. They should also ensure they identify children's relevant next steps consistently. This should include children who require additional challenge in their learning. In addition, practitioners identify specific learning targets in numeracy, literacy and health and wellbeing. These are evaluated on a termly basis. Moving forward, practitioners should consider the information from their observations and the views of children and parents when identifying children's individual targets. This should help children to connect effectively with their target. Practitioners should support children to talk about their target, what might help them to achieve and recognise when they are successful.
- Practitioners use the experiences and outcomes from Curriculum for Excellence to support planning for children's learning. They use a responsive approach to planning, which enables children to follow their interests. In addition, practitioners identify specific learning experiences and outcomes to support learning across the curriculum. Practitioners use a local authority milestone tracker to record children's developing skills effectively. This focuses on health and wellbeing, early communication and language and numeracy and mathematics. This data is used to identify the progress children have made within the previous year.

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

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's individual learning plans, online profiles and trackers demonstrate that since starting nursery, children have continued to progress in their learning.
- In early communication and language, children are making good progress. They readily engage in conversation with each other and familiar adults. Children are building their vocabulary well. They use relevant descriptive language to identify different materials. All children enjoy hearing stories. They create their own storybooks and confidently share these with others. Children recognise their name around the playroom and at registration and are beginning to identify letters in their name. They would benefit from experiences that will support their skills in identifying initial letter sounds. Through a variety of opportunities, children are developing their early writing skills. They are beginning to form letters to write their name and convey messages.
- Children are making good progress in early numeracy and mathematics. Children count confidently beyond ten and recognise a few numerals. They recognise two-dimensional shapes and can copy and continue a simple pattern. Children are ready to explore and investigate the properties of shapes. They sort and match objects by colour and size. Children use relevant mathematical language as they weigh and measure during play. Children would benefit from developing their skills further in using money and gathering and displaying information.
- In health and wellbeing, children are making good progress. They play well together and enjoy their friendship group. They share, take turns and are kind to each other. Children are independent and take responsibility for tidying and setting up for lunch. They develop physical skills such as climbing and balancing during outdoor play. Children's fine motor skills are developing well as they use tools, manipulate playdough and chop fruit for snack.
- Children's paintings and drawings are valued and displayed attractively around the nursery. Practitioners recognise that they could do more to celebrate children's achievements from outwith the nursery. They could use this information to support planning for children's learning in order to build on children's experiences and skills.
- Senior leaders and practitioners know children and families very well. They understand the need to be vigilant to any potential barriers to learning. Practitioners are aware of the individualised planning that is required to support children who may require additional support with their 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.