

Summarised inspection findings

Kingussie Primary School Nursery Class

The Highland Council

17 March 2020

Key contextual information

Kingussie nursery class is located within Kingussie Primary School, Kingussie. The nursery class, alongside the school early level class, share a range of learning spaces. The nursery class is registered for 21 children aged from three years to those not yet attending school. All children have access to morning only sessions.

2.3 Learning, teaching and assessment

weak

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 teaching
- effective use of assessment
- planning, tracking and monitoring

- Relationships are positive across the nursery class and, as a result, children are safe and secure. A few children are still settling into the nursery class and are becoming familiar with their new environment. The majority of children are beginning to form friendships with their peers and are learning to play cooperatively with others. A few children need support to engage appropriately with their peers. Children move independently across the indoor environment, accessing several spaces including the early level classroom. Children access outdoors on a planned daily basis. They do not yet have access to free flow play indoors and outdoors. Practitioners should review current practice, taking full account of children's individual needs.
- Children are involved in learning through free play and a few planned experiences. They share experiences, for example, 'good morning time', with the early level class. This can interrupt children's play. Practitioners should continue to review the balance of adult support and direction given to children during their learning experiences. The majority of children are engaged in play, for example, in the home corner. A few children are not motivated and fully engaged in their learning. Practitioners need to continue to reflect on the learning environment in order to deepen and extend children's learning. In doing so, they should reflect on the current needs of all children, ensuring they provide a range of rich and challenging learning opportunities.
- Practitioners are aware of the stages of child development and recognise children's individual needs. They need support to develop effective early learning pedagogy in order to continue to meet the needs of all children. Practitioners use open-ended questions to extend children's learning and should continue to develop the use of skilled questioning to promote curiosity and problem solving. Practitioners should continue to introduce loose parts and natural materials in order to develop further children's creativity and problem solving skills. Practitioners provide digital technology, for example, the newly purchased programmable toys. Children use the interactive board well to research information relating to topics. Practitioners should continue to develop further their use of digital technology to support children's learning.
- Practitioners know children well, and use their observations and professional dialogue to inform professional judgements about children's progress. Children's profiles contain information on

their engagement in experiences and a few evidence progress across the curriculum. Practitioners now need to develop further their observation skills in order to record and plan children's next steps in learning. Parents contribute to children's profiles and receive daily informal feedback from practitioners. There are planned opportunities and one formal meeting annually for parents to discuss their child's progress.

- A system for planning linked to topics and Curriculum for Excellence experiences and outcomes is in place. The early level teacher, in conjunction with practitioners, leads planning meetings. Children do not yet have enough opportunities to contribute to the planning process. In order to ensure experiences are engaging and meet children's individual needs, practitioners should take further account of children's interests and developmental stages. The Highland Council's developmental overview sheets support practitioners to track children's learning in literacy, numeracy and health and wellbeing. In line with early learning and childcare national practice guidance, practitioners should review and improve the system for planning, tracking and monitoring children's progress.

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

- Overall, the majority of children are making satisfactory progress in language and communication. During free play, most children engage in conversation with their peers. They enjoy conversing with adults and visitors, sharing information about their learning experiences. The majority of children listen well to the practitioners and are able to follow instructions. A few children need more support to listen effectively to practitioners and peers. The majority of children enjoy mark making indoors, with a few drawing increasingly detailed pictures. A few children enjoy listening to a story read by an adult. Children enjoy singing Scottish songs outdoors with the early level class, with most engaging well with the actions. Children need to continue to make progress in language and communication, including developing further their pre-writing skills. For example, writing their name to self-register as they arrive at nursery.
- The majority of children are making satisfactory progress in numeracy and mathematics. They are showing an increasing interest in numbers, for example, as they count the number of snack items. The majority of children can count to five, with a few counting beyond. The majority of children use the language of measurement and size, for example, as they compare the size of owls and tractors. The majority of children recognise shapes and most confidently name their favourite colour. In order to continue to make progress, children need opportunities to develop further their skills in numeracy and mathematics. For example, problem solving and exposure to larger numbers.
- The majority of children are making satisfactory progress in health and wellbeing, with a few making good progress. The majority of children are developing their physical skills well as they run, climb and ride bikes outdoors in the large field. Children access the outdoors as a group on a daily basis, supporting the majority to develop resilience and an increasing sense of risk. A few children need support and encouragement to engage further in risky play outdoors. Children are developing an awareness of healthy eating as they enjoy a range of fruit and healthy snacks. They should have more opportunities to develop further their independence skills through preparing their own snack. Children are developing their hygiene skills well. Children recently started to engage in an 'emotional check-in' when they arrive at nursery. Most children need to develop further their knowledge and understanding of their emotions to enable them to engage fully in this process.
- Practitioners track and monitor children's progress using profiles and developmental overview sheets. The majority of children's profiles do not yet evidence clearly the progress they are making over time. Practitioners need to continue to develop their approaches to capture children's progress over time in order to develop clear and specific next steps in learning.

- Most children are developing their confidence and independence well as they move freely across the early level environment. Children's 'wow' sheets capture achievements from home. Children are developing a sense of success through daily praise and encouragement from practitioners. Practitioners should continue to record children's successes and wider achievements, in order for all children to develop as successful learners.
- There is an ethos of mutual respect and trust. Practitioners are aware of potential barriers to learning for individual children and contact external agencies for advice and support as appropriate. In order to continue to support all children to make progress in learning, practitioners need to ensure they effectively use the information and advice they receive.

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.