

Summarised inspection findings

Kinmylies Primary School Nursery Class

The Highland Council

19 November 2024

Key contextual information

Kinmylies Primary Nursery Class is located within Kinmylies Primary School. The setting has two playrooms and children have free flow access to a secure outdoor area. It is registered for 74 children aged three years old until they start school. There are currently 54 children on the roll. The nursery operates term time with children receiving their entitlement to 1140 hours of early learning and childcare by attending between the hours of 8am to 4pm each day. The headteacher is the named manager of the nursery and is supported in day-to-day leadership by a senior early year's practitioner. There are ten early years practitioners and three early years support workers.

1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Practitioners created the vision, values and aims in consultation with all stakeholders. They share them widely with children through displays. This helps children to understand the values well. For example, children discuss the importance of staying safe during play. Practitioners should continue to share the values in a relevant way with all children in order to help the values to become embedded further.
- All practitioners are enthusiastic, highly motivated and eager to improve their practice. They undertake a variety of useful professional learning opportunities, for example to create visuals that aid communication with, and language development of, children. Senior leaders carry out annual professional reviews with practitioners and plan together for future development needs. They work well as a team and engage in professional dialogue, sharing their professional learning and strengths with each other.
- Practitioners are reflective and adopt leadership roles across the setting, such as responsibility for managing and developing the outdoor space and environments. Senior leaders know the strengths and areas of development for the nursery. Senior leaders have identified appropriate improvements to the nursery using effective self-evaluation processes. This session priorities are to capture children's significant learning in floorbooks, to develop practitioners' observations and planning, and to support children's early writing skills. Practitioners should now lead and take forward improvements more formally, linking clearly to the nursery improvement plan. Senior leaders need to review how practitioners are involved fully in the change process to support continuous improvement for children and families.
- The headteacher and senior early years practitioner should ensure that evaluations and feedback from quality assurance activities about children's experiences are fully understood and acted on. This should include monitoring and evaluating the learning environment more routinely. This will ensure the quality of spaces and experiences provided for children as they learn and develop.

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

- Children are kind and caring towards each other during play. Practitioners have established a positive and nurturing environment which supports children to feel valued, safe and secure. Practitioners take time to gather important and helpful information from parents as children start at the setting. They use this information to help children to be confident and successful in their learning.
- Most children engage well in a range of spontaneous play activities indoors and outdoors as they choose from the resources available. Practitioners support children's free flow access to the outdoor play space throughout the day successfully. Staff evaluate play spaces and add learning experiences and resources in response to children's interests. This is beginning to support children to make decisions about their own learning. Staff now need to develop quality play spaces further and ensure they maintain them consistently. This will help increase challenge for all children and improve children's engagement in learning through play.
- Practitioners show a good understanding of children's needs. They interact responsively with children demonstrating warmth and patience. Practitioners make good use of interactions to develop children's thinking and help sustain their interest in learning. A few children move from area to area without being involved in purposeful play. Practitioners should improve their ability to identify when this happens, in order to encourage children positively to engage in purposeful play.
- Practitioners use learning profiles well to record observations about each child. These include photographs and descriptions of children's significant learning. They share these profiles with parents each term. Parents are encouraged to include achievements from home. Staff should now consider how they can encourage parents and children to reflect on and contribute to children's learning more purposefully. This will allow parents to make increasingly meaningful contribution to discussions about children's progress and planning for next steps in learning.
- Practitioners benefit from weekly team professional dialogue meetings where they review and plan learning in the setting effectively. They should continue to plan for opportunities that allow children to lead their learning whilst responding to children's daily interests and needs. This will develop and deepen children's learning opportunities further.
- Practitioners track children's developmental progress using local authority guidance. They are beginning to track aspects of children's early literacy skills. Practitioners should improve the tracking of children's learning through the early level of the curriculum. This information would support practitioners to clearly identify children's next steps in learning and strengthen the continuity for children at key points of transition.

2.2 Curriculum: Learning and developmental pathways

- Practitioners offer a curriculum that is play based and responsive to children's interest. Children benefit from a variety of worthwhile experiences offered across different areas of learning. Practitioners use a local authority resource to inform them about the elements required to create a high-quality learning environment. Senior leaders recognise the need to continue to review the use of learning pathways to support children's progression and next steps in learning.
- Practitioners work in partnership with a charity to facilitate young people from a local secondary school to work within the nursery. Young people interact with children positively to support them with their play. The initiative is well-planned with a focus on positive relationships, communication and wellbeing. Young people act as positive role models for the children and allow them to develop real and meaningful relationships within a safe and supportive environment. Children benefit from increased opportunities for communication and creativity through play.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners engage parents well in the life of the setting through a variety of approaches. Families join 'stay and play' sessions and outings in the local community. These help parents to engage with their child's learning and share in children's experiences. Senior leaders and practitioners should continue to increase how parents are involved in their child's learning experiences.
- Practitioners have caring and open relationships with all families. They welcome parents warmly into the setting. Parents share their children's achievements outwith school on social media and contribute towards a 'wow moment' display. Practitioners recognise children's achievements, such as developing their cycling skills, by working in partnership with parents.

2.1 Safeguarding

- 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.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Practitioners emphasise the importance of children's emotional wellbeing. They sensitively support families and value children as individuals. Children, with encouragement from practitioners, are beginning to talk about the wellbeing indicators and what they mean to them. For example, most children demonstrate how to include others by reminding each other to be kind as they play. All practitioners are good role models for children and promote the language of children's rights. Practitioners value the views and opinions of children and make them visible throughout the environment. Practitioner's respectful and nurturing relationships with children support children's strong sense of self and belonging.
- Children participate in an enjoyable lunch routine. Practitioners sit with children and engage in relaxed conversation. This allows children to enjoy their food in a familiar environment. Children are becoming increasingly independent as they self-select some of their food and pour their milk and water. All children would benefit from opportunities to develop their independence further.
- All practitioners know their statutory requirements in relation to safeguarding and child protection. They have undertaken appropriate and relevant training ensuring they understand fully what is expected of them. They have a good understanding of children's care needs and work closely with parents to meet them. Practitioners have a good awareness of children who have additional support needs. Practitioners work with parents to create appropriate personal care plans for all children. They seek advice promptly from partner agencies where necessary to provide effective support, plan targets and implement strategies to help children develop. Practitioners meet children's individual developmental needs well, as a result.
- Practitioners provide an inclusive, nurturing and welcoming ethos that supports children to reach their full potential. Practitioners celebrate diversity through cultural festivals and by providing resources through play. Practitioners should continue to build on this practice to develop children's appreciation for diversity within their setting and local community.

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

- Most children make good progress in communication and early language. Most children listen well and follow simple instructions and routines. They talk confidently to adults and each other about their play and use signs and symbols correctly to support their communication. Children are encouraged to develop early writing skills and have opportunities to mark make indoors and outdoors. A few children write their name and some common words. Almost all children enjoy listening to stories and singing songs and rhymes. They are developing their awareness of the role of the author and illustrator. Children would benefit from increased opportunities to recall and tell their own and familiar stories using role-play activities. Practitioners should adopt a progressive approach to developing children's early literacy skills.
- Most children make good progress in numeracy. Most children recognise some numbers to 10 and count in their play activities and routines. They use the language of measurement successfully as they compare heights and use positional language as they play. Children talk with increasing confidence about shapes and patterns in their environment. Children would benefit from more opportunities to gather and display information using real life contexts. Practitioners should implement a progressive approach to developing children's early numeracy skills.
- Most children make good progress in health and wellbeing. Children benefit from daily emotional check-ins which helps them to name and understand emotions. They learn about making healthy choices at snack and lunch and independently use cutlery. Children understand the importance of hygiene and are able to wash their hands. They are learning how to brush their teeth properly. Children benefit from a range of opportunities to run, jump, climb and balance outdoors which develops their gross motor skills well. They should now be encouraged to develop respect and responsibility for the care of toys and resources within their environment.
- Overall, children make good progress in their learning. They make choices ably and develop their curiosity as they play. Children's achievements during learning and at home are displayed within the playroom. Practitioners use praise to encourage children in their learning and recognise their efforts. This is contributing to children becoming increasingly confident and independent as they talk about their play and 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.