

Summarised inspection findings

Newtongrange Primary School Nursery Class

Midlothian Council

21 January 2025

Key contextual information

Newtongrange Primary School nursery is located within Newtongrange Primary School. The setting has two playrooms. All children have free-flow access to a secured outdoor area. The setting is registered for children aged three years old until starting primary school. At the time of inspection 37 children were 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 8.30 am to 3.05 pm each day. The headteacher is the named manager of the nursery and is supported in day-to-day leadership by two senior early year's practitioners, eight early years practitioners and one support worker.

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

- All practitioners are caring, nurturing, and committed to fostering positive, relationships across the nursery. The welcoming and respectful ethos enables children to feel secure. Practitioners support all children sensitively using language that is developmentally appropriate. This is resulting in most children being happy, calm, and motivated throughout their learning.
- Practitioners respond to and value children's individual needs and interests. They know their children and families very well. Children access a wide range of exciting learning opportunities within the local community, for example the community garden, park, and local woods. This is helping children to engage in real life experiences and become responsible citizens. As planned, practitioners should now consider how children can be more involved in leading and reflecting on their own learning to enable their creativity, and independence.
- Most practitioners use skilled conversation and commentary throughout the session to promote children's confidence and independence. As a result, the majority of interactions are of a good quality and allow children the time and space to follow their interests and deepen their learning. Children use interactive digital boards and tablet devices to support early writing and number concepts. As already identified, practitioners should continue to develop their use of digital technology to enhance children's learning.
- Practitioners record children's significant learning through comments and photographs. Children's learning journals capture a blend of individual and group learning. The child's voice is evident throughout the journal with children clearly having ownership. Families are encouraged to contribute to these profiles. This supports effective transitions from home and into primary one. As planned, careful consideration should now be given on how parents and children are able to reflect on and contribute to discussions about themselves as learners.
- Practitioners benefit from 'daily huddles' to review learning and discuss children's current interests within the setting. Practitioners plan appropriately over different timescales using

national practice guidance, they take a considered approach to their use of intentional and responsive planning. Practitioners make effective use of their knowledge of children to monitor progress and plan next steps in learning. This is helping to secure positive outcomes for all children. Practitioners should continue to provide interesting contexts for learning through play that that meet all children's individual needs.

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

- Most children are making good progress in communication and language. The majority of children share books with practitioners and listen well to stories. They share their thoughts and ideas confidently and are developing a wider range of vocabulary through engaging in rhymes and songs with practitioners. Most children recognise their own name readily. They engage in mark making experiences indoor and out, and draw increasingly detailed pictures. Children would benefit from wider early writing experiences to develop their skills in more real-life contexts and through exciting provocations.
- Most children are making effective progress in mathematics. They count confidently and recognise numerals within ten. They show a good understanding of the language of size when building with wooden blocks and gathering sticks and leaves in the local park. They are developing information-handling skills as they use tally marks to count the aeroplanes that fly over the nursery each day. Across the year, all children should experience a wider breadth of mathematical learning experiences.
- Most children are making good progress in health and wellbeing. They are beginning to be aware of their own emotions as they take part in the emotional daily check-in. They are developing fine motor skills as they use tools at the work bench and while creating hessian sewing patterns. Lunch times are relaxed and unhurried. Practitioners and children eat together. This supports children to develop social skills and encourages them to try new foods. Children have free-flow access to the inspiring and well-resourced outdoor area where they run, climb, and balance enthusiastically and with increasing confidence. Practitioners should now support children to have a greater awareness of the wellbeing indicators in meaningful ways.
- Senior leaders meet with practitioners termly to discuss tracking data for literacy and numeracy. This helps to identify individual children's progress over time and where additional support could be beneficial. Practitioners are proactive in implementing strategies to support children's learning. They monitor the impact of interventions using additional tracking systems. Practitioners should now ensure they use tracking information to provide support for children who would benefit from additional challenge in learning.
- Children's achievements at nursery and at home are recognised, celebrated, and displayed on the 'Proud Cloud'. Children are proud of their achievements and are keen to share these with others.

- Practitioners know their families and the community in which they live very well. They have created an inclusive ethos and ensure sensitively all children have equal access to learning opportunities. They provide clothing to ensure all children can access the outdoors in all weathers. Families can access books to support bedtime reading routines and pre-loved children's clothes are available.

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.