

Summarised inspection findings

Dunblane Primary School Nursery

Stirling Council

12 September 2023

Key contextual information

Dunblane Primary School Nursery is based within the grounds of Dunblane Primary School. The nursery provides early learning and childcare (ELC) placements for children from Dunblane and the surrounding area. Children can attend the nursery from the age of two until starting primary school. There are currently no two-year-old children attending the nursery. The setting can provide places for 32 children at any one time. Currently, there are 65 children on the roll. The nursery was refurbished during session 2021/2022. There is one spacious L-shaped playroom and children have direct access to the large outdoor area. Children attend across the extended year with places offered between 8am and 6pm. The minority of children access their nursery provision through a blended model of provision, spending part of their entitlement in the nursery and the remainder in other childcare settings. The depute head teacher of Dunblane Primary School and Nursery has delegated responsibility for the nursery. There is a principal early childhood educator (PECE), 2 senior early childhood educators (SECE). They are supported by 4 early childhood educators (ECE), a modern apprentice and a support worker ECE. A local authority peripatetic early years teacher supports the nursery team periodically.

2.3 Learning, teaching and assessment

very 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

- Almost all children engage very well for extended periods of time in a range of adult-led, child-led and child-initiated learning experiences. They are highly motivated as they explore their learning indoors and outdoors. All children have access to a wide range of natural and open-ended materials to extend their play. Children are curious and creative in their learning, as a result.
- Children use digital technology such as tablets and an interactive whiteboard effectively to support their learning. Children from P6 and P7 in the primary school, who are digital leaders, visit the nursery regularly to help children develop their digital skills successfully. For example, they create animations together.
- Practitioners use skilful questioning to deepen children's learning. They use open-ended questions and give children time to think and reply. Children explain effectively what they have been doing and what they have learned. Practitioners listen carefully to children's questions about what they would like to learn and help children to extend their learning in a range of well-planned and child-initiated activities.
- Practitioners know and understand individual children very well. They make regular, frequent and effective observations of children's learning. All practitioners have a shared language for recording the skills children are developing. They link these skills to milestones in the local authority framework and Curriculum for Excellence (CfE) experiences and outcomes.

Practitioners use information gathered to plan for children's learning across different timescales effectively. They respond well to children's interests when developing learning contexts and learning experiences for children.

- Practitioners meet three times a year with senior leaders to identify the progress children are making and identify any gaps in their learning. This helps them to identify interventions for children who require support or challenge in their learning. Parents and children meet regularly with practitioners to discuss children's learning. They record information gathered in useful learning grids and identify next steps for learning effectively. A minority of children attend more than one setting for their entitlement to 1140 hours of early education and childcare.
- Senior leaders are developing strong links with a majority of blended placement providers to share knowledge of children's achievements and progress across both settings children attend. Practitioners in both settings share access to children's online profiles and record observations of children's learning and progress and next steps effectively. They attend regular meetings for children with additional support needs and develop next steps for children's learning together, with parents and children. This is helping practitioners to build on children's prior learning. Senior leaders should now consider how they record the impact this shared approach is having on 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. At the time of the inspection, there were no identified areas for development.

3.2 Securing children's progress

very 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

- Almost all children are making very good progress in early language and communication. They enjoy singing songs and rhymes in small groups. Most children engage well with the wide range of mark-making activities available. A minority are beginning to form letters and write their own name in play activities. Almost all children recognise and select their own name as part of morning routines to record their lunch choice. Children enjoy choosing stories from the wide range of texts available and listen very well while adults read to them.
- In numeracy and mathematics, almost all children are making very good progress. Most children count within 10 in a range of play experiences, and a few can count beyond 10. They recognise familiar numerals and enjoy counting forwards and backwards in a range of songs and games. Children enjoy gathering data and are beginning to display their findings in simple graphs and charts. Almost all children enjoy measuring and comparing measurements of everyday objects as they play. They use positional language, such as under, behind and through in their play. This is seen often when children use obstacle courses or explore loose parts.
- Practitioners have a strong focus on health and wellbeing. As a result, almost all children are making very good progress. All children develop their gross and fine motor skills in a range of experiences, such as obstacle courses, running, cycling and balancing. Children use a shared language to describe their feelings successfully. This is helping children to stop potential conflict arising and play together effectively. Almost all children are very independent in daily routines, such as lunch. They serve their own food confidently and can tidy up successfully after eating.
- Almost all children are making very good progress across the curriculum and over time because of their nursery experiences. They are becoming increasingly confident and are developing well as independent learners.
- Practitioners celebrate children's wider achievements in and out with the setting on wall displays, achievement badges, online profiles and at assemblies. Almost all children contribute to the life of the setting and the wider community in a range of well-planned experiences. This includes sharing stories with community members at the local 'Memory Café'.
- All practitioners have a strong understanding of the context in which children live. They ensure everyone has equal opportunity to engage in all nursery activities to ensure no child misses

out. For example, all children can access waterproof clothing for outdoor play. Senior leaders monitor closely the progress and attendance of children living in families facing financial hardship. They use information about children's progress well to provide targeted support, as necessary. They monitor closely the impact of these interventions to ensure all children have equal opportunity to make the best possible progress.

Practice worth sharing more widely

- Senior leaders are developing strong links with a majority of blended placement providers to share knowledge of children's achievements and progress across both settings children attend. Practitioners in both settings share access to children's online profiles and record observations of children's learning and progress and next steps effectively.

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.