

# Summarised inspection findings

**St. Joseph's RC School Nursery Class**

Aberdeen City Council

17 September 2024

## Key contextual information

St. Joseph's RC School Nursery class is located within the primary school building and is registered for 20 children to attend at any one time, aged three to five. At the time of the inspection, 32 children attended the nursery. Children attend either morning or afternoon sessions. Children access a large, designated playroom and have use of a dedicated outdoor space. Children can attend for 600 hours over 39 weeks. Parents can take up the remainder of their 1140 hour entitlement from another provider. The nursery is open from 8:30 a.m. until 3:30 p.m. The headteacher has overall responsibility for the leadership of nursery and is supported by the deputy headteacher. The Senior Early Years Practitioner (SEYP) has responsibility for the day-to-day management of the setting. The nursery team consists of two early years practitioners and one pupil support assistant.

### 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

- All practitioners are very nurturing, caring and respectful towards children. This leads to children developing very positive attitudes to learning. They are happy, motivated and engage confidently in their play and learning. Children are developing curiosity, leadership and a sense of responsibility. They have fun exploring and investigating open-ended resources that provide challenge. They take risks under careful adult supervision. They take the lead skilfully and make decisions when playing. As planned, practitioners should introduce more digital learning across the nursery and develop further the outdoor area to enhance children's learning experiences.
- Practitioners take careful account of children's interests and strengths and use open-ended questions to extend these interests. This is having positive outcomes for children as they are more engaged in their learning.
- Relationships between children and practitioners are very strong which results in a positive impact on children's learning and engagement. Practitioners listen intently to children's views and encourage them to manage any conflict very well. They are sensitive to the needs of children and families. They work very well with parents to address any issues or concerns which may arise from dysregulated behaviour. As a result, children are included and nurtured in the learning environment.
- Practitioners document well the learning that takes place and make high-quality observations. They understand their role in supporting and extending the learning of all children. They collaborate very well to share and improve their knowledge and understanding of early learning pedagogy. Practitioners use ideas from research and professional learning to improve their

approaches to planning. As a result of their effective practices, they support children's language and communication skills particularly well.

- Practitioners capture and record a variety of significant learning on learning walls and online journals. This is shared regularly and meaningfully with parents. Children choose aspects of their learning to share as a 'wow moment' and this helps them reflect on their learning. Practitioners should continue to explore how they can gather increased feedback from parents about children's progress.
- Practitioners demonstrate a sound understanding of how to plan, track and monitor children's progress. They ensure their approaches to planning are responsive to children's interests, strengths, and address areas for development. Children's progress in learning is discussed regularly. Practitioners make use of local authority developmental milestones and track children's progress in different areas of literacy and numeracy over time. They are clear about children's strengths and next steps.

## 2.1 Safeguarding and child protection

- The setting 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

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

- Most children are making very good progress in communication and early language. They listen well to each other and follow instructions from staff. They talk comprehensively using a wide vocabulary and share stories they have created confidently. Children read books meaningfully in all learning spaces.
- Children are making very good progress in numeracy and mathematics. They sort, match and count numbers to ten routinely and accurately in their play. They use mathematical language confidently during water and sand play. Children confidently understand measure appropriate to their stage of development as they compare sizes during planting opportunities. Children use mathematical equipment including height charts, metre sticks and number lines independently and appropriately within the playroom and outdoors.
- Children's progress in health and wellbeing is very good. They have regular opportunities to balance, run, climb and ride bikes outdoors. Children talk effectively about their health, wellbeing and emotional needs. They benefit from valuable emotional check-ins from staff and are encouraged regularly to consider how to keep themselves safe. Children interact positively with one another, take turns and share. Children are learning about healthy food choices at snack times. They now require increased opportunities to develop further independence skills as they come together to share food.
- Children are making very good progress in line with their age and stage of development since starting nursery. This is confirmed by detailed and systematic individual trackers which highlight progress over time. Practitioners have developed detailed individual plans to support children who need extra help with their learning. This results in these children being suitably challenged and making strong and secure progress.
- Children's achievements are shared and celebrated regularly and effectively using online learning journals. Practitioners celebrate these with the children and build successfully on learning in nursery. Children take on meaningful responsibilities, co-operating with one another in real-life situations, developing skills in problem solving, communicating, negotiating and fine motor skills.
- Staff have a clear understanding of what is required to ensure equity for all children. They know their families well and understand potential barriers to children's learning. They offer a high level of support to families who may need help. This is helping to secure children's

progress and ensure positive outcomes for children. As a result, children who are experiencing socio-economic disadvantage are making very good progress in 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.