

Summarised inspection findings

Laurieknowe Primary School Nursery Class

Dumfries and Galloway Council

26 November 2024

Key contextual information

Laurieknowe Nursery provides early learning and childcare for children aged two until starting school. At the time of inspection, there are 52 children on the register. The nursery moved into the current space within the school building in 2021. There is a playroom for children under three and two interconnected playrooms for older children. The school building is undergoing construction work that limits the use of shared spaces at times, such as the gym hall. The headteacher has overall responsibility for the nursery and works with a recently appointed nursery manager. The nursery team consists of six early years practitioners and four early years support assistants. Four of these members of staff have recently joined the team.

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

- Practitioners have built positive, nurturing relationships with children across the setting, creating a calm and caring ethos. They work well as a team and demonstrate a shared commitment to providing high-quality experiences for all children. Practitioners provide a wide variety of learning opportunities across the environment. These motivate children to be curious and creative as they engage in their learning. As planned, staff should continue to develop further opportunities for learning outdoors and in the local community.
- Across the setting, practitioners' interactions are warm and respectful, resulting in confident, well-settled children who are kind and caring towards each other. Children who are new to nursery are supported sensitively and effectively by the team. Practitioners encourage them to explore their new environment at a pace that meets their needs.
- Staff use questioning and commentary well to support children to extend their thinking and to talk about their learning. They are skilled at encouraging children to make connections to their prior learning and personal experiences. They listen carefully to children and are responsive to needs and interests, encouraging children to be leaders of their own learning.
- Practitioners make effective use of digital devices to support children to extend their learning. For example, children use digital technologies to research areas of interest, listen, mark make and play along to music.
- Practitioners are committed to promoting the rights of children through daily routines, interactions, and experiences. They identify meaningful contexts to promote children's understanding of their rights, for example, staff and children talk about the importance of a safe home during role play.
- Practitioners know children well. They gather and record observations of children's learning regularly. Children access these in their folders and enjoy sharing their learning with peers and

adults. Practitioners should continue to develop clear next steps in learning for children. This will help to ensure they maximise opportunities to develop children's understanding and skills.

- Across the setting, practitioners are highly responsive to children's interests when planning. They involve children well during their planning processes. For example, practitioners use children's ideas to shape learning spaces and activities. Staff should review intentional planning to ensure depth and breadth of children's learning experiences across the curriculum.
- Practitioners track children's progress in literacy and numeracy appropriately. Staff check- on children's progress at regular points in the year and identify any support needed. Building on this practice, they should continue to develop their shared understanding of national standards. This will help to support a deepening understanding of children's progress in learning.

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 literacy. They are keen to share thoughts and ideas. They listen well to each other. Practitioners' skilled interactions support children to learn and extend their vocabulary. Children ask adults to read stories throughout the day and choose books independently, sharing and discussing these with each other. Children create their own stories through role play across the nursery. A minority of children use mark-making opportunities well. All children would benefit from more opportunities to develop mark-making and emergent writing skills, such as drawing their own stories as part of nursery routines.
- Most children are making good progress in mathematics and numeracy. Children show a particular interest in exploring concepts of measurement using open-ended resources as they play. Children engage well together in problem-solving, for example, they experiment with volume during water play. Children count and explore number in play and real-life contexts and use mathematical language accurately. They explore the properties of two-dimensional shapes and three-dimensional objects creatively through building blocks and model making. Children would benefit from further opportunities to develop their number skills and wider mathematical concepts in meaningful contexts outdoors and in the community.
- Most children are making good progress in health and wellbeing. They relate well to adults and to their peers, developing positive friendships. Almost all children are confident and resilient, persevering when they meet challenges and demonstrating high levels of independence. Children develop physical skills well as they run, climb and balance. They use tools and engage in experiences, such as sewing, to practise their fine motor skills.
- Overall, children are making good progress. They demonstrate enthusiasm about their learning as they experiment and explore across the nursery environment. As planned, staff should continue to develop approaches which show more clearly children's progress over time.
- Children's contributions are valued and celebrated. Practitioners use praise well to celebrate children's achievements and capture these through their observations. They are developing ways to work more closely with families to capture and display children's achievements from home.
- Practitioners know families and the context of the setting well. Staff ensure they support every child to access all aspects of nursery life, such as eliminating any costs to the nursery day and

providing outdoor boots and jackets. They take account of any barriers to learning that exist for individual children and put interventions in place where additional support is needed.

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.