

Summarised inspection findings

Borrowfield Primary School Nursery Class

Angus Council

12 September 2023

Key contextual information

Borrowfield Nursery Class is situated within the infant building of Borrowfield Primary School. Children attend from Borrowfield and surrounding areas of Montrose. The nursery is registered for 32 children from aged three years to starting school. At the time of inspection, the roll was 32. Children can attend term time, from 9.00 am to 3.00 pm. The team has undergone significant change with new staff members joining recently. The Senior Early Years Practitioner (SEYP) leads the day-to-day running of the nursery, supported by senior leaders in the school. The nursery environment includes a large playroom, two enclosed outdoor areas and woodland designated for nursery use within the large school campus.

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

- Nursery staff, ably led by the SEYP, have worked effectively to form a cohesive team, and are developing their shared understanding of high-quality early learning and childcare. They are enthusiastic about the continued development of the provision, building on what is working well and developing aspects to improve further.
- Practitioners have created a positive ethos that nurtures and supports children. Children are actively listened to with practitioners being highly responsive to children's needs and interests. They value each child, placing a high level of importance on their views and opinions meaning the child's voice is strong. They should now progress their plans to explore children's rights in a developmentally appropriate way.
- Practitioners have developed attractive spaces for learning, indoors and outdoors, that offer support and challenge to children and allow them to lead their play. They make extensive use of outdoors to provide an interesting range of experiences. Practitioners provide a range of open-ended resources that encourage curiosity, enquiry and creativity. The considered use of resources and spaces is helping children to demonstrate a high level of engagement in their play that they sustain across the day.
- Children are happy, independent, and confident at nursery. They have well-developed relationships with adults and peers. As a result of the caring interactions with practitioners, children are calm and interact well with each other throughout the day. Across the team, practitioners should continue to develop their use of high-quality questioning and commentary to respond to and extend children's interests.
- Children make use of digital technologies to explore areas of interest and take photographs. They could make increased use of digital technologies as an integral part of their learning.

- Practitioners observe children as they play and learn. Their observations have an increasing focus on the significant learning of individuals. Practitioners come together regularly to discuss children's learning and plan what they need to provide to help children make the best possible progress. These discussions also help to develop a shared understanding of how children learn. Working in pairs, practitioners are developing a consistent approach to recording their observations. They are keen to continue to improve the quality of their observations by looking outwards to learn from how other settings record observations of children's learning. Practitioners record observations in children's individual learning journeys using an online platform. These are shared with families with helpful questions which support children to share their learning at home. Building on the use of floorbooks and learning journeys, children could be more involved in reflecting on their learning, for example discussing the skills they are developing.
- Practitioners plan for children's learning using an effective blend of planned and responsive approaches. They use information about what children can do and what they need to learn next to inform planning. Practitioners track the progress children are making and the Curriculum for Excellence experiences and outcomes they have explored. This helps them identify where children may need extra support or challenge and ensures they experience a broad range of 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. At the time of the inspection, there were no identified areas for development.

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

- Children are making good progress in early communication and language. Most confidently share their thoughts with familiar adults and their peers, for example, during 'show and tell.' They listen well to instructions and stories. Most children are familiar with a range of texts including traditional tales. Older children could be developing an increased understanding of rhyme and syllables. Almost all children are developing their mark-making skills at their individual stage of development, using a range of materials. The majority of children add detail to their drawings and most recognise their name. A few children could be writing for a purpose in more contexts to apply developing skills.
- Children are developing their understanding well in early numeracy and mathematics. They use a range of mathematical language appropriately across the setting and through their play. Most children count and use number in context, including routines. They confidently name and recognise two-dimensional shapes and are ready to explore properties of shape and three-dimensional objects. Children have begun to explore data handling and symmetry and could extend their understanding further.
- As a result of a strong focus on health and wellbeing, most children are making very good progress. Children have a well-developed awareness of how to keep themselves safe, for example by exploring why bumps and trips happen in nursery. They are confident as they develop their gross motor skills including pedalling a bicycle, climbing trees and negotiating different speeds and direction of a swing. Almost all children are independent during routines including snack and lunch. Children could take on more responsibility and more risky activities. These should build on existing roles and experiences.
- Over time, almost all children make good progress across all aspects of their learning because of their nursery experiences. Children are developing confidence and resilience and are increasingly independent in their learning as they make choices about what and where they will learn. Staff should encourage children to talk more about their learning and their developing skills to develop their awareness of themselves as learners.
- In partnership with families, practitioners recognise and celebrate children's achievements in a range of ways. These include wall displays, 'BAFTA' awards and 'FAB Fridays.' Children are proud of their achievements which contributes to increased self-esteem and a sense of wellbeing. Recently, children participated in a community art exhibition, sharing what they would like to do when they grow up. They are proud of their nursery cookbook and enjoy

following simple recipes at home and in nursery. Children demonstrate responsibility as they care for the natural world helping to plant trees, care for caterpillars and help recycle materials. They enjoy performing songs and rhymes at the community café.

- Senior leaders and practitioners have an extensive knowledge of the individual circumstances of children and their families. Practitioners are gathering an increasing range of information and data about children's progress in learning. This is helping them identify where individual children may require further support or challenge. Practitioners plan individual and targeted support for these children, for example specific learning experiences and providing different resources. As planned, they should now develop the use of all available data and information to tailor support in targeted ways.

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.