

# Summarised inspection findings

**Beauly Primary School Nursery Class**

The Highland Council

2 July 2019

## Key contextual information

Beaully Primary School nursery class is located within the grounds of the primary school. The nursery has one large playroom. Children use the school playground, gym and the extensive grounds for energetic play. They also enjoy play in the school's 'magic retreat' garden. The nursery offers morning or afternoon sessions with a small number of full day places. There is provision for a maximum of 20 children aged from three years at any one time. At the time of the inspection there were 41 children on the nursery roll.

### 1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The primary school and nursery class have recently revisited their vision, values and aims in consultation with children and families. This has been effective in contributing to a significantly enhanced sense of shared purpose and empowerment across the school and nursery.
- Practitioners are committed to collaborative working and share responsibility for the promotion of children's wellbeing. They work well together, demonstrating care and respect in their interactions. They are appreciative of each other's strengths and skills, and value the strong contribution of the headteacher to the work of the nursery team. As planned, the headteacher and her team should continue to review and update the aims of the nursery. This will ensure that they continue to reflect the changing context of the nursery and take full account of the aspirations of families.
- The headteacher provides supportive and enabling leadership to build capacity across the nursery and school. The nursery team are reflective and strive for continuous improvement. They regularly discuss practice and make improvements to provision. Practitioners are increasing their confidence in using 'How good is our early learning and childcare?' to identify strengths and areas for continuing improvement in the nursery. They make effective use of shared professional learning to inform change and look outwards to improve aspects of practice.
- Practitioners are enthusiastic about opportunities to lead and develop improvements in the nursery. The headteacher has a clear understanding of the nursery in the context of the school and wider community. We were able to identify good examples of whole school planning leading to improvement in nursery practice and outcomes for children. Examples of this include the development of pupil profiles with children and families, improved transitions, and children's increased access to high quality play outdoors.
- As planned, the headteacher should continue to support practitioners to build on existing strengths to improve self-evaluation and practitioner leadership further. Parents should continue to be actively involved in planning for improvement.

## 2.3 Learning, teaching and assessment

Satisfactory

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

- Children enjoy their time in the nursery. They are happy, confident and play together well. Children engage especially well in opportunities for exploration and discovery afforded by play in the 'magic retreat' garden. A focus on improving children's access to loose parts is impacting positively on the quality of outdoor play.
- It was noticeable that most children's engagement was not always consistently positive or sustained during their time in the playroom. We have asked the nursery team to make children's engagement and motivation in learning a focus for continuing self-evaluation. It will be important for them to continue to improve the playroom learning environment. They should also ensure that children have an increasing role in shaping routines and the pattern of the nursery day.
- Children are becoming independent and good at getting ready for outdoor experiences. They help prepare snack. Practitioners should now consider how they might create further appropriate opportunities for children to develop their early leadership skills.
- Interactions between practitioners and children are consistently warm and supportive. Practitioners make imaginative use of the garden to encourage children to begin to ask, and answer, interesting questions about living creatures and the natural world. In doing so, they make increasingly effective use of floorbooks and mind maps. Practitioners should continue with ongoing, successful, work to develop further strategies to extend children's thinking during together times, story times and play.
- Children's individual pupil profiles capture useful information about their progress in learning. Practitioners work with children and parents to set simple attainable targets for individuals. Children enjoy sharing their personal profiles, and are developing confidence in talking about their learning and progress.
- As they develop further responsive approaches to planning, practitioners aim to enable children to have a stronger role in leading their own learning. They should build on the positive start already made in the development of floorbooks and individual targets. As discussed, practitioners should now continue to develop their use of observation as part of effective assessment for learning. This will ensure planning provides increasing opportunities for children to experience appropriate challenge across their learning.
- Practitioners monitor children's progress in aspects of their development, using a local authority framework. As planned, the headteacher should work with the nursery team to continue to improve existing approaches to track children's learning in key areas of the curriculum. This will enable them to ensure children make best possible progress, and inform planning for further improvement to the curriculum and pedagogy in the nursery.

## 2.2 Curriculum: Learning and developmental pathways

- Practitioners use Curriculum for Excellence to plan a range of experiences for children across the curriculum. A focus on early literacy, numeracy and health and wellbeing is leading to positive outcomes for children. Practitioners should now make better use of the principles of curriculum design to increase challenge in learning.
- Children enjoy access to the nursery garden, school grounds and outdoor physical apparatus. They are developing their physical skills well as a result. Practitioners should provide increasingly challenging opportunities for children to develop and apply their literacy and numeracy skills in play outdoors.
- Visitors to the setting are helping children begin to develop awareness of the occupations of people in the community. Practitioners should continue to develop further children's understanding of how the skills they are learning in nursery link to the world of work.
- Transitions into nursery are flexible and take good account of individual needs. Significantly improved arrangements for transitions to primary ensure children feel confident and settle quickly. Colleagues in the school and nursery class should continue to develop consistently high quality learning and teaching across the early level. It would be useful to develop a curriculum rationale for the early level with a focus on the role of play in early learning.

## 2.7 Partnerships: Impact on children and families – parental engagement

- Parents and carers are welcomed and encouraged to become involved in the life of the setting. A few parents share their experiences of work with children and contribute their expertise to enrich the life of the nursery.
- Trust and respect underpins communication between the nursery and home. Practitioners keep parents informed about their children's progress through daily conversations, individual pupil profiles and planned parent meetings. Parents and carers are now more involved in planning learning, and recognising children's successes, through a simple target setting approach.
- Parents and carers have opportunities to find out about children's experiences in the nursery through newsletters, informative notice boards, floorbooks and an online blog. Stay and play sessions, and other opportunities allow families to find out how children learn in nursery and what they can do to help.
- Home link sheets provide parents and carers with some advice on extending children's learning at home. There is scope to develop this further.

## 2.1 Safeguarding

- 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.

### 3.1 Ensuring wellbeing, equality and inclusion

good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Everyone in the nursery shares responsibility for creating a positive, nurturing ethos.
- Practitioners are caring and respectful in interactions with children and parents. They have a good understanding of the importance of relationships in effective early learning and childcare. Practitioners know children well. They demonstrate skill and care in adapting their interactions, taking account of the individual needs and concerns of children. Children new to the nursery quickly come to feel part of the friendly, inclusive community.
- Children are happy, relaxed and clearly feel at home in the nursery. They enjoy the companionship of adults and demonstrate care and kindness to their friends. Practitioners make good use of praise and model positive interactions consistently well. As a result most children are increasingly aware of their emotions. A few children resolve small disagreements more independently or with helpful support from adults.
- Outdoor experiences, in the 'magic retreat' garden and playing field, provide children with good opportunities to engage in appropriate risky play. Practitioners help children consider how to keep themselves safe while testing their physical skills, for example when climbing and balancing. The garden environment allows children to manage their collaborative play independently, to share experiences and work together. As a result, children are developing strong friendships and good teamwork skills.
- The principles of Getting it right for every child, and the national wellbeing indicators underpin practice in the nursery. Practitioners quickly identify potential barriers to children's wellbeing. Positive relationships with the health visitor service help them in this. Practitioners plan children's care in consultation with families, taking good account of individual needs. Where appropriate, they work in partnership with a range of agencies to ensure that they have the knowledge and skills required to meet children's needs.
- Children are beginning to develop their understanding of what it means to be safe, healthy, active, nurtured, achieving, responsible, respected and included through experiences in the nursery. Practitioners should, as planned, build on this work to deepen children's awareness of what the wellbeing indicators mean and how they can use them in their daily lives. In doing so, they should continue to deepen their own understanding of the indicators, and involve families as fully as possible in this aspect of children's learning.
- Practitioners are reflective about their practice and keep informed about developments in early learning and childcare to fulfil their statutory duties.
- Practitioners are keen to ensure children are involved in making decisions in nursery. Improvements to planning, the use of floorbooks, and other approaches provide increased

opportunities for children's preferences and ideas to shape their experiences. We have asked practitioners to continue to develop this aspect of practice.

- Practitioners are developing a good understanding of equality and diversity issues as they relate to early learning and childcare. Shared professional learning, and self-evaluation, is helping them to challenge and improve their practice. They should continue this work. They should also consider how an increased focus on the children's rights might enable children to explore equality and diversity further.



### 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

- Overall, nursery experiences provide children with good opportunities to develop their early literacy and numeracy skills. Experiences outdoors, and in the school gym, provide good opportunities for children to develop physical skills, and promote self-esteem and resilience well. Practitioners should now build on existing practice to provide increased challenge for individuals and groups of children. This will enable children to make best possible progress in their learning.
- Children are making good progress in health and wellbeing. Children play together well. They are developing good teamwork as they collaborate in a range of projects, including extended imaginative play. This is especially evident in the nursery garden. Children demonstrate their developing fine motor skills as they experiment with a range of mark-making and cutting tools. Children enjoy challenging themselves in physical play, running, balancing and climbing. They are learning about risk and keeping themselves safe during outdoor play and on expeditions beyond the nursery.
- Children are making good progress in early literacy. Most children are confident when sharing their ideas and making their thoughts and feelings known. They are developing listening skills and take turns at story and group times. Children are developing vocabulary to enable them to talk about topics of interest. They are learning how non-fiction texts can help them find out about the world. Children enjoy rhymes and use a song board to enable them to select and sing their favourite songs. We have asked practitioners to make more use of non-fiction texts and to look at ways to make story sessions more engaging for older children. Children are becoming aware of letters and signs in the nursery and on walks in the local area. They are starting to write their names and contribute their writing and mark-making to floorbooks.
- Children are making good progress in numeracy. Most children count to ten, a few can count beyond 20. Children enjoy finding numbers in the environment. This is leading to an interest in larger numbers. Practitioners encourage children to begin to record their counting using tally marks and similar approaches. Investigations in the nursery garden encourage children to become aware of the potential of information handling as a useful tool to help them understand the world. Practitioners should continue to develop children's use of number to solve real life problems. Children are learning about shape in the environment and are developing their awareness of measure in a range of playful contexts.
- Practitioners celebrate children's achievements in the nursery. They encourage parents and carers to share information about children's learning and achievements at home and in the

community. Individual pupil profiles provide a useful record of children's progress and achievements over time. A simple approach to target setting helps ensure families and children are aware of individual learning goals and successes.

- Practitioners understand the challenges children and families face, and potential barriers for wellbeing and learning. As discussed, the nursery team should continue to develop an increased focus on equity for children and families in curriculum development.

### Choice of QI: 3.3 Developing creativity and skills for life and learning

- Developing creativity
- Developing skills for life and learning
- Developing digital skills

- Practitioners have made a positive start in increasing the range of open-ended and natural resources. Experiences in the nursery garden encourage children's natural curiosity about the world around them. Children are increasingly confident in asking questions and carrying out simple investigations. Practitioners use floorbooks to encourage children to build on their ideas and to develop projects over time. Practitioners now need to focus on how playroom experiences engage children equally well in rich, creative, learning opportunities. As a team, practitioners should continue to develop their shared understanding of what creativity means for children in Beauly Nursery Class.
- Children are developing skills for learning and life well. They are forming good friendships and developing good teamwork skills. Practitioners understand the role of wellbeing in children's learning and development. Caring and supportive interactions encourage children to do their best. Practitioners should now look for opportunities to involve children further in improving the nursery, school and community.
- Children are becoming familiar with a range of digital technologies, including an interactive tablet, camera, and programmable toys. A few children are beginning to explore how they can incorporate digital technologies more in their play. Children would benefit from further opportunities to explore digital technologies as useful information gathering and problem-solving tools. Practitioners should continue to develop a clear rationale for supporting children's skills in using and exploring digital technologies.

## 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.