

Summarised inspection findings

Carmyllie Primary School Nursery Class

Angus Council

14 November 2023

Key contextual information

Carmyllie Nursery Class is situated within Carmyllie Primary School, in rural Angus. The nursery has undergone significant changes in context in recent years, to accommodate 1140 hours. Additionally, the nursery team has been through considerable staffing changes over the last few years.

The nursery offers early learning and childcare for 1140 hours on Monday – Thursday, from 8.45-4.15pm, during the school term. At the time of inspection, five children attend the nursery, with the capacity for eight children. Children attend Carmyllie Nursery from three years old. The headteacher has overall responsibility for the nursery. The headteacher and Senior Early Years Practitioner (SEYP) each have shared roles and responsibilities between Carmyllie Primary School and nursery and Arbirlot Primary School and nursery. There is a shared approach to leadership of the nursery between the team. The SEYP leads the overview of planning, teaching and learning. The Early Years Practitioner leads the day-to-day running of the nursery. They are supported by an Early Years Assistant. The nursery environment includes one large indoor area with direct access to an outdoor area. Practitioners and children in the nursery class also make use of spaces in the wider school environment, such as the dining hall and school grounds.

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

- Children are happy, settled and show confidence, enjoying their learning experiences. Very positive and nurturing relationships exist amongst adults and children. Practitioners create an inclusive learning environment where children and families are welcomed and valued.
- Children demonstrate independence in their play, making choices about where they want to play and what resources will help them. Most children usually engage well in play, but there are times when they move from one area to another without fully engaging in meaningful play. Practitioners should continue to develop their use of open-ended and skilful questioning to maximise deeper learning in focussed activities and experiences.
- Practitioners continue to develop stimulating indoor and outdoor environments to offer children a wide range of experiences supporting exploration, creativity and curiosity. Children use their outdoor area well throughout the day. They particularly enjoy using tyres and planks to create a balance game. Children make good use of the wider school grounds, for example, for the use of wheeled toys or the trim trail.
- Children's drawings, artwork, constructions and photographs of learning are displayed attractively throughout the nursery. Practitioners are developing a good understanding of how each child learns, their interests and what motivates them. Practitioners are aware that children will benefit from increased opportunities to explore a wider range of digital technologies.

- Practitioners use a range of assessment information effectively to plan next steps in learning. They observe children and record information about their learning regularly in learning folios, including written observations and photographs. They share learning with parents through the learning folios and through a digital platform. Parents are encouraged to share learning from home. Families benefit from sharing their children’s learning through stay and play sessions.
- Planning methods take good account of the experiences and outcomes of Curriculum for Excellence. Practitioners listen to the views and interests of children and value their opinions within responsive planning, through, for example, their use of floorbooks. A number of children talk about their learning. Children are ready to take an increased role in reflecting on their own learning.
- Practitioners use a local authority tracker to record children’s progress, with plans to develop this further. Practitioners use appropriate interventions well to support children who need requiring support in their learning. Practitioners continue to involve parents in goal setting for children.
- As planned, practitioners should continue to extend their moderation activities with Arbirlot and other settings, in order to share practice and learn from each other.

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. An area for development has been agreed with the nursery 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

- Progress will be expressed in 'overall' statements. This is because of the very small numbers of children within the nursery.
- Overall, children are making very good progress in their learning. Practitioners' strong focus on early literacy and numeracy is impacting positively on children's learning and the skills they are developing.
- Children are making good progress in early language and literacy. They confidently make marks, recognise and write their names correctly, including capital letters. They enjoy stories, remember details, and actively participate in conversations with others, including adults and visitors. Children sing rhyming songs confidently, and still need to work on improving their listening skills.
- Children are making very good progress in numeracy and mathematics. Children count confidently to twelve and beyond, including counting backwards. As a result of a numeracy rich environment, children recognise amounts without counting out objects. They demonstrate confidence in numeracy through weighing and measuring ingredients accurately for making play dough. Children understand heavier and lighter, longer and shorter and use relevant mathematical language. Children are developing an understanding of data handling through the use of pictographs about favourite fruits. Children are ready to develop further their understanding of real money and coins.
- In health and wellbeing, children continue to make very good progress in their learning. They develop skills such as balance and control when climbing on tyres and planks. Children develop good fine motor skills while manipulating scissors, materials and resources. Practitioners support children to make positive choices, encouraging kindness and respect. Children demonstrate their independence as they help prepare snack, set the table and serve themselves during their calm snack and lunchtimes.
- The range of data gathered, observations of children and conversations with practitioners demonstrates that overall, children are making very good progress since starting nursery. Practitioners collate information on children's progress in literacy, numeracy, health and wellbeing and a range of developmental milestones.

- Children's achievements are celebrated well by practitioners through praise, encouragement and displays in the nursery. Practitioners share children's achievements with parents through social media and learning folios, as well as informal conversations. Practitioners encourage children and their families to share and celebrate all of their achievements from home.
- Practitioners are inclusive and welcoming to all families and children. Practitioners take account of families backgrounds and beliefs. They understand their role in promoting equity and provide sensitive and valued support and advice, which is welcomed by families.

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.