

Summarised inspection findings

Craigie Primary School Nursery Class

Perth and Kinross Council

12 September 2023

Key contextual information

Craigie Nursery Class is situated within Craigie Primary School in Perth. The nursery operates term time, from 9 am to 3 pm, Monday to Friday. The nursery class is registered for 24 children at any one time. At the time of the inspection, there were 30 children on the roll. Children attend from the age of three until starting primary school. The nursery has a playroom and an outdoor space. The nursery also has access to spaces across the school, such as the gym hall and the 'den'. The headteacher has overall responsibility for the nursery class. She delegates the management responsibility for Craigie Nursery Class to the depute headteacher. There are two full-time early years practitioners (EYPs) and two part-time EYPs. An early years play assistant and an early years family worker support the work of the EYPs. An early years teacher visits the nursery every week to offer practical support and guidance to the nursery team.

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

- Practitioners work very well together to provide a warm, welcoming and exciting environment where all children feel safe, happy and secure. All practitioners have very positive relationships with children and families. Children are kind and helpful to each other. Practitioners respect the views of children and involve them regularly in making decisions about their experiences. For example, practitioners include children in reviewing different areas of the playroom.
- Practitioners know each child very well and are responsive to their interests and needs. They promote children's confidence and self-esteem very successfully through sensitive and well-timed interactions. Practitioners use questioning very well to extend children's learning. They encourage children to read familiar letters, sounds and words and to count and describe various resources, including colour and shape, as part of their play.
- There is a strong focus on planned, intentional learning in the nursery. Practitioners organise spaces, indoors and outdoors, in a very well-considered way. They provide an engaging environment that supports all children to explore a wide range of resources. Children enjoy their time outdoors and use a range of loose parts and natural resources to support and extend their play. Almost all children show independence, confidently navigating different spaces and selecting resources to support their learning. They enjoy helping adults with tasks relevant to their daily routines. Overall, practitioners achieve an appropriate balance between child-led and adult-directed experiences. Children can engage in their learning and play for extended periods of time without interruption. They show resilience and perseverance as they play individually and in small groups.
- Children use digital technology in various ways to enhance their learning. They use the interactive board confidently to play games that develop early numeracy and literacy skills. They also use the interactive board to self-select what they would like for lunch and to find out

about things that interest them. They are developing their ability to use tablet computers independently to capture photos of work that they are proud of. Parents are very positive about the way that practitioners use an online application to share children's learning and achievements daily.

- Practitioners observe effectively children at play and record the developmental milestones and significant aspects of learning for each child. They gather important information about the skills children develop in each curricular area. Practitioners identify individual targets for each child, linked to literacy, numeracy and health and wellbeing. They share these targets with families using the online application. The targets are displayed in the playroom at child height and are accessible for children. Almost all children can talk about their own targets and how to improve their learning. They contribute effectively and meaningfully to the informative and attractive floorbooks and enjoy sharing these with visitors and parents during 'stay and play' sessions.
- This year, practitioners have reviewed their systems for planning, tracking and monitoring children's learning. They have robust approaches in place to identify any gaps in children's learning and to plan specific interventions, as well as a broad range of experiences. Senior leaders and the staff team use local authority resources very well to record children's progress in literacy, numeracy and health and wellbeing. This is helping practitioners to plan very effectively to support children who need extra help, and those who are ready for more challenge.

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

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

- Children are making very good progress in early communication and language. Almost all are keen to engage in conversations with their friends, adults and visitors, and respond very well to questioning. Practitioners add value to the knowledge that children bring to nursery by extending their listening skills and vocabulary, for example, by introducing 'words of the week'. All children enjoy listening to stories and singing songs and rhymes. They enjoy retelling well known traditional tales and making up new stories using puppets. All children can recognise their name when self-registering and selecting their snack. Most children recognise the names of others by reading the initial sound. Children are developing their early writing skills very well. They understand that print carries meaning and enjoy making signs, creating lists and writing menus for the snack area.
- Children are making very good progress in early numeracy and mathematics. Almost all children count confidently beyond 10 and recognise numerals. Practitioners ensure that children have planned, meaningful opportunities to use relevant mathematical language as they weigh and measure during play. They use money when they visit the local shop to buy ingredients to make playdough. They recognise two-dimensional shapes during their play, including items in their environment. Children use tally marks to gather information. For example, they wanted to find out the most popular foods at snack time. They interviewed each other, collected the information on a chart, and used this data to produce a pictogram.
- In health and wellbeing, children are making very good progress. They share, take turns and are kind to each other in all aspects of their nursery experiences. Almost all children are developing their fine motor skills very well as they use tools to create art, manipulate playdough and chop fruit. They understand why it is important to have good hygiene. They practise physical skills such as balancing and peddling as they learn to ride bikes. Children enjoy the responsibility of preparing for lunch and snack. They learn to serve themselves and socialise during these times. They are learning to keep themselves and others safe as they act as the 'risk assessor' each day, ensuring that the nursery outdoor area is hazard-free.
- Practitioners recognise and celebrate children's achievements very well, including from home using an online platform. Children's drawings and emergent writing are valued by staff and displayed attractively around the nursery. Children contribute to displays by writing signs and sharing their ideas. Practitioners use this information effectively to build on children's skills.
- Across the setting, almost all children are making very good progress in their learning. Practitioners clearly identify the progress children are making in communication, early

language, numeracy and mathematics, and health and wellbeing. Along with teachers and senior leaders, they use a range of data and assessment information to demonstrate children's progress over time. Together, they make sound professional judgements about how well children are developing.

- Senior leaders, teachers and practitioners know children and families very well. They work effectively with professional partners to support children who require additional support with their learning. Staff use visual prompts and real-life objects very effectively to ensure that children with barriers to communication are included fully in all nursery experiences. All children learn a new Makaton sign each week. This helps the nursery community to value and respect each other as equal individuals.

Practice worth sharing more widely

Practitioners' dedication and commitment to developing their own professional learning is exemplary. Individually, they undertake research and training to learn new skills and approaches, acting as 'champions' for key areas of the work of the nursery. As a team, they evaluate the impact of new resources and strategies they use, with a clear focus on making a difference for children. They record the evidence of their professional learning particularly well in floorbooks, that children also contribute to willingly.

Practitioners' recent professional learning on enhancing communication and literacy has had a significant, positive impact on children's listening skills and levels of concentration. Almost all children show resilience, perseverance and determination as they play and learn for extended periods of time. Practitioners' use of specific techniques to support children with barriers to communication are highly effective and inclusive. The nursery staff's thorough tracking of each child's learning and development demonstrates that all children make very good progress in early literacy and communication from prior levels of ability.

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.