

# Summarised inspection findings

**Dunrossness Primary School Nursery Class**

Shetland Islands Council

30 June 2020

## Key contextual information

Dunrossness Nursery is an early learning and childcare setting in the South Mainland area of the Shetland Islands. The setting is located in Dunrossness Primary School and has two playrooms and an outdoor play area. The setting is registered to provide early learning and childcare (ELC) for 30 children at any one time, from three years until they are of an age to attend primary school. At the time of inspection, 33 children were registered. The setting provides the 1140-hour model of ELC to meet the needs of children and families. As a result, the setting has undergone significant change in recent years.

### 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 teaching
- effective use of assessment
- planning, tracking and monitoring

- The recently established nursery team is making a positive start in reaching a shared understanding of approaches to play and learning. They use their knowledge of early learning pedagogy well to support children. Practitioners are building very positive relationships with children and parents. As a result, children are happy, safe and secure. They enjoy their time in the setting. They learn through free-play, in both the indoor and outdoor learning environments. Most children sustain interest and concentrate well for extended periods in purposeful play. They make decisions about where they want to learn, and with whom. This ensures a good level of choice for each individual child. Most children show motivation in their learning and are given effective support by practitioners to explore their own ideas. They have the time to follow their interests and to return to their play throughout the session. All children are friendly, polite and very well mannered.
- Practitioners focus attention on creating a very stimulating and nurturing environment. They are kind, supportive and sensitive in their interactions with children. All practitioners use praise appropriately to build children's self-esteem and confidence in learning. They engage very well in conversation with children, using effective questioning techniques to help children explore their interests and extend their thinking.
- Children learn in a wide range of interesting contexts with an appropriate focus on real-life experiences. Practitioners listen to children and respond positively to their interests. They plan for specific episodes of learning, recording children's ideas in a 'play and learn' diary. Practitioners strive to meet the differing needs of individuals through effective planning.
- Practitioners make good use of weekly meetings to discuss their significant observations of children's development and progress. This helps them to reflect on what changes could be made to ensure children are receiving appropriate support and challenge in their learning. Practitioners know children very well as individuals and can talk about their progress. They are now exploring the most effective way of recording aspects of children's learning. As part of this, they are developing their use of achievement folders and e-learning journals. The majority of

parents contribute to their child's e-learning journal and share information from home. This is helping children to talk about events and experiences, both within and out with the setting. Practitioners need to extend consultation methods to support children further in thinking about what they would like to learn next.

- The early years teacher and practitioners are making a promising start in developing systems for tracking children's progress. They use a "focus child model" to gather evidence on the progress individual children are making at given intervals throughout the year. Tracking such information helps practitioners to identify where children are meeting their developmental milestones and where they require more support. Practitioners are gaining confidence in recording children's progress in early literacy, using authority progression pathways. They now need to develop further tracking and recording systems to ensure they identify clear next steps in learning for all children.
- There is a strong sense of community and family within the setting. Practitioners are very knowledgeable about the island context that the setting serves and the challenges this can bring for families. They make very good use of this information in order to secure equity and positive outcomes for all.
- The setting has a clear programme of transition arrangements in place to support children's move into the primary school. Practitioners should continue to work closely with the P1 teacher to share their good knowledge of the children. This good practice supports children's continual progress through the early level.

## 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

- The very stimulating indoor and outdoor environments and quality of learning activities help practitioners to make sure children are making good progress in their learning. Children are successful, confident and developing skills of responsibility and independence.
- Almost all children are making good progress in health and wellbeing. Practitioners provide a supportive ethos in the setting. They have caring relationships with children and this is helping to promote children's emotional wellbeing. Most children show an understanding of their own emotions using a motivational book 'The Colour Monster' to talk about their feelings. All children are caring, kind and respectful to others. They take turns, share toys and cooperate well when playing. Children learn about healthy lifestyles through discussions about healthy foods as well as the importance of handwashing. Almost all children have a school lunch. Practitioners ensure snack and lunch routines are enjoyable experiences for children. Children display their good fine motor skills in using playdough and writing tools. Outdoors they run, jump and use wheeled toys with agility and confidence.
- Almost all children are developing good listening and talking skills. They talk confidently about things they are learning and demonstrate a high interest in Vikings. Practitioners use such experiences well to extend children's vocabulary. Children enjoy looking at books for information, listening to stories and they listen well to and carry out simple instructions well. They enjoy having fun with rhyming words. Most children are at an early stage of mark making. A few chose to draw and overwrite on cards. However, activities to promote early writing are too reliant on photocopied worksheets. Children need to develop their writing skills further through real life contexts in play.
- Children confidently hear and absorb Shetland dialect as part of their language development. They enjoy exploring text on a fictional book 'The Ooriks' by a local author. As part of this, they have fun creating adventures for the characters. Practitioners scribe children's phrases which encourages the use of the local dialect. This is supporting progression in learning well.
- Practitioners ensure children develop their skills appropriately in early numeracy and mathematics. Almost all children sort, match and count. A few demonstrate number recognition skills. Children recognise shapes, patterns and colours in the world around them. Through exploration of an interesting range of materials, children are developing their early mathematical skills well. Older children apply their numeracy skills in real life situations in, for example, ordering the quantity of snack provisions they require from the local shop.

- Children are developing skills of creativity through art activities, textile weaving and junk modelling. Practitioners need to increase the range of digital learning experiences to enable children to develop the skills they require for the digital world in which they live.
- All children have very good awareness of their natural surroundings through real life experiences such as visits to the beach, pond dipping, planting and growing activities. The setting engages with a range of partners from the island community to enrich learning experiences for all children and raise their awareness of the world around them. Children take part in the annual Shetland Folk Festival and SMUHA (South Mainland Up Helly Aa), the local fire festival. This adds value to the quality of children's experiences.

## 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.