

Summarised inspection findings

Colinton Private Nursery

The City of Edinburgh Council

30 May 2023

Key contextual information

Colinton Private Nursery is a private provider which works in partnership with The City of Edinburgh Council to provide funded early learning and childcare (ELC). The nursery is registered for 59 children at any one time and caters for babies to children not yet attending school. There are currently 93 children on the roll. Children can access their 1140 hours of ELC through a very flexible approach, allowing them to attend sessions and full days. The nursery consists of four playrooms, designated to age and developmental stages of children and two outdoor areas. A manager is responsible for the day to day running of the nursery and is well supported by a depute manager. The nursery is a family business with four directors who support the running of the nursery. The practitioner team has had significant changes over the last few years with recruitment still ongoing. The majority of the practitioner team are qualified with others working towards their initial qualification.

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

- Across the setting, from the baby room to the 3-5 room, there is a calm and inclusive ethos. Practitioners use praise and encouragement well when interacting with children. Almost all older children demonstrate respect well towards each other and to the adults in the playroom. There are warm, nurturing relationships between practitioners and children and between children and their peers. This is helping children to feel safe and secure in the setting.
- Almost all children are motivated and engage effectively in their play. They focus for extended periods of time when participating in activities they choose themselves or adult-led activities, such as singing. Almost all children engage well with each other and practitioners to discuss the activities they are doing. Children would benefit from regular opportunities to use digital technology as a tool to support learning. All children have regular opportunities to learn each day outdoors. Senior leaders should consider how they can extend opportunities for children to access the outdoor area more freely at times of their choosing throughout the day.
- Practitioners know and understand individual children well. They make regular and frequent observations of children's learning. They record this information in floor books and in children's individual learning journeys on an online app. Practitioners link these observations to Curriculum for Excellence early level experiences and outcomes, wellbeing indicators and the skills children are developing. This helps them to identify the progress individual children are making.
- Practitioners plan for children's learning across different timescales effectively. They ask children what they already know and what they would like to learn more about. They use this information well to plan a range of experiences across the curriculum to support children's

learning. Practitioners are responsive to children's requests for specific resources and activities. They now need to consistently plan learning that provides children with more challenge and allows them develop understanding in more depth.

- Practitioners track children's progress effectively using a helpful tool provided by The City of Edinburgh Council. They are beginning to identify next steps for individual children to help them to build on their prior learning. Practitioners share information about children's learning regularly with parents through the online app. They should now develop strategies to help children record their own achievements in their individual learning journeys. This should help children to understand what they have learned and identify, with practitioners, their next steps for learning.

2.1 Safeguarding

- The setting 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 setting and the education authority.

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

- Babies become engrossed as practitioners sing action songs. A few older babies enjoy mark making with crayons. Toddlers are developing their spoken language well at their own developmental stage. They enjoy learning animal names and the sounds they make. Most older children make good progress in communication and early language. They readily identify and can sing favourite songs and rhymes. Children listen very well to stories as practitioners read to them. The majority of children choose to look at books independently and have a good knowledge of different texts. A few children enjoy creating their own stories and books that record their own ideas and imaginative stories. The minority of older children are beginning to form letters, for example from their name. A few children enjoy the challenge of copying words and show a keen interest in early writing. Across early literacy, practitioners should support children to develop and apply their emerging skills, including writing across their experiences including outdoors.
- In mathematics and numeracy most children are making good progress. Babies show delight as they explore properties of sand and water. Toddlers are beginning to match two-dimensional shapes and recognise shapes in their play. A few children are beginning to count, for example in routines. Older children recognise and can recreate patterns. They recognise familiar numerals and enjoy counting forwards and backwards as they sing and play. They enjoy gathering and displaying simple data, for example, about eye colour and how they travel to nursery. Over time, children would benefit from increased experiences to promote development in all aspects of mathematics.
- Practitioners have a strong focus on health and wellbeing. This results in children making good progress. Babies are developing an awareness of themselves and others. They readily make their needs known to adults who are responsive to them. Toddlers are learning to take turns and become more independent in routines. Almost all children are developing their gross motor control as they climb, run, balance and jump outdoors. They could be developing skills further through more regular challenging experiences. Almost all children are very independent in routines such as snack and lunch. They serve their own food and pour their own drinks confidently. Children are willing to try a range of flavours and textures. They are ready to take on increased responsibilities, for example managing their own risk and play spaces.
- Children are making good progress across the curriculum and over time because of their nursery experiences. Practitioners support children who have barriers to their learning very

well. Children are becoming confident individuals who demonstrate developing skills, and knowledge and understanding across their learning.

- Children enjoy and benefit from having responsibility and contributing to the life of the nursery. They especially enjoyed performing for parents in the nativity. They are beginning to explore sustainability, including the importance of recycling, for example, fruit peelings. Practitioners could support children to contribute more as local and global citizens of 21st century Scotland. They should continue to encourage parents to share children's wider achievements from home. This will help them track and build on skills children have already developed.
- Practitioners have created an inclusive ethos and value and respect children and families. They know families and their context well. They should now make full use of all information and data available to promote and ensure equity for all. This should help them make informed decisions about strategies that will support all children to make the best progress.

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.