

# Summarised inspection findings

**Strachur Primary School Nursery Class**

Argyll and Bute Council

20 June 2023

## Key contextual information

Strachur Pre-5 unit is situated within Strachur Primary School. The Pre-5 unit has a large, rural catchment area. There is one playroom, an outdoor space and good access to the wider school grounds and local environment. The Pre-5 unit can accommodate 18 children aged from three years to those not yet attending school. The setting is open during term time from 9 am to 3 pm. There are currently seven children registered for the Pre-5 unit, with a few children accessing part of their funded hours entitlement at other settings. The headteacher has overall responsibility for the setting. Two childcare and education workers have day-to-day responsibility for the running of the Pre-5 unit.

### 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, relationships between practitioners, children and parents are consistently nurturing and respectful. There is a warm, welcoming ethos which is supporting all children to settle quickly and be confident and motivated in their play. Children play very well together, demonstrating kindness and empathy towards each other.
- Practitioners engage in ongoing professional learning which helps them to deepen their understanding of a high-quality learning environment. As a result, the learning environment helps children to make independent choices about their play and engage in a wide range of learning experiences both indoors and outdoors. All children are engaged in their learning as they choose from an extensive range of well-considered resources including natural and open-ended materials. These resources encourage exploration and creativity. As planned, practitioners should introduce a more free flow approach between indoors and outdoors as numbers attending the setting increase.
- Practitioners use digital technologies well to support learning. Children are developing skills in using the tablet computers as they research areas of interest and are developing their coding skills through programable toys. Practitioners should continue to extend the use of this technology across children's learning.
- Practitioners have a good understanding of child development and early learning. They support children skilfully through well timed interactions and questions and by guiding them during their play. They use a very effective blend of adult-initiated and child-initiated learning experiences to meet the individual needs of all children. Practitioners give children time, space and freedom to develop their ideas, interests and to extend their play, often for extended periods of time.
- Practitioners plan for learning in response to children's needs and interests. They use floor books, learning journeys, personal learning plans and an on-line platform well to document children's learning experiences. Children use these to talk about and reflect on their learning.

Practitioners should now work with children and families to review the purpose of these records of learning to reduce the unnecessary duplication of work and ensure that children's progress and next steps can be clearly identified.

- As children learn, practitioners observe them carefully. Practitioners should continue to develop and refine their observations with a focus on children's learning and the specific skills they are developing and applying. This will support practitioners to identify clear and meaningful next steps across the curriculum for individual children.
- Practitioners use local authority trackers and developmental milestone overviews effectively to record individual children's progress in literacy, numeracy and health and wellbeing. They talk regularly together to share information about children's progress and identify areas where children need to make progress. Practitioners communicate regularly with other early learning and childcare providers to share learning and next steps for children who have blended placements.

## 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. Areas for development have been agreed with the school 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

- Children are making good progress in developing their early language and communication skills. They listen well to instructions and enjoy contributing their thoughts and ideas in discussions. Children listen very well to stories and respond actively to questioning. They enjoy recreating stories using puppets. A few children are at the initial stages of identifying rhyming words. Practitioners provide mark-making opportunities to help children to develop early writing skills in a wide variety of contexts. A few children can recognise and attempt to write their name with support. Staff should ensure that children continue to enrich and extend their language and vocabulary through different contexts and play.
- Children are making good progress in numeracy and mathematics. They develop their skills as they demonstrate counting in their daily routines. Almost all children can recognise and count numbers to 10, with a few children beginning to count and recognise numbers to 20 and beyond. Children can use mathematical language in different contexts, for example, to describe more or less tadpoles in the brook. Most children can understand and follow positional and directional instructions. Children access extensive opportunities to develop their skills in measure, money and time in different contexts for example, when making playdoh or using money in the garden centre. Most children can identify two-dimensional shapes throughout their numeracy rich environment. Children should now use this knowledge to begin to explore and describe three-dimensional objects.
- Practitioners promote children's health and wellbeing through a range of opportunities and children are making good progress as a result. Children regulate their emotions well with support and as a result, all children engage well in their learning. Children know how to keep themselves safe in the Pre-5 unit and, spontaneously and independently, help each other to explore their environment. Staff encourage children to choose and serve their own healthy snack and they have developed very good hygiene habits. All children are developing their oral health skills well as they engage in tooth brushing daily. Children access the outdoors daily and demonstrate well-developed physical skills in outdoor play, for example, when exploring the local environment.
- All children are making good progress over time as clearly evidenced in the range of tracking information gathered. The headteacher and practitioners monitor children's individual progress regularly. This informs planning for children's next steps in learning.

- Children's successes and achievements are recognised and celebrated well through praise and encouragement. Practitioners celebrate children's wider achievements including through wall displays, floorbooks, learning journey folders, online learning journals and the whole school weekly assembly. Parents share a few achievements from home. Practitioners should continue to ensure that all children experience having their achievements celebrated.
- Practitioners demonstrate an understanding of the importance of promoting equity. They know families very well and are aware of the unique challenges within their local community. Practitioners are aware of children's individual needs and support them well to make 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.