

Summarised inspection findings

Hill of Beath Primary School Nursery Class

Fife Council

21 February 2023

Key contextual information

Hill of Beath Primary School Nursery is situated within a purpose-built building near Hill of Beath Primary School. The building also accommodates a community hall and rooms for use by the public. The setting has two playrooms and a secure outdoor area. The nursery was relocated from within the school grounds to a site nearby the school as part of the expansion of early learning and childcare (ELC) provision in Fife. Children attend from the age of three until starting school. The setting is registered for 48 children at any one time. Currently, the roll is 45. Children can access 1140 hours of ELC in different ways including term time and 49 weeks of the year. They can attend the setting on a part day (am or pm) or full day basis (9 am to 3 pm) between the hours of 8 am and 6 pm.

The headteacher has overall responsibility for the management and leadership of the nursery. There have been significant changes due to the implementation of the expansion to 1140 hours of early learning and childcare. Practitioners have successfully managed the move to a new building. The practitioner team has significantly increased in size. There has been a change of peripatetic nursery teacher and recruitment of two senior early years officers. Practitioners work on different shift patterns to support the differing patterns of children's attendance. The team have managed any impact of COVID-19 well, including supporting learning at home.

2.3 Learning, teaching and assessment

satisfactory

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

- Almost all children are happy, relaxed and confident during their time at nursery. Most children are beginning to, or have formed, positive relationships with their peers. Children make independent choices about where they will play, both indoors and outdoors. They particularly enjoy being outdoors and access a range of resources, which support physical play. Practitioners make use of local woodland to provide experiences in a natural environment. The majority of children engage in their learning well, on occasion sustaining interest for longer periods. At times, children would benefit from adult intervention to support and extend their learning. Practitioners continue to develop the learning environment to provide purposeful experiences that promote curiosity, inquiry, and creativity. They are sharing the responsibility of developing the playroom areas to provide additional spaces for learning.
- Practitioners are exploring strategies to support the development of children's communication. For example, allowing children enough time to think before they respond to a question or request. Practitioners would benefit from further professional learning to ensure they develop and use skilled questioning. This will ensure they challenge consistently, extend, and deepen children's learning across all areas of the curriculum. Practitioners make effective use of digital technologies to enrich and support children's learning, for example, researching areas of interest on the internet.

- Practitioners know their key children and families well. They are developing their skills in observing children as they play and identify increasingly what they are learning. These helpful observations are an important part of children's learning journals which are shared with children and parents. The visiting nursery teacher and practitioners participate in well-focused observations. These observations inform termly discussions that identify what children need to learn next. Practitioners welcome the opportunity to discuss children's progress in depth. They could now support children to reflect on their learning, for example, through developing a language of learning and reviewing their journals. Practitioners also use a digital application to share children's experiences with parents. Parents appreciate this regular and spontaneous insight into their child's learning. Practitioners now need to ensure that the use of the application is consistent in both playrooms.
- A senior early years officer has successfully reviewed and refreshed approaches to planning for children's learning. Learning walls and floor books help make learning visible to children and families. Practitioners now need to ensure that children's interests, which provide opportunities for learning, are taken forward consistently in a purposeful and creative way. This should have a particular focus on depth and challenge in learning.
- The nursery teacher has developed a robust approach to tracking and monitoring the progress children make in their learning. This is helping identify where children may be experiencing challenges in their learning. Practitioners should make full use of this valuable information to plan for individual needs and improve outcomes for all, for example, through targeted interventions.

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 that need to be addressed as a matter of urgency.

3.2 Securing children's progress

satisfactory

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

- Most children are making satisfactory progress in communication and early language. They readily engage in conversations with adults and their friends and express their ideas and feelings well. Most children would benefit from improving their listening skills as they frequently talk over each other and practitioners. The majority of children recognise their name and are developing an interest in early writing skills. A few children are beginning to write the initial letters of their name. Almost all children enjoy looking at books and listening to stories. A few enjoy retelling a story from a familiar book and enacting scenes from the book when playing. The majority of children can recite rhyme, and a few can identify words that sound the same. They particularly enjoy learning about Scottish rhymes and songs.
- Children are making satisfactory progress in early numeracy and mathematics. The majority of children count to 10 and a few beyond 10. A few children recognise numerals relating to their age and order numbers one to five. They use appropriate mathematical language in context, when supported by practitioners. The majority of children name and recognise basic shapes. They enjoy measuring the temperature outside on a giant thermometer. Children would benefit from developing further their skills in information handling and using money in meaningful contexts.
- Most children are making good progress in health and wellbeing. They play well with each other and are developing friendships. Children talk about their emotions when they self-register. Most children identify how to keep safe, for example, when crossing the road and using hammers in play. Almost all children develop physical skills well during outdoor play as they run, balance and ride bicycles. Children talk enthusiastically about the benefits of brushing their teeth and eating healthy food to prevent cavities. Most children are independent as they dress for outdoors. They can also wash their hands and pour their own milk.
- A clearer profile of progress over time will emerge as practitioners become more confident in documenting significant observations of each child's learning. Children with additional support needs require more targeted support to make better progress. Most children would benefit from more challenge in their learning. This will help ensure they make increased progress.
- Practitioners celebrate children's achievements through praise and encouragement. They recognise they need to continue to encourage parents to share children's achievements out with the nursery. The nursery has an inclusive ethos where children are valued and respected. Practitioners should make full use of information and data available, including that related to children's socio-economic context. This should be used to inform decisions about support to

ensure all children make progress. Practitioners know their families well and the challenges they may be experiencing with the current cost of living crisis. They provide sensitive support through signposting families to appropriate resources.

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.