

Summarised inspection findings

Banavie Primary School Nursery Class

The Highland Council

14 February 2023

Key contextual information

Banavie Nursery Class is registered for 21 children attending at any one time. There are currently ten children on the roll aged between three to five years. Children can attend on five days between 8.45am and 3pm. A minority of children attend for shorter hours and a few children have split placements with other nurseries, including an outdoor nursery and a Gaelic nursery. All children can have lunch within the nursery. The setting has one small playroom and an adjacent outside area. Two early years practitioners have responsibility for the day-to-day running of the nursery. Staff report that during periods of remote learning due to COVID-19, staff moved quickly to using digital technology and children and families engaged very positively. Since returning to nursery full time, children have settled well.

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

- Relationships between staff and children are very positive. Staff have created a calm and respectful environment in the playroom. Children are happy, settled, and confident in playing alongside other children and adults. They are forming friendships and show kindness towards each other. Children are very well supported when they start nursery. A few children who may be unsettled on arrival are extremely well nurtured by staff, which encourages them to settle more quickly. The inclusive ethos ensures that children feel safe and secure. This is supporting them to be motivated in their play. They engage well in a good range of experiences, both in the playroom and outdoors.
- Most children concentrate well on their chosen activities or when engaged in more structured activities led by staff. Staff should increase the range of open-ended and natural resources in all areas. This would better support the development of children's creativity, curiosity, and investigative skills. In particular, staff could provide greater variety in afternoon activities for children who stay all day.
- Staff know children very well and use their knowledge of children's stages of development to plan appropriate experiences for them. Through ongoing training, staff have increased their knowledge and understanding of quality interactions and how they support children's learning and development. They readily engage in conversations with children and use questioning and explanations effectively to enhance learning. They now need to build on these conversations so that children better understand themselves as learners and begin to understand their next steps.
- Staff make useful evaluative observations of children at play. These observations are unique to each child and cover both attainment and wider achievement. They cover all aspects of learning and are placed in each child's learning profile and shared with parents. Learning

journals confirm the good progress children are making. Staff use a digital application to share the weekly learning experiences with the nursery parent group.

- Staff use The Highland Council's 'school overviews' well to track children's coverage of early level experiences and outcomes over time. As part of the planned whole school focus on tracking and monitoring, staff should now work together to fully embed the cycle of observation, assessment, and planning. This will help to ensure increased pace and challenge in children's learning.

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

- Almost all children are making good progress across all aspects of their learning. Children share resources and cooperate well as they play together. They confidently make choices in their play and use materials imaginatively. Children serve themselves snack and show independence in dressing for outdoor play. With staff's support, they explore and talk about different feeling and emotions. One child is chosen to be the nursery helper each day, but all children would benefit from undertaking simple leadership roles to develop their confidence further.
- Almost all children are making good progress in early language and communication. In the home corner, they show interest in notebooks and simple directories. They understand that marks have meaning, and many can write or recognise their names. A focus on nursery rhymes has increased children's understanding of rhyming words, and most can recite simple poems. They enjoy listening to stories. Staff should now provide children with a wider range of texts to expand children's understanding of literacy in different contexts. Staff could increase the opportunities for children to develop skills in early literacy through play activities both indoors and outside.
- Almost all children are making good progress in numeracy and mathematics. Children enjoyed a theme on measuring and learned how to use rulers and measuring tapes to measure the length of tables and fences outdoors. They have talked about what 'maths' is and almost all can talk about aspects such as shape, time and number. They have explored how to use money and can recognise simple coins. Several children can count in sequence and recognise number symbols. There is scope to extend the opportunities for exploring numeracy in play contexts.
- Children are making good progress in health and wellbeing. They are becoming increasingly confident in climbing, balancing and jumping outdoors. They explore minibeasts and garden birds outside in the nursery grounds. Children can talk about how to keep themselves safe and can risk assess aspects of outdoor play. They have worked with 'Safe, Strong and Free' to learn more about their rights and how to keep their bodies safe. They can talk about what strategies to use to if they feel unhappy or unsafe.
- Children's achievements are noted within their individual learning profiles. Staff could now display these achievements so that they can be celebrated together. Staff know children and families well and have a clear understanding of any potential barriers to learning. Their understanding of each child's needs is supporting them to plan appropriate personalised,

targeted interventions. This includes ensuring all children receive the right amount of support to access play experiences. These approaches promote equity well and are supporting children to make consistently good progress in their learning, including those affected by socio-economic circumstances.

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.