

Summarised inspection findings

Braidburn School Nursery Class

The City of Edinburgh Council

9 September 2025

Key contextual information

Braidburn Nursery Class is part of Braidburn School which is an all through specialist provision for children and young people with complex additional support needs. Children are placed at the nursery following assessment and agreement at the local authority's Education Resource Group. Braidburn Nursery provides early learning and childcare (ELC) for children from the age of three years until they begin primary school. At the time of the inspection the roll was six children. The nursery can accommodate up to 10 children. All children attend the nursery on full time, term time places between 8.45 am and 3.40 pm.

The nursery team includes two nursery nurses and two pupil support assistants. Two senior early years practitioners (SEYP) work together to job share a 0.9 FTE post. The headteacher is the registered manager of the nursery. A team of allied health professionals based within the school and visiting specialists work with staff to support children's medical and physical needs. Children access an enclosed outdoor space from their playroom. The team currently share this space with children and staff from P1. Children have access to facilities within the school and local community such as the swimming pool and soft play area.

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

- All staff have developed caring and nurturing relationships with children and families that reflect well the school and nursery's values. They work well together to create a calm, predictable and enabling environment that supports children to feel secure. The team respect and respond to all children as individuals. Staff support children to feel safe and included. Children are confident to seek support or reassurance when they need it, appropriate to their strengths and needs. If a child becomes disengaged or distressed, staff respond appropriately to help them settle and calm.
- The team have worked effectively to make positive changes to indoor learning spaces and experiences. Children have access to an increased range of sensory experiences, as a result. This helps to motivate and engage most children in their learning for increasingly longer periods. Most children develop their awareness of themselves, familiar adults and other children as they participate in daily routines. Staff use digital technology effectively to support children to participate in games and experiences, express their preferences and communicate their needs and interests.
- Children benefit from opportunities to climb, explore and investigate their outdoor learning space. Practitioners plan a wide range of learning experiences and daily opportunities to develop further children's independence. Children benefit from time in nature as they explore leaves and flowers in a local park. The team now need to develop further the balance of responsive and intentional learning opportunities. Staff need to continue to work together to

plan experiences and interactions that respond to children as learners. A few children are ready to develop their literacy and numeracy skills further through more challenging experiences.

- Practitioners make regular notes about what children enjoy and can do. The team notice, value and share with parents and carers children's progress. They have made a positive start to record progress towards personalised targets in a range of records including individual education plans. The team have rightly prioritised work to improve their observations of children's learning and development. Practitioners need to develop further their skills and confidence in using a range of data to build a holistic picture of children's progress. The senior leadership team now need to ensure tracking and monitoring of children's progress fully informs the planning of experiences, interactions and spaces.

2.1 Safeguarding and child protection

- 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 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

- General statements only are made here for the children in the nursery to ensure their anonymity because of the small size of the class.
- Overall, children are making good progress in line with their stage of development and specific needs in early communication, language and literacy. Children enjoy taking turns and responding to others during welcome time and group sessions. They join together to explore musical instruments and respond to different sounds and rhythms. Children communicate well with practitioners using vocalisation, gestures and communication aids. They are proud of their achievements as they develop understanding and use new signs within their play. Practitioners use communication strategies increasingly well to engage children in exploring favourite books and photographs together. Children are now ready to mark-make more frequently in line with their strengths and needs.
- Overall, children are making positive progress with exploring the world around them. They enjoy experiencing the properties of different shapes, sizes and new textures as they handle and mouth resources in their heuristic play. Children develop well their early understanding of time, routines and numerals in number games.
- All children make appropriate progress in health and wellbeing relevant to their individual stage of development and specific additional support needs. Where appropriate, children challenge themselves to climb and jump as they explore their indoor and outdoor play spaces. Children develop their muscle tone and motor skills as they follow plans developed with physiotherapists. They improve their posture and gross motor skills as they spend dedicated time using specialist equipment and take part in swimming sessions. Children benefit from activities to develop further their fine motor skills in play and when having lunch together. They enjoy opportunities to move around, walk, reach, point and stretch in active music sessions.
- The team regularly celebrate children's achievements with families through daily home diaries and in learning journals. As planned, the team should capture children's achievements and skills better to build a full holistic picture of the progress that children make over time.
- The SEYP and staff have a detailed understanding of each child's unique home circumstances and the needs of the whole family. There is an inclusive, respectful approach across the nursery. Practitioners, parents and a wider team of specialists work well together to identify and minimise barriers to children's attendance or participation. The team should continue to

work closely with families and partners to review and evaluate how targeted work contributes to children making the very best possible 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.