

Summarised inspection findings

Rosehearty Nursery Class

Aberdeenshire Council

27 August 2024

Key contextual information

Rosehearty Nursery Class is an integral part of Rosehearty Primary School. It is a purpose-built nursery accommodation with its own secure entry system and outdoor play area. The nursery is registered for 25 children at any one time. Children attending the service are aged from three until they start primary school. The majority of children are in their preschool year. The nursery is open during term time from 8am to 6pm each day. At the time of the inspection there were 35 children registered to access their Early Learning and Childcare (ELC) entitlement through a variety of attendance patterns that allow flexibility and choice for parents.

The Early Years Senior Practitioner (EYSP) is the named manager and overall management responsibility lies with the headteacher. In addition to the EYSP the nursery is staffed with two parttime Early Years Lead Practitioners (EYLPs), two fulltime Early Years Practitioners (EYPs) and four parttime EYPs.

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

- Practitioners are caring and nurturing as they engage with children in their play. Their positive, warm relationships support almost all children to settle well in nursery. Practitioners have recently reviewed the nursery environment to enable children to have greater ownership and this allows children to use spaces freely and access resources independently. There is a range of real life and open-ended resources that children can use in different ways. As a result, almost all children are motivated and engage well in their play and learning. Practitioners make effective use of the nearby sensory room to provide a quiet space for children who need a calmer environment to support them to manage their emotions.
- Practitioners have a strong understanding of child development. They are sensitive to the needs of individual children and the ways in which they can support their learning. Practitioners interact thoughtfully with the children and listen attentively to what children have to say. This supports children to express their feelings and ideas confidently. Practitioners are aware of ways to develop children's literacy and numeracy skills through their interactions. Most practitioners ask open-ended questions to develop children's thinking skills. They should continue to develop the use of questions to develop further children's thinking and curiosity and ensure they give children appropriate thinking time to answer questions.
- Practitioners use digital technology well to reinforce children's learning through games on the touchscreen. Children are developing their skills and confidence in using digital technology through programmable toys and tablet devices. They take photographs and find information about subjects of interest.

- Practitioners plan responsively to children's interests to ensure learning is relevant and meaningful. They use Curriculum for Excellence (CfE) progression frameworks for literacy, numeracy and health and wellbeing to support intentional planning. This ensures children have a breadth of learning experiences and allows practitioners to identify gaps and next steps in learning. Practitioners have identified the need to develop next steps in children's progress to ensure these are specific and measurable and can be easily shared with children. Practitioners should develop further the use of evaluative language to support them to evaluate children's learning effectively.
- All children have an online profile that contains written observations, photographs and next steps in learning. The observations have a strong focus on children's learning and link to CfE experiences and outcomes. Practitioners should consider ways to support children to have more involvement in contributing to their profiles. This should help children to be more aware of their own progress in learning. The online profile enables practitioners to share children's learning with parents and allows parents to share learning from home. Practitioners should ensure the next steps in children's profiles are appropriate for the age and stage of each child.

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

- Most children are making good progress in communication and early language. Children ask adults to read stories and independently choose books to read alone or with friends. Almost all children recognise their name as they self-register. Children are keen to talk with others to share their ideas and feelings. Almost all children engage in mark-making with a range of media. A few children are beginning to write their name independently. Practitioners should continue to develop children's communication skills through the early language programme.
- Most children are making good progress in mathematics. Most children count to 10 and recognise numerals. They identify basic two-dimensional shapes and are becoming aware of the properties of three-dimensional objects. Almost all children are aware that money is used to pay for things in shops. Most children create repeating patterns with beads and pegboards. Most children are developing an awareness of weight through measuring ingredients when baking. Children are ready to have further experiences to develop skills in gathering and displaying information.
- Most children are making good progress in health and wellbeing. They demonstrate good control of their bodies during physical play in the outdoor area and in the gym hall where they climb, balance, jump and develop ball skills. Most children are learning to manage their emotions and to follow rules and take turns. They are developing independence skills as they dress for outdoors and serve their own food at lunchtimes. Most children have a good awareness of how to keep safe in nursery and when they are out for walks in the community. Practitioners should provide experiences to develop further children's independence skills.
- Most children are making good progress across other curricular areas. They benefit from music sessions with the visiting music teacher. They are learning about the jobs of people in their community for example through visits from members of the lifeboat crew and visits to the beach. They are learning skills for life through baking activities and planting and growing activities.
- Almost all children are making good progress in their learning. As planned practitioners should review the tracking and recording of children's learning to ensure it demonstrates accurately the progress children make at nursery. Practitioners should engage further in wider moderation activity to support them to make confident judgements about children's progress.
- The key worker system supports practitioners to build strong relationships with families and they know children and families very well. This enables them to provide appropriate support if

required. All children who need additional support have individual plans in place that detail clear targets and support strategies. Practitioners carefully track children's progress towards their targets. They should ensure all plans have appropriate review dates.

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.