

Summarised inspection findings

Manor Park School Nursery Class

Aberdeen City Council

25 February 2025

Key contextual information

Manor Park Nursery Class is located within Manor Park Primary School in the Northfield area of Aberdeen City. Thirty seven children aged three to school age attend full time, five days a week from 09:00 until 15:00. Most children live within Scottish Index of Multiple Deprivation deciles 1 and 2. The nursery has room for 40 children.

The headteacher of the school is the designated manager and devolves leadership of the nursery to a Senior Early Years Practitioner. Around 12 children each year remain in nursery for an extra year before commencing P1.

2.3 Learning, teaching and assessment

very 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

- Led by the Senior Early Years Practitioner, the nursery team provides a welcoming, positive and nurturing environment for learning. As a result, all children are happy, and eager to play and learn. Most engage confidently in their chosen activities in the open, carefully designed, quality learning spaces for extended periods of time. Children have access to interesting, open-ended resources that promote curiosity, creativity and inquiry both indoors and out.
- Relationships between practitioners and children are warm, caring and respectful. Practitioners know the children and their families very well. They use this knowledge effectively to support children to progress in their learning and development. Practitioners provide an effective blend of child-led, adult-initiated and adult-led learning experiences. Children are actively involved in a wide range of learning experiences. These take very good account of their interests, as well as their developmental and social needs. Children are becoming increasingly independent in their learning and make many choices about what and where they will play. Children choosing to play outdoors select toys from the large storage container and help clear up before they go indoors.
- Practitioners have high expectations of children's behaviour. Almost all children in the nursery play well together and are very well behaved. They are developing skills in sharing toys. They take turns using equipment outdoors. All children have opportunities to help prepare snack using kitchen tools safely. They enjoy having lunch together in the dining hall. They are developing social skills and good manners as they sit together to eat. Should any child become dysregulated, staff support them sensitively. The playroom offers children a range of spaces for calm moments, or rest.
- Practitioners demonstrate a sound understanding of child development and of learning through play. They work very well as a team, supporting each other in their activity across the playroom. They model high-quality interactions with children and listen well to children's contributions and ideas. They use questioning well. The interactions help consolidate and extend children's learning. For example, children playing in the sand tray are supported to

develop mathematical vocabulary around size. Practitioners are sensitive to individual children's needs and circumstances.

- Children enjoy using a range of digital tools regularly. Practitioners develop the use of digital technologies well with children to enrich and support learning. They carefully limit access to tablets in the playroom to ensure children do not become overly focused on screen time. This supports children well to develop skills and knowledge using wider resources throughout the day that they cannot access at home. Practitioners should keep this approach under review to ensure all children develop progressive skills in using digital technologies effectively and safely.
- The nursery team has engaged in professional learning activities and adapted a range of tools to plan, assess and record children's progress. Practitioners observe children as they play and learn. In recent years they have adapted their approach to ensure high quality observations and manage their time and workload well. They record and share children's progress and achievements with families effectively using journals and an online application. Practitioners print paper copies for families who may not have easy access to data on digital devices. They use their observations well to plan next steps in learning. Practitioners use an appropriate balance of intentional and responsive planning. Activities are reviewed regularly to consider gaps in children's experiences and learning. Practitioners identify where children may benefit from support or more challenge in their learning and provide different learning experiences for individuals. They work successfully with other professionals, including speech and language therapists, to provide individualised care and support plans.
- Practitioners have well established approaches to transition, into nursery and as children get ready to move on to P1. Taking account of the very good practice across the nursery, school and nursery leaders should work more closely with primary early level teachers and practitioners. Nursery staff may be able to spend time supporting learning across early level.

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

very 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 very good progress in early language and communication from their individual developmental stage. Almost all children listen well to instructions. They respond well to nursery routines and practices. Most children communicate their ideas, thoughts and feelings with confidence. They ask for assistance when required or when they need help with toys. Practitioners promote reading for enjoyment in the nursery every day. Regular story times ensure children access a range of authors and illustrators. Almost all children choose to explore texts across a range of genres including nursery rhymes. They enjoy recalling features of familiar stories, for example around The Nativity. Most children explore mark making and early writing at their own developmental stage. Older children enjoy the challenge of exploring letter names, and writing for a purpose, for example, they write captions and labels for displays. For example, a few children wrote shopping lists for items required for a recent picnic inspired by the book 'Each Peach Pear Plum'.
- Children make very good progress in numeracy and mathematics. They are developing their knowledge of a wide range of mathematical language as they order, measure, compare and describe direction and position. They compare the length of tubes and cylinders as they play with water and containers. Play activities, and effective interventions from practitioners, support numeracy skills development across the playroom and outdoors. Most children are developing confidence in counting and are aware of numbers in the environment. In play situations and routines, they practise counting forward and back. In Christmas craft provocations they explore two-dimensional shapes.
- Most children are making good progress in their social and emotional development. They play well together and develop friendships across their groups. They respond well to modelling of manners and social skills by skilled practitioners. They are beginning to understand the benefits of being active and healthy. Children develop a range of gross motor skills as they balance, climb, jump and run in the motivating outdoor space. They enjoy regular walks in the local community and to the parks. Children take increasing responsibility for their own safety as they learn about and manage risks. Almost all children are developing fine motor control at their individual stage of development. Most are learning to hold pens and pencils well to support drawing and mark making.
- High quality experiences at nursery are supporting all children to make very good progress. They are becoming increasingly independent, resilient and are beginning to develop the skills and attitudes to be successful learners. Practitioners use their extensive knowledge of children

as individuals, along with their own professional judgement, to build on prior learning and best meet the needs of individual children.

- Practitioners use praise very effectively to recognise and celebrate children's successes. This is encouraging positive attitudes and a culture of achievement. A few children like to share experiences from home by sharing photographs. Moving forward, the nursery team should, as planned, continue to develop opportunities for parents to understand and engage more in learning and play. Practitioners recognise that only a few children experience wider achievement outwith school. They may wish to build on effective partnership working to explore opportunities for the children beyond the nursery day and during school holidays.
- Practitioners ensure equity across children's experiences, for example, they carefully plan activities and events to ensure everyone can participate. They use their extensive knowledge of children's learning and differing cultural, socio-economic and linguistic backgrounds to help identify potential barriers to children's learning. Practitioners use data well to deliver successful targeted interventions to support and accelerate the progress of individual children. They should continue to develop the use of all available data, for example attendance, and evaluate the impact of strategies used to make decisions about future interventions.

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.