

Summarised inspection findings

Fintry Primary Nursery Class

Stirling Council

9 September 2025

Key contextual information

Fintry Nursery Class is a rural early years setting, which opened in January 1999. It is located in a building adjacent to Fintry Primary School, Stirling. The building provides one playroom, a quiet area and a well-resourced garden. Children have access to outdoor areas in the school and use the school gym hall. Children attend the nursery from the age of three until they start primary school. Full day, term-time sessions are offered between 8:00 am and 6:00 pm. Currently there are 18 children on the roll. The principal early years educator is supported by the headteacher in the leadership and management of the setting. Together they lead a team of one senior early years educator, one early years educator and two part-time early years support workers.

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

- The team has created a calm, inclusive, nurturing ethos. As a result, children feel welcomed and settle well into the environment. Practitioners work very effectively as a team and demonstrate a shared commitment to providing high quality experiences for all children. They have ensured that children are involved in co-designing some of the spaces in the environment, for example designing the new sand pit. The environment is well-organised and motivates children well to experiment and explore indoors and out. As a result, all children engage very well in sustained play experiences.
- Practitioners have built positive relationships with children and all interactions are supportive and nurturing. The team is skilled at joining play and use commentary and questioning very effectively to encourage children to share their thoughts and feelings. They encourage children to talk about their learning and are skilled at engaging children in finding out about the world around them.
- Practitioners ensure that children have a range of real-life experiences such as harvesting apples from the garden and using them in cooking experiences. They make good use of opportunities to engage with the local environment, such as local walks, visits to a local museum and regular use of the library bus. They link these experiences effectively to wider learning. For example, children were fascinated by digital aerial maps of the local area as they explored the local scarecrow trail.
- Children enjoy using digital resources, capturing pictures of their own work and sharing their ejournals with peers on the tablet. They make good use of the interactive whiteboard for playing games, researching, drawing, and listening to stories and music. The staff team has engaged in an effective local authority initiative promoting digital challenges to encourage children to develop new skills. Children have had opportunities to make marks on photos they have taken and animate their own drawings. Practitioners encourage children to use digital

technology independently, for example activating the voice function so that a child could ask for information about beetles directly.

- Staff know children very well as individuals and as learners. They observe and record significant learning experiences across the curriculum. There is scope to improve further the quality of observations by including more detail in capturing children's voices. From their observations, practitioners identify appropriate next steps for each child. Senior leaders monitor data about children's learning across the cohort and use this effectively as part of their approach to intentional planning.
- Practitioners are skilled in responding to children's interests and support their curiosity as part of daily practice. They plan responsively, providing experiences to support children's skills and understanding. They have already identified the need for a more interactive approach to sharing planning with children. They should continue to develop their planning approaches to further include children in articulating their own ideas and plans.

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

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

- Almost all children are making very good progress in communication and early language. They speak confidently and listen well. They often choose books and retell familiar tales using props. They create their own stories through sustained role play. Children enjoy mark-making and draw with increasing detail. They write for a purpose, for example writing their names as they self-register every day. Practitioners should now provide more opportunities for children to capture their own stories through mark-making.
- Almost all children are making very good progress in numeracy and mathematics. They use mathematical language accurately. Most children count confidently beyond 10. Children explore concepts of pattern, size, shape, and measurement, for example through sand and water play. They use clocks and money in meaningful contexts as they play, and they are beginning to use tally marks to gather data.
- Almost all children are making very good progress in health and wellbeing. They talk confidently about keeping safe, active and healthy. They risk assess their environment outdoors as they set up for the day. Children run, balance and climb well, and develop fine motor skills as they draw and use construction tools. Children are confident, resilient and independent. They dress for bad weather by themselves and help to prepare snack. They explore healthy alternatives to sugar, trying new tastes and textures as part of snack routines. Children use emotional wellbeing resources effectively to identify their feelings and find strategies to make them feel better if they need it. Practitioners manage well any conflicts that arise, and as a result children feel safe and valued in the nursery. Children relate well to adults and to their peers and are developing positive friendships.
- Children's progress over time is evidenced through their online journals. Practitioners analyse and make use of this data effectively to identify any potential gaps in children's learning and provide appropriate support. They ensure that children who experience barriers to learning are effectively supported, working with partners where appropriate. As a result, almost all children make very good progress across their time in nursery.
- Children's work is valued and displayed. Their achievements are celebrated through their online journals and on the 'wow' wall. Children are proud of the leadership roles they have, for example as 'table captains' at lunch time. The team has correctly identified the need to continue to encourage families to share children's achievements from home.

- Staff know children and their families very well and have built trusting relationships. They use their knowledge effectively to meet the needs of children and their families. Staff provide practical support, such as pre-loved clothing, and signpost families to local events and community supports.

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.