

Summarised inspection findings

Cairneyhill Primary School Nursery Class

Fife Council

12 September 2023

Key contextual information

Cairneyhill Nursery Class is situated within Cairneyhill Primary School in West Fife. The nursery offers early learning and childcare for 1140 hours from 8.50am – 2.50pm during the school term. At the time of inspection, the roll was 48 children. The setting is registered for 80 children. Children attend Cairneyhill nursery from three years old. The headteacher has lead responsibility for management of the nursery and is supported by the peripatetic nursery teacher. The nursery environment has two playrooms, an adjacent outdoor environment and access to the wider school grounds along with the wider community.

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

- Children are calm, engaged in their play and supported very well by practitioners. Practitioners demonstrate very positive and nurturing interactions, which are responsive to children's needs. Children are happy and confident, displaying well-formed relationships with adults and peers. Children enjoy sharing their learning experiences with each other and with visitors. As a result of the calm environment and caring interactions, children's behaviour remains positive throughout the day.
- Children's drawings, artwork and photographs of learning are displayed attractively in stimulating environments. Children freely access the outdoor environment, where they are developing their understanding of risky play and engaging successfully with natural materials. Children enjoy developing their curiosity and creativity and are highly motivated by use of the outdoor environments, including regular visits to the nearby woods. Children access a wide range of digital technologies to support their learning well. They enjoy recording their own learning on digital devices and sharing this confidently with others.
- There is a strong sense of teamwork across the nursery. Most practitioners regularly use skilled questioning to support and extend children's learning. As identified, practitioners should continue to develop the use of skilful questioning to extend children's learning further. Children know their views are respected and acted upon. This includes, for example, children's inputs into what they are learning about. Practitioners support children very well to gain independence through, for example, preparing snack and helping set up for lunch.
- Children share their learning and achievements confidently through discussion and reflection in their personal learning journeys and in floorbooks. Practitioners use a variety of approaches, including digital technologies and learning walls, to observe and capture children's learning effectively. They share regular observations and planning of children's learning with families using digital platforms. As identified by senior leaders, practitioners should continue to extend the use of evaluative language in observations. In doing so, they should consider refining approaches to observing and recording significant aspects of children's learning.

- Practitioners undertake regular professional learning to develop their knowledge and skills in early learning pedagogy well. Commendably, all practitioners have been involved in whole school research in relation to rhyme and singing. They are a reflective team who strive for improvement, resulting in high-quality learning experiences for children. Practitioners plan children's learning on a weekly and daily basis appropriately. As a result, children access well thought-out planned and spontaneous learning activities.
- Practitioners track children's experiences and outcomes across the curriculum accurately. Senior leaders meet with team leaders regularly, monitoring and reviewing tracking procedures very effectively. Practitioners know all children and their individual needs very well, providing children requiring support and challenge in their learning with appropriate interventions. This leads to children being very well supported throughout the playrooms.

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

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
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- Almost all children are making very good progress in early language and communication skills. Children make representation through very detailed drawings and use a range of skills in early writing, from mark making to writing, independently. Children identify letters and sounds including those in their own name. Children use functional writing within the environment when signing in for snack, writing names on pictures and making signs for areas. Children share stories together. They laugh and talk about characters and plots they enjoy. A few children who require support with their speech and language are supported with symbols and planned strategies through rhyme, song and play.
 - Children are making very good progress in their numeracy. Children have many opportunities to extend their knowledge and skills through a numeracy rich environment. Children make their own play dough following recipe prompt cards. Children count and compare number cubes. They talk about and compare size using mathematical language. Almost all children count to ten, most within 20. A few children are able to count beyond 20. Children group and sort items by type and identify shapes within block play. Children count on and back with a few able to extend this to developing basic addition and subtraction.
 - Children are making very good progress in health and wellbeing. Children demonstrate the nursery values and are kind and helpful to each other. They identify healthy foods and prepare snack. Children enjoy yoga, physical activity in the gym hall and daily outdoor learning. Children are making good progress using a range of bikes which challenge and improve their cycling skills.
 - Practitioners use robust tracking procedures to ensure children are making very good progress over time, from starting nursery to the end of primary one. Practitioners use data well to identify strategies to support children's development and plan next steps in learning. Senior leaders collate additional data in an overview of tracking information for pre-school children to enhance transition across the early level. Progress is shared with families through termly reports. Parents are encouraged to be involved in setting targets for their child.
 - Practitioners celebrate children's achievements through, for example, 'Star of the Week' certificates. Practitioners should continue to encourage families to share wider achievements from home. Children's voice is included in displays, floor books and personal learning journeys. Practitioners should now extend children's voice, for example children could contribute to whole school groups.

- Senior leaders and practitioners know children and families very well. Practitioners take good account of families' cultural, socio-economic, and linguistic backgrounds. Senior leaders promote equity for all and create an inclusive environment. They understand their role in promoting equity and provide sensitive and valued support. As a result, practitioners target responsive approaches to individual needs quickly. This secures positive outcomes for children.

Practice worth sharing more widely

Practitioner professional learning and enquiry as part of the whole school approach to undertaking research

Nursery practitioners joined the whole school team in undertaking research into aspects of literacy through a practitioner enquiry approach. In the nursery the focus was 'how does regular use of rhyme and singing impact on the development of children's literacy within an early years setting?'

At the start of the action research, practitioners undertook professional reading. Key workers across the nursery rooms identified and worked with individual children, with a baseline assessment of aspects of literacy skills. Targeted interventions were identified and 1:1 or small group support sessions offered over a period of time. Key workers then evaluated the impact of their inputs, making adjustments to their approaches. As a result of their interventions each identified child made progress in aspects of literacy and several children developed further their confidence.

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.