Summarised inspection findings

Woodburn Primary School Nursery Class

Midlothian Council

23 April 2024

Key contextual information

Woodburn Primary School Nursery, is located within Woodburn Primary School, in the town of Dalkeith. The nursery provides 1140 hours of early learning and childcare, during term time, between the hours of 8.30am and 3.00pm. Children attend from three years until school starting age. The nursery is registered for 100 children to attend over the week. The current role is 74 children at any one time. A number of children have shared placements with other local providers of early learning and childcare.

The headteacher and the deputy headteacher are responsible for management of the nursery. They are supported well in this role by two senior early years practitioners.

The setting consists of a large playroom, with direct access to an outdoor space. Staff and children also use other areas of the school and the local community, including local woodland.

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	

■ Across the setting there is a warm, nurturing ethos where staff value and promote children's rights. Children are happy, settle quickly and feel safe and secure in the setting. Staff develop strong, positive relationships with children and families which helps support parents to engage in their children's learning.

■ Children benefit from clear routines throughout the day. The majority of children engage well, for extended periods of time, in a range of activities. Most children are keen to make choices about their play and review their learning through daily learning conversations with their keyworker. Staff should now reflect on transitions to ensure children maximise opportunities for learning and play.

■ Staff have worked together well to review and improve the playroom environment. As planned, staff should work with partners, children and families to continue to review the outdoor provision. They should reflect on how the environment can provide further support and challenge for all pupils. This should help children to extend their learning across all curriculum areas and promote their curiosity and creativity.

■ Staff know children very well, both as individuals and as learners. They have enhanced their knowledge of child development through professional learning to help them to meet the needs of all children more effectively. Interactions between staff and children are very supportive and based on mutual respect. Staff should now use a wider range of questioning techniques in order to support children's higher order thinking skills.

- Staff use digital technology to share children's learning with families. They should now continue to explore how digital technology can be used more effectively to support children's learning.

- Staff plan for learning over different timescales in response to children's needs and interests. There is an appropriate balance of adult-led, adult-initiated and child-led play opportunities which reflect children's individual learning priorities and interests and build on prior learning. Staff value children's voice and are developing their planning to incorporate this more effectively.

- All staff have responsibility for planning and evaluating a zone of play across the setting. They have recently identified the need to increase opportunities for children to experience more numeracy and mathematics across the environment.

- Staff make observations of children's learning and development and share these with parents using an online platform. However, many observations are general and based on whole group experiences. Staff should continue to develop these observations with a clear focus on learning and specific skills children are developing and applying. This will help them to identify clear learning targets across the curriculum for individual children.

- Staff use local authority progression pathways and Curriculum for Excellence tracking documents effectively to record individual children's progress in literacy, numeracy and health and wellbeing. Children's progress is discussed by staff and the deputy headteacher at regular wellbeing and attainment meetings. They use this information well to identify gaps in children's learning and development and plan support and interventions for individual children. The effectiveness of these interventions is regularly reviewed. Staff work closely with partners to provide the right care and support for children. Across the setting a few children would now benefit from further challenge.

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	**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

■ In health and wellbeing, most children are making good progress. Almost all children are happy and confident. They play well together and staff support a few children to resolve any conflicts in their play if required. Staff are beginning to support children to recognise and express simple emotions. They engage in physical play and are confident in using tricycles with their friends. Children are developing their fine motor skills and hand eye coordination through learning to sew.

■ Children are developing independence skills well, for example when dressing in their outdoor clothing and choosing areas to learn and play across the setting. They self-register for snack and order their own lunches. Children help staff prepare a healthy snack and clear their dishes after lunch. They understand the importance of regular handwashing and tooth brushing. Staff encourage children to carry out daily risk assessments of their environment.

■ Most children make good progress in early language and literacy, with a few children making very good progress. They listen well to instructions and enjoy contributing their thoughts and ideas in discussions. Children enjoy when adults read them stories. They can answer questions about the text and guess what happens next. Children enjoy engaging in songs and rhymes. They show an interest in creating pictures using a range of materials. The majority of children recognise their name with support. A few children attempt to write their name. A few children are ready to extend and apply their skills further across all areas of literacy.

■ In numeracy and mathematics, most children are making good progress, with a few children making very good progress. They count on, order and recognise numbers to 5, and a few children, to 10. Children apply these early numeracy skills in dice games, when singing songs and rhymes and as they play. Children can apply and use units of measure when in the block area and water tray. They can identify simple 2-dimensional shapes when constructing models or using modelling clay. A few children are ready to extend and apply their skills further across all areas of numeracy and mathematics.

■ Practitioners work well with families and take time to gather information from parents before children start. Staff track and monitor individual children's developmental milestones and progress in health and wellbeing, literacy and numeracy. They share achievements and next steps for individual children with parents through an online platform, open door sessions and regular parental consultations. Staff should continue to engage parents and children in creating

and reflecting on focused next steps. Senior leaders should continue to work with staff to identify better evidence of children's progress in their learning over time.

■ Staff recognise, value, and celebrate children's wider achievements through displays and an online platform. A few parents share achievements from home. Staff should now track these achievements and provide further opportunities to recognise and celebrate achievements in the setting to ensure that no child is missing out.

■ Staff understand the importance of promoting equity. Across the nursery, children are valued as individuals. Staff have a very good understanding of children's lives outside the nursery. They are aware of, and understand, the unique challenges within their local community. Staff make very good use of information about children's circumstances and family life to identify gaps in children's learning and areas for support to minimise any barriers faced. As a result, children are supported well to feel safe, nurtured and ready to learn, enabling them to make progress with their learning.

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.