

Summarised inspection findings

Rum Primary School Nursery Class

The Highland Council

27 June 2023

Key contextual information

Rum Nursery Class is part of Rum Primary School. The nursery re-opened in August 2022 after a closure of four years. The nursery is led and managed by the headteacher with support from an early years practitioner (EYP). Children receive their 1140 hours by attending from 9am to 3pm, Monday to Friday. The nursery is registered for five children and currently has two children attending. The nursery has one very small playroom which must be used to access the school office/staffroom. There is an adjacent, well-equipped outdoor area which staff are developing currently with recently allocated funding. Staff make very good use of all the spaces on the island community. The Highland Council has plans in place to improve the limited accommodation indoors, and to develop aspects of the outdoor provision.

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 headteacher and EYP have worked very effectively together to develop a play environment which offers attractive, open-ended resources and real-life experiences for children. In a short space of time, they have made very good use of the national guidance 'Realising the Ambition: Being Me' (2020) to plan spaces, experiences and interactions systematically. Staff show creativity and imagination in planning a rich and varied early years curriculum.
- Children are calm and settled and show sustained engagement in their play. Staff are highly responsive to children's needs, feelings and interests. Routines are flexible, and children can choose to play indoors or outside. The outdoor environment offers an appropriate selection of appropriately risky play activities, including loose parts, gardening, and opportunities designed to develop a range of physical skills. The learning spaces support children's independence well and encourage exploration and creativity. Staff are making increasing use of digital technologies to enrich and support children's learning.
- All staff are warm, caring and nurturing in their interactions with children. They use a skilful balance of questioning and discussion to extend children's interests and skills, and to enhance their knowledge and understanding. Children are happy and highly motivated by their activities. They display well-formed relationships with staff and each other. Staff's strong focus on values supports children to show care and kindness towards others. Parents speak very positively about the way their children are supported in the nursery.
- Staff know children very well as individuals. They use children's interests and developmental needs as the starting points for planning learning. Staff's planning is highly responsive and takes very good account of the local island context. Learning is enhanced significantly by a range of visits and visitors who share their skills and experiences with the children. These have

included a visit to the Isle of Muck and visits from a marine biologist, a quilter, bushcraft rangers and musicians.

- Staff observe children at play and note their responses to learning experiences. Their evaluative comments are used very effectively to plan children's next steps in learning. Children are proud of their learning journals which document their achievements. These are helping them to become more aware of themselves as learners. Staff use the journals very effectively to support increased depth and challenge in learning. Staff successfully use a range of tools to track and monitor children's progress in all areas of their learning and development.
- The nursery has a highly inclusive ethos where children are valued and respected. Staff have a very good understanding of local needs, are aware of potential barriers to learning and work effectively to address any gaps in children's learning.

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
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- All children are making very good progress in early language and communication. They listen well to stories and instructions. They can identify familiar sounds made by woodland creatures and seabirds. Children show interest in books and can self-select stories, share with friends and enjoy time reading with adults. They can predict simple details, actions, and outcomes in texts. All children can recognise their name in print and are showing interest in writing their names and making marks using a range of materials. Children are learning new words and their meanings through a recently introduced vocabulary programme. They are learning about rhyming words as they take part in songs and nursery rhymes.
 - Children are making very good progress in early numeracy. They can measure using hand spans and rulers. Children can count the letters in their name and order numbers to ten. Staff use imaginary contexts such as 'the tea shop' to help children understand aspects of counting and using money. Children understand simple fractions by cutting fruit at snack time. They show a very good understanding of mathematical concepts such as 'heavier than' and 'lighter than'. They can use positional language accurately. They are learning about which containers hold more than or less than as they pour different liquids.
 - Children are making very good progress in health and wellbeing. They explain how to put the nursery and school values into action by showing kindness and respect. They talk about emotions and describe strategies to manage their own feelings calmly and positively. They are learning to share and cooperate with each other. They are developing very positive attitudes to their learning and show confidence in trying new and challenging activities. Children can identify healthy foods and understand that fresh air and exercise are part of a healthy lifestyle. They show high levels of resilience when learning outdoors.
 - Children are making very good progress in using their senses to explore their world. They can explain how materials change when they carry out simple science experiments. They use magnifying glasses to observe living things more closely and show a very good understanding of simple lifecycles. All children can identify sea creatures, such as basking sharks, seals, and dolphins. They show a sound environmental awareness and take their roles as the youngest 'Guardians of Rum' seriously.
 - Staff have very good arrangements in place to promote equity of success and achievement. They have raised attainment successfully for all children.

Practice worth sharing more widely

The nursery staff's use of the outdoors and island life is exemplary. Staff use every opportunity to enhance children's knowledge and understanding of environmental issues, and of sustainability. As a result, children display a high level of knowledge and understanding of woodland and marine life and show respect for their environment.

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.