

Summarised inspection findings

Torryburn Primary School Nursery

Fife Council

21 January 2025

Key contextual information

Torryburn Primary School Nursery is situated within the primary school building, in the rural village of Newmills in Dunfermline, Fife. The nursery takes children from Torryburn, Newmills, Culross and Low Valleyfield. The nursery has two playrooms. The large 3 - 5 playroom has direct access to a small outdoor space. The 2 - 3 playroom has its own outdoor space. Children have regular access to the school gym hall and playground. The playroom has undergone a recent refurbishment where the nursery was decanted into another space within the school. Practitioners and children have only recently returned to their playroom.

The setting is registered for 40 children aged from two years to those not yet attending primary school. Children can attend between 8.00 am – 6.00 pm five days a week, over 49 weeks. Currently 47 children attend the nursery. The headteacher, who was appointed in August 2023, has overall responsibility for the nursery. The headteacher delegates day to day leadership of the nursery to an acting part-time depute headteacher who was appointed in term one of session 23/24. There are two senior early years officers and four full-time early years officers. A peripatetic teacher supports the nursery every second week.

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 under three years of age benefit from responsive and highly-nurturing relationships with all practitioners. All practitioners support children very well to interact positively with one another. Practitioners have a very good understanding of young children's developmental needs. They provide an appropriate range of resources and toys to support children's play. Practitioners should continue to develop their use of natural materials and open-ended resources to develop further children's curiosity and creativity.
- Children aged from three years to those not yet attending school, are supported very well by highly-motivated practitioners who know them fully as learners. Children are happy, safe, secure and confident within the early years setting. They are highly-engaged and enthusiastic in their play and learning. Practitioners make very good use of the local community where they provide a wide range of experiential and relevant learning. They also offer well-organised and stimulating learning experiences indoors. Children are supported very well to develop their independence and to make confident choices about their learning. Practitioners have plans to develop further the experiences and opportunities in the outdoor space.
- All practitioners have developed highly-positive and supportive relationships with children. They consistently role model respectful interactions between children and each other. When

needed, they gently and quietly encourage children to be respectful to one another and help them to manage their emotions.

- Practitioners have high expectations of all children and an extensive knowledge of children's individual interests. Practitioners' interactions with children are high-quality and purposeful. They spend valuable amounts of time listening to children and use open-ended resources very well to develop children's curiosity and creativity. Almost all practitioners use questions very effectively to support and extend children's learning.
- Practitioners use local and national guidance very effectively to plan for children's learning. They capture a rich mixture of intentional and responsive planning with a broad range of experiences across the curriculum. Practitioners use floor books to involve children meaningfully in planning. They record children's detailed responses to learning experiences. Practitioners use this information to link children's interests and responses successfully to future planning. Practitioners record quality observations of children's learning and engagement during play. This supports them very well to share significant learning with parents through online learning journals and regular progress meetings. Children are proud of their learning journals and confidently talk to visitors about their experiences.
- Practitioners use the local authority skills pathways to track very effectively children's progress in literacy, numeracy and health and wellbeing. Senior leaders regularly work with practitioners to monitor the progress children are making. Together, senior leaders and practitioners use this information very well to agree clear learning targets for literacy, numeracy and health and wellbeing. Practitioners moderate their own and each other's assessment information accurately.

2.1 Safeguarding and child protection

- The setting 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

- Children under three years of age are making appropriate progress in their learning and development. They enjoy age-appropriate role play, singing and listening to a variety of stories. They respond positively to signing. Children are kind to one another. They climb, crawl and run with increasing skill when exploring the near-by woods, gardens and local park.
- Children over three years of age are making very good progress in early language and communication. They interact very positively with adults and each other and communicate their thoughts confidently within a group setting. Children listen attentively to stories and use props and puppets to act out the story. They listen very well to adults and follow increasingly complex instructions to keep themselves and others safe when in the woods. Most children have an awareness that print has meaning. They recognise their name and identify individual letters by name. A few children recognise simple words from texts and signs.
- Almost all children are making very good progress in numeracy and mathematics. They use the mathematical language of position and movement while using programmable toys. Children show a sound understanding of capacity as they learn at the local beach and in the community garden. Almost all children use numeracy skills very well during real-life experiences. They count and carry out simple calculations as they vote for the book of the day. Most children use simple fractions and their knowledge of shape and measure at the woodwork table.
- Almost all children are making very good progress in health and wellbeing. Children take turns and share with one another very well. They interact with one another safely. Children are confident in the setting, share their feelings appropriately and demonstrate strong emotional literacy. They have very good physical skills and can climb, balance and slide.
- Children's wider achievements are recognised regularly in their online learning journal. Practitioners have plans to make wider achievement more visible within the nursery. They recognise children's successes across the four capacities including sustainability, global citizenship and links to the local community.
- Children are making very good progress across all areas of the curriculum. Children who require additional support are making appropriate progress in relation to their individual developmental stage. They have detailed targets relevant to their age and stage. Senior leaders and practitioners are highly reflective and identify accurately adaptations and supports required for children who may need them as they transition between rooms and spaces. This supports children very well to engage and achieve with the experiences on offer.

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.