

Summarised inspection findings

Jack and Jill Nursery School

Moray Council

5 March 2024

Key contextual information

Jack and Jill Nursery School is located in the town of Elgin. It is one of three nurseries owned and managed by the Torridon Education Group. The group manager and peripatetic manager cover all three nurseries. The nursery is staffed by the peripatetic manager, a senior practitioner, an advanced practitioner, four early years practitioners and an early years support worker. The nursery uses a spacious detached building. The large open plan playroom has direct access to a spacious outdoor area. The nursery is registered for 60 children aged between two years and those not yet attending primary school. No more than 10 children can be between two and three years of age. There are currently 46 children on the roll. Children access their 1140 hours by attending from 8.45 am to 3.30 pm from Monday to Thursday, and from 8.45 am to 11.45 am on a Friday. The nursery currently operates during term time only but provides holiday provision at one of the other nurseries in the group.

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

- Practitioners are firmly committed to children's rights and treat children with kindness and respect. They have created a nurturing, purposeful playroom environment where children are relaxed and happy. Children are highly engaged in their activities and many show very good levels of concentration. They persevere with their play experiences and show creativity and imagination, using a range of open-ended materials in well-designed learning spaces.
- Relationships between practitioners and children are cheerful and sensitive. Practitioners use their knowledge of early years pedagogy to engage in high-quality interactions with children. They tune in skilfully to children's ideas and interests and offer explanations which deepen children's knowledge and understanding. Practitioners use a wide range of approaches including outdoor learning, intergenerational links, 'therapet' visits, and community visitors to enhance children's learning. Staff plan experiences carefully to take account of children's ages and stages of development. Children are becoming increasingly independent in their learning. They make confident choices about where to play and who to play with. Practitioners have plans in place to increase children's access to a range of digital technologies.
- Practitioners have undertaken a wide range of professional learning and benefit from regular 'swap days' with staff at other nurseries in the group. Staff's recent focus on improving the effectiveness of assessment observations has had a positive impact on the quality of information recorded for each child. Children now have comprehensive observations, noted in their learning folders, which detail their responses to activities. In addition to these observations, staff track each child's progress through early level experiences and outcomes and developmental milestones. Practitioners identify next steps in learning for groups but recognise that they need to make these steps more individual to each child. Staff share

information on children's achievements with parents, along with guidance on how to support learning at home. Parents appreciate this helpful link between the nursery and home.

- Practitioners use a flexible termly plan which they align closely to Curriculum for Excellence experiences and outcomes. Their approach ensures that children have a broad range of play experiences. Most of the playroom planning is also highly responsive to children's interests and ideas. For example, children benefited from a worthwhile range of child-led activities on fire safety including a visit from the fire service. Staff skilfully manage several areas of interest at the same time to ensure that all children's ideas develop through play. Practitioners are fully aware of those children who need additional help with their learning, and plan more individualised activities for them. Staff work closely with other professional services to provide additional support. This is having a positive impact on children's experiences and progress. Practitioners are aware of the need to offer a few children more challenging activities and approaches, to ensure they achieve their potential.

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

- Most two-year-olds are settling very well. Gentle interactions with practitioners, support and encourage children to explore and investigate using all their senses. Children are becoming increasingly confident and independent.
- Almost all children aged three to five years are making good progress in communication and early language. Almost all listen well to instructions and confidently communicate their likes and dislikes. Most children explore mark making and early writing at their own developmental stage and a few children are exploring letter sounds. Children enjoy a very good range of story books. They would benefit further from increased access to information books around the nursery. Children also need further opportunities to mark-make for a purpose, for example, 'writing' signs to use around the nursery.
- Almost all children are making very good progress in numeracy and mathematics. Most children count to 10 and beyond, and a few are able to recognise and order numbers. Children confidently use a range of mathematical language as they play, including expressions like forwards, backwards, full and empty. Most children match coins and are beginning to understand that each coin represents a value. Children enjoy using money to buy treats for the nursery dog at the pet shop. Children develop their understanding of data handling as they collate information. For example, children counted and organised votes for the names of the chickens which parents brought on a visit to the nursery.
- The nursery's strong focus on health and wellbeing results in almost all children making very good progress. Practitioners have devised creatures to match the national wellbeing indicators. Children enjoy being Safe Squirrels and Nurturing Nellies which is helping their understanding. Children develop a range of increasingly large-scale physical skills as they balance, climb and run in the outdoor space. Children enjoy leadership roles including acting as helpers for snack and lunch. Children dress independently to play outdoors. Practitioners use praise very effectively to encourage, recognise and celebrate children's successes. This skilful approach is encouraging positive attitudes and a culture of achievement. Children enjoy describing their achievements from home, shared by parents on a secure online platform.
- Children are achieving in a broad range of areas. They are beginning to understand maps and are confident using an app to track holiday flights. They are learning about living things by growing seeds and plants and caring for the nursery's stick insects. They are developing early skills in science as they experiment with forces and friction using toy cars and different slopes.

- Practitioners use their extensive knowledge of children’s socio-economic backgrounds to ensure equity. They demonstrate an awareness of the attainment gap between the most- and least economically advantaged children. They plan activities and events carefully to ensure every child can participate fully. Practitioners use all the information they have about individual children, to deliver successful, targeted interventions to secure their progress.

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.