

Summarised inspection findings

Bonnyrigg Primary School and Nursery Class

Midlothian Council

12 March 2019

Key contextual information

Bonnyrigg Primary school nursery class is situated within Bonnyrigg Primary school. It is registered to provide early learning and childcare for 60 children between age three and entry to primary school. Children have access to a large playroom and dedicated outdoor space. The nursery offers morning or afternoon sessions.

2.3 Learning, teaching and assessment

satisfactory

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 teaching
- effective use of assessment
- planning, tracking and monitoring

- There is a positive and nurturing ethos and practitioners are caring, supportive and kind in their interactions. Children are observed to move freely and with confidence in the environment, both indoors and out. Learning environments offer motivating and well-resourced play contexts for children to explore and investigate, indoors and outdoors. Children confidently use the interactive board and tablet computers to play shape, colour and matching games. Almost all children engage well as they independently select the learning activities of their choice. Children have the time and space to follow their own play interests and to revisit these throughout the sessions. They interact well with each other in pairs and in small groups.
- Positive relationships are evident between practitioners and children. Practitioners observe children at play and are encouraging and responsive to their needs and interests. They provide opportunities for children to develop their curiosity and enquiry skills by using open-ended resources to promote problem solving and creativity. The team has worked well to develop this aspect of the learning environment. Children's interests and ideas are used as the starting point for planning. Practitioners should now develop this further by increasing opportunities for depth and challenge in children's play through their planning and interactions. While most children are able to talk about their play activities there is scope to extend this further. Focused discussion with children would support them to reflect on their learning and think about what they would like to learn next.
- Practitioners know children very well as individuals. They are at the early stages of recording their knowledge of children as learners in ways that consistently show how they are progressing in their learning. Attractive learning journals are in place for all children. These contain examples of children's work, photographs and observations of learning. Children freely access these and are supported to add their own drawings and comments. In a few learning journals, practitioners record observations in a way that helps them to plan for children's individual next steps in learning. There now needs to be more consistency in the quality and focus of observations to provide clearer evidence of children's progress over time. The setting should now continue with plans to develop a robust system to track and monitor progress across the curriculum.

- Planning is responsive to the needs and interests of individual children. Practitioners observe children's play and adjust the learning environment in response to emerging interests. Practitioners now need to have a clearer focus on what children need to learn and how they will progress. They should now develop a consistent system of observation and planning that captures learning effectively and ensures progress and development. There is a need for opportunities for practitioners to work together to share standards, both within and beyond the setting. This would support a shared understanding of children's progress and achievements and support robust professional judgement.

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

satisfactory

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

- Across the setting, children are developing their emotional, social and physical skills well. The majority of children are making satisfactory progress in communication and early language. They converse with each other as they play and are confident in approaching practitioners to make their needs known. Children access books throughout the sessions and share these enthusiastically with practitioners. The majority of children are developing their early writing skills as they create pictures and label their work. Practitioners are not yet tracking children's progress in this area of learning and are introducing a system to help them achieve this. A minority of children require support or challenge in this area of learning in order to make the best possible progress. We have asked the team to improve opportunities for children to develop their phonetic awareness as part of play and daily routines. This should include a strong focus on the sounds and patterns of language. This will support all children to develop further their early communication skills and make the progress they are capable of.
- The majority of children are making satisfactory progress in numeracy and mathematics. They are developing confidence in counting and number recognition skills as they complete puzzles, sing number songs and use numeracy games on the interactive board. Children are developing their understanding of shape and mathematical language as they create structures in the block area, experiment with woodwork materials and use digital technology. Snack and baking activities are supporting children's development of weight and measure as they follow a recipe with the help of practitioners. Children do not yet have opportunity to explore information handling during daily play. A minority of children require additional support or challenge in this area of learning in order to make the best possible progress. Children would benefit from more planned and targeted learning opportunities to apply these skills according to their developmental stage. Practitioners are at the early stages of introducing a system to help them identify the progress children are making and plan for future learning.
- The majority of children are making satisfactory progress in health and wellbeing. They are caring towards their peers and keen to help each other with tasks such as getting ready for outdoor play. Children understand how to support aspects of their own wellbeing through daily routines such as snack and regular hand washing. Outdoors, children are developing their physical skills well as they negotiate large loose parts equipment and use different kinds of bicycles according to their ability level. Children would now benefit from more planned learning

about health and wellbeing across the curriculum as well as opportunities to develop their leadership skills.

- Children are developing as confident individuals. Practitioners know them well and now need to use this knowledge to demonstrate more effectively children's progress over time. This will ensure significant learning is built upon. It is important for practitioners to take better account of what children know and have achieved. Children's successes are celebrated informally through daily discussions and 'let's celebrate' sheets which recognise children's good work and achievements from nursery and at home.
- The setting's welcoming and nurturing ethos promotes a climate of respect where children are valued. Practitioners know families well and are proactive in establishing effective communication and positive relationships. They use their understanding of the circumstances of children to plan with families and other professionals to support their needs and promote equity across their work. The team reflect on the impact of any strategies used to help them make decisions about future plans and interventions. We have asked practitioners to continue to develop the way they record these strategies and interventions. This will help evidence further the impact on children's progress over time.

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.