

# Summarised inspection findings

**Teanassie Primary School Nursery Class**

The Highland Council

22 August 2023

## Key contextual information

Teanassie Nursery Class is situated within the campus of Teanassie Primary School. Children attend from Kilmorack and the large surrounding rural area. The nursery is registered for 21 children aged from three years until starting school. At the time of the inspection eight children were attending the setting on a full-time basis. The nursery offers places during school term time, between 8.45 a.m. and 3.30 p.m. Monday to Thursday and 9.00 a.m. and 12.00 p.m. on a Friday.

Staffing consists of two early years practitioners and an early years support worker. The nursery team was established in September 2022. The headteacher leads a tri-cluster of schools including Dochgarroch Primary School and Tomnacross Primary School as well as Teanassie Primary School. A principal teacher has delegated responsibility and supports the nursery provision in the three schools. Currently the principal teacher is acting head teacher across the tri-cluster and no principal teacher is in post. Visiting staff from the Highland Council also support the nursery. The nursery class has one large playroom with direct access to an outdoor play area and the wider school grounds.

### 1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community.
  - strategic planning for continuous improvement
  - implementing improvement and change
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- The vision, values and aims are shared with the school and are well-established. Practitioners model the values of respectful, inclusive, happy, and hardworking very effectively through their practice. They support children to demonstrate the vision and values through the simple class charter that promotes rights and responsibilities. Practitioners should continue to use the language of the vision, values, and aims to help children develop their understanding in an age-appropriate way. They should keep the vision, values, and aims under review to help ensure they remain relevant to the context of the nursery over time.
  - The team is relatively new but have formed strong, cohesive working relationships. They have created quickly a culture where everyone is valued, and strengths and skills of individuals are used to benefit children. Practitioners support each other, and children and families very well. This support has helped ensure that ongoing developments and quality practice have continued throughout a period of change in the senior leadership team. Developments include improvements to the environment and how staff support children to develop understanding and skills in early literacy. These developments are having a positive impact on how children use spaces to play and learn and the progress they make in their learning.
  - Practitioners value and benefit from the support of visiting staff from the local authority. Local authority staff provide professional learning opportunities and support to evaluate the quality of the provision. Practitioners also benefit from beginning to work with colleagues from settings in the tri-cluster. They explore and evaluate practice and learn together. Practitioners should continue to develop this way of working.

- Practitioners and children are very much part of the Teanassie family. They are included in weekly 'Teanassie Time' and other important school events, for example. The whole school improvement plan includes nursery improvement priorities. Practitioners are committed to taking priorities forward and evaluate effectively the difference improvements make to children. They have worked well together to ensure continued improvement during a time of significant change. There is potential for the pace of change to be accelerated further once roles and remits are established.
- Practitioners engage in self-evaluation activities including ongoing professional dialogue and using self-evaluation frameworks. The appointment of a senior practitioner for the cluster provides an opportunity to develop and embed monitoring and quality assurance processes. Practitioners should continue to work together with senior leaders to develop and implement systems to monitor and evaluate the quality of provision. Practitioners have begun to involve children in evaluating where they like to play in the nursey. They should build on this positive start to including children in evaluating other aspects of the nursery.

## 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

- Children benefit from established routines within an approach that allows children extended time to follow their interests and lead their own learning. As a result, children engage readily with their learning, often for extended periods of time. Children make independent choices about where they will play, moving confidently between indoors and outdoors. Practitioners have developed the environment recently. Children have access to a stimulating learning environment that includes increasingly natural and open-ended materials. This is encouraging exploration, discovery, and creativity.
- Practitioners have a good understanding of how young children learn. They know children very well, both as individuals and as learners. They use this knowledge well to support children's learning through planned experiences and being responsive to their interests. Practitioners interact with children to nurture, support and extend learning, using questions and commentary effectively. Professional learning on how to interact with and support children's learning in early literacy, is supporting practitioners to develop their skills further.
- Practitioners plan for learning in response to children's learning needs and interests. They use floor books to document children's learning experiences. These provide children with opportunities to talk about and reflect on their learning. Practitioners could develop their use of floor books to ensure all learning is captured and to streamline their records of learning.
- Practitioners use digital technologies to support learning well. Children are developing skills in using the interactive whiteboard and tablet computers as they research areas of interest. Practitioners have introduced recently matrix scanners for children to access information. They should continue to embed and extend the use of this technology across children's learning.
- As children learn, practitioners observe them carefully and record observations in individual learning journey folders. Practitioners have developed their skills in observing children's significant learning, as a result of professional learning. They should continue to develop these observations with a focus on specific skills children are developing and applying. This will help practitioners identify clear and meaningful next steps across the curriculum for individual children.
- Practitioners use local authority developmental overviews effectively to record individual children's progress in literacy and numeracy. They use their records well to support planning for individual children. Practitioners have collated this information recently into a class tracker. This allows them to identify areas children need more experience of or where they need to make progress. They should use all available information to maximise learning opportunities for children.

## 2.2 Curriculum: Learning and developmental pathways

- Practitioners use the experiences and outcomes from Curriculum for Excellence to provide a curriculum based firmly on play. They include interesting and stimulating experiences ensuring children encounter all curriculum areas. Practitioners make the best use of their skills and interests. Children gain from quality learning experiences in literacy and science, as a result.
- The recent focus on how to support the development of children's language and communication skills is having a positive impact on children. Practitioners are aware of the need to provide high-quality experiences indoors and outdoors. They are working in partnership with High Life Highland Libraries to develop and resource an outdoor reading room.
- When children join nursery, practitioners work closely with families to ensure they are aware of individual needs of children. Practitioners personalise arrangements for individual children and positive relationships continue throughout children's time in nursery. Transition into school is supported by a planned programme. This includes 'buddies' from primary six who develop relationships with nursery children before they move to school. Practitioners and staff working across the early level should work together more closely to promote continuity and progression in children's learning.

## 2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners have very positive relationships with parents and families. They provide extensive information about children's nursery experiences through daily feedback, weekly photographs and a summary of experiences using an electronic platform. Parents share achievements from home which practitioners and children celebrate and add to children's learning journey folders. Practitioners share these folders with parents and value the comments they add.
- Parents enjoy and benefit from events such as open afternoons which help them experience first-hand what their children enjoy at nursery. Staff gather parents' views throughout the year to help identify improvements and strengthen partnership working. Practitioners should continue with plans to introduce a family engagement calendar with a focus each term on providing family learning opportunities.

## 2.1 Safeguarding

- 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.

### 3.1 Ensuring wellbeing, equality and inclusion

good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Positive relationships between children and adults are a strength of the nursery. Practitioners have created a relaxed, calm, and nurturing ethos where everyone is valued. They are respectful and responsive to children. Children are very happy and settled, as a result. The 'belonging' area promotes a sense of community and family, with children learning to value similarities and differences. Children are kind and considerate of their peers and interact very well with each other and with adults. Staff are positive role models for children. Children help each other spontaneously or seek help for their peers. Practitioners offer sensitive support to individuals to help them negotiate social situations, when required. Children have established firm friendships. Practitioners support children to develop their understanding of managing their own emotions in a natural way, for example through using the 'calm' area. Children are able to recognise and discuss their feelings more often, as a result.
- Practitioners have a good understanding of the United Nations Convention on the Rights of the Child. They are beginning to support children to develop an early awareness of their rights through interactions, displays and discussions. Children are also becoming aware of the national wellbeing indicators through relevant experiences and the use of interesting characters. Children have a good understanding of being safe, healthy, and achieving. They describe confidently how they show these qualities in their play. Practitioners should continue to introduce children to the full range of wellbeing indicators. They could support parents to understand the relevance of the indicators when talking to their children about wellbeing.
- Children benefit from calm and unhurried experiences at snack and lunch times. They are independent in routines and persevere to experience success. Children are ready to take more responsibility in routines, for example serving their own accompaniments at lunchtime. Children are proud of recently introduced helper roles and enjoy taking on additional responsibilities. These roles could be extended to increase the development of leadership skills, for example recording risk assessment of their play.
- All practitioners comply and engage with statutory requirements relating to early learning and childcare. They undertake regular training to ensure they know how to keep children safe. Practitioners identify quickly where children may benefit from individual input to support their learning. They know where to access additional support if required. This helps ensure children get support they need to make progress in their learning. All children have a personal care plan that records their strengths and areas where they may require additional support. Staff should consider streamlining other record keeping by including it in one overall plan.
- Practitioners promote inclusion and equality through how they interact with and treat children and each other. They adapt spaces, interactions, and experiences to ensure children can access and engage with all aspects of nursery. Practitioners value diversity and understand their role in recognising and reducing barriers to inclusion and participation. They treat



everyone fairly. Practitioners should continue to monitor any potential gender bias and support children to view genders equally.

### 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

- Children make good progress in early language and literacy. They listen well to instructions and enjoy contributing their thoughts and ideas in discussions. A few children have a well-developed vocabulary. Most children enjoy exploring mark making and early writing. They could be mark making in more contexts, building on meaningful opportunities such as recording lunch orders each morning. Children enjoy stories and listen carefully to details, predict, and talk about their favourite story. A few children are at the initial stages of identifying rhyming words and different letter sounds.
- Children are making good progress in numeracy and mathematics. Most children confidently count within ten in their play, both forwards and backwards. They enjoy the challenge of measuring with standard and non-standard units of measure, including the 'worm ruler'. In real life experiences, including baking, children explore measure using scales. A few children are ready to extend and apply their skills across all areas of numeracy and mathematics.
- Practitioners promote children's health and wellbeing through a range of opportunities and children are making good progress, as a result. Children are developing an awareness of their own emotions and how they can manage their feelings using different strategies. They use different ways to relax successfully. Children know how to keep themselves safe in nursery and help each other spontaneously and independently to overcome difficulties. They have a well-developed awareness of each other, and friendships are well established. Children demonstrate well-developed physical skills in outdoor play, for example navigating challenging terrain in the 'breathing space.'
- Overall, children are making good progress in learning because of nursery experiences. They are becoming confident individuals who show interest and curiosity. This is that supporting them to develop a wide range of skills and knowledge and understanding across the curriculum.
- Staff recognise, value, and celebrate children's wider achievement using the celebration tree, in learning journey folders and during "Team Teanassie Time". Parents share some achievements from home. Practitioners should continue to find creative ways to encourage families to share and record children's achievements from home.
- Working in a climate of respect and trust, practitioners understand the importance of promoting equity. They know families very well and have a sound knowledge of factors that help build a

picture of the whole child. Practitioners should now develop further how they use all available information to support children's learning and ensure equity. This will help identify where sensitive and personalised interventions could help secure positive outcomes for children. It will be important to monitor the impact of any interventions.

## 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.