

# Summarised inspection findings

North Queensferry Primary School Nursery Class

Fife Council

19 March 2024

## Key contextual information

North Queensferry Primary School Nursery is located in the grounds of North Queensferry Primary School in Fife. The nursery consists of a large indoor space and an enclosed outdoor play area. Practitioners and children also access the school dining room, gym hall and the wider community. The nursery provides early learning and childcare from 9am to 3pm daily during school term. The setting is registered for 24 children aged from three years to those not yet attending school. There are currently 11 children on the roll and all attend on a full-time basis. The headteacher of the school has overall responsibility for the management of the nursery. The nursery is staffed by one full-time and two part-time early years practitioners.

### 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

- Practitioners have created a welcoming and friendly ethos for children and families. Children benefit from positive relationships with practitioners. They are happy, secure and settled while in the nursery. Children new to the nursery quickly settle due to the care and nurture they receive. Children engage well in activities that they choose. Practitioners provide a range of opportunities for children to learn in interesting contexts both indoors and outdoors. They should continue to provide an appropriate balance of adult-led and child-initiated experiences. Practitioners should ensure more children are encouraged to access the range of learning activities provided, especially outdoors.
- Practitioners interact with children in a calm nurturing way. Their interactions are caring and responsive. Practitioners engage children well in conversations during play and at mealtimes. They are skilful in providing well-timed interventions to support and extend children's learning. Practitioners use questioning and commentary well to support individuals. As a result, children's confidence and communication skills are improving. Practitioners should continue to talk to children about their rights and give them roles of responsibility. This would develop further children's confidence, interactions and leadership skills.
- Practitioners use digital technology as a tool to support and extend children's learning. A few children learn well using large touch screen games and activities to support skills in numeracy. Children's learning is shared with parents through an online digital application. Children should be more involved in this process. This would extend individual children's use of devices and enable them to share learning profiles more regularly with parents.
- Practitioners articulate well children's progress in their learning. They check individual progress through observations, an authority assessment tool and use progression pathways to check the progress children make. These approaches help practitioners to identify potential gaps in children's learning and to set activities at the right level. Practitioners should continue to refine their observations and plan appropriate next steps using developmental milestones.

- Practitioners plan for learning in response to children’s interests across different timescales. They focus on literacy, numeracy and health and wellbeing and build on learning opportunities across early level experiences and outcomes. These planning approaches help practitioners to check individuals’ progress.
- Practitioners are aware of the individual needs of children who have barriers to their learning. They ensure appropriate interventions are provided for children to ensure all make the best possible progress.
- Practitioners capture children’s voice and record aspects of children’s learning through floorbooks. Children’s progress is detailed within personal learning journal folders which they share with enthusiasm.

## 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

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 are making good progress in early communication and language. They are developing well their language and vocabulary due to quality interactions and questioning by practitioners. Most children talk confidently about their experiences with friends and adults as they play. Children listen attentively to stories and join in with rhymes. A few children write their name. Children's skills in mark-marking need to be developed further through daily routines and contexts for learning.
- Overall, children are making good progress in early mathematics and numeracy. Most count confidently in daily routines, for example, when lining up for lunch and checking fruit snack orders. A few children write numerals to 10 and are able to recognise numbers beyond 10. Children use mathematical language accurately to compare lengths. They talk about fractions during snack. Children would benefit from more regular opportunities to develop mathematical concepts, such as an awareness of shape, time and using numbers in real-life contexts.
- Children are making good progress in health and wellbeing. Most play well together and share resources. A few children develop physical skills well, for example, as they run and balance on bikes in the outdoor area. Children would benefit from more regular access to spaces in their local community. Most children demonstrate independence, for example, in serving themselves and clearing up at snack time. A few children are beginning to identify feelings through stories. This helps to develop children's understanding of aspects of wellbeing in an appropriate way. Children's awareness of diversity should be developed as part of the school's focus on children's rights.
- As a result of their nursery experience and from information gathered from learning journals, most children are making good progress over time across all areas of the curriculum. More effective use of the online platform would show the progress made over time more clearly for individuals.
- Children enjoy receiving praise from practitioners as they engage in their play. Practitioners provide opportunities for children to experience success in a range of activities. They should begin to capture and display children's achievements within the nursery. In addition, they should encourage parents to celebrate and share children's achievements from home.
- Staff know children and families well. Children with additional support needs are making good progress because of the inclusive and supportive ethos in the nursery. Practitioners are aware of where support is required and put effective interventions in place. They should

continue to work closely with families and support agencies in reviewing the impact of interventions. This will help to ensure equity for all.

## 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.