

# Summarised inspection findings

**Newtown Nursery Class**

Scottish Borders Council

10 September 2024

## Key contextual information

Newtown Primary School Nursery Class is based within Newtown Primary School. There is a large playroom, kitchen facilities, cloakroom, toilets and a secure outdoor play area. The setting is registered for 40 children, aged two years to those not yet attending primary school. There are currently 30 children on the roll, attending full time during term time. The recently appointed headteacher has overall responsibility for the nursery. There is one early years officer, supported by five early years practitioners.

### 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 interactions
- effective use of assessment
- planning, tracking and monitoring

- Practitioners have formed caring and positive relationships with all children. They know children well. Children are supported to self-regulate their emotions using strategies, which positively impacts their behaviour. Children are supported to use the Zen Den if they need quiet time. Practitioners are skilled in recognising potentially dysregulated behaviour and interact with children when necessary.
- Practitioners have created an inclusive ethos. Children feel safe and secure and are confident in their play. They engage in spontaneous play opportunities, both indoors and outdoors. Most children are developing their independence and resilience through the learning experiences on offer. Practitioners are at the early stages of introducing appropriately planned provocations within the playroom, such as loose parts and natural resources, to stimulate and encourage children's engagement. As their practice continues to develop, practitioners should consider allowing children to develop their creativity skills further.
- Most practitioners use questioning and interact sensitively to promote children's learning. They use 'technique of the week' to develop their interactions with children. As planned, practitioners should continue to enhance their interactions with all children, using skilled, open-ended questioning and timely high-quality interactions. This will enhance learning experiences to support children to make better progress. Children have opportunities to use tablets and programmable devices in their play. Practitioners should continue to develop the use of digital technology to support and extend children's learning.
- Practitioners make use of observations and interactions to make judgements about children's progress to assess their learning and development. These are recorded in profiles to demonstrate progress and identify appropriate next steps and possible lines of development. They use a digital platform well and consistently to share information with parents and families. Children who require additional support with their learning have appropriate plans in place, which detail their individual targets. As planned, children should now be given support to talk about their achievements and reflect on their own learning.

- Practitioners plan appropriately for all children using Curriculum for Excellence experiences and outcomes. Staff are responsive to children's interests. Senior leaders and practitioners monitor and evaluate progress to improve children's learning and identify any gaps. Practitioners are aware of children and families who may be facing additional challenges. Senior leaders and practitioners now need to track the impact of interventions, strategies and partnerships to ensure they reduce barriers to learning.

## 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

- Children are making satisfactory progress in communication and early language, and a few are making good progress. The majority of children demonstrate confidence when talking and listening to practitioners and other children. The majority of children engage well with stories and a few children access books independently. Older children have a story of the week and engage in discussions about vocabulary. A few children mark make indoors and outdoors. Children under three years are developing their vocabulary well. Practitioners should develop a literacy-rich environment to support all children to make progress. Children need to develop their mark making skills in a variety of contexts.
- Children are making satisfactory progress in mathematics, and a few are making good progress. Children count, measure, name colours and shapes and identify patterns and symmetry. Children problem solve in their play, for example, working out how to make their cars go further down ramps. Children under three years are learning to understand and follow the setting's routines. Practitioners should continue to provide further opportunities for children to develop and extend their numeracy and mathematical skills.
- Children are making satisfactory progress in health and wellbeing. They describe their emotions using appropriate language. The majority of children have formed positive relationships with their peers. Children engage in outdoor play independently and are developing their physical skills using wheeled toys and opportunities to climb. Children ride bikes outside on Wheely Wednesdays, however, daily opportunities would offer children the chance to develop their skills further. Children demonstrate independence skills at snack and lunch times and follow routines well. Children aged under three years have opportunities to develop their skills through a range of sensory experiences such as the use of malleable materials.
- Practitioners track children's progress over time in literacy, numeracy and their developmental milestones. Information and data, gathered by practitioners, shows progress in literacy and numeracy and a reduction in attainment gaps. Most children under three years are making good progress in their developmental milestones. Practitioners should have high expectations of children to achieve. As planned, practitioners should continue to develop moderation activities to ensure validity and rigour in their professional judgements.
- Practitioners recognise children's successes in the setting. These are shared with parents using a digital platform. As planned, practitioners should now look at ways to celebrate

children's achievements and successes and include achievements from outwith the setting and from home. This will help children to feel successful and confident.

- Practitioners know their families well and have formed positive relationships with them. Children in the nursery are included in whole-school trips which enhance their learning opportunities. Practitioners take account of socio-economic and linguistic backgrounds. As planned, senior leaders and practitioners should now make more effective use of data to monitor and track children's progress. This should ensure equity and inform decisions about future 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.