

Summarised inspection findings

Lockerbie Primary School Nursery Class

Dumfries and Galloway Council

9 June 2020

Key contextual information

Lockerbie Nursery is situated within Lockerbie Campus. The nursery is registered for 48 children aged from two years to those not yet attending primary school. At the time of inspection, there was a maximum of 25 children attending on any given session. There were no two year old children present during inspection. The nursery has experienced several changes in staffing since August 2019.

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

- Relationships among children, practitioners and families are a positive feature across the setting. Children are welcomed individually when they arrive each day. At the time of the inspection, a few younger children were new to the setting and required extra support at times. Children feel safe, secure and most are settling well into their nursery experience. They are making positive relationships with each other, beginning to make friendships and are enjoying their time in the setting.
- Practitioners need to review how they organise the daily session. In free play, most experiences are the same for all children and at a similar level. A better balance of child-led and adult-initiated learning is needed to help ensure all children are making the very best progress in their learning. Children also need a quieter, calmer area in the nursery where they can relax, be by themselves or with one or two others.
- Children access a good range of loose parts, particularly in the redesigned outdoor area. This access to loose parts is working well and children are showing more interest in their learning. To encourage children's curiosity and help them explore their sensory experiences, they need more frequent access to loose part play to develop a more positive level of engagement when playing.
- Across the team, there are some positive examples of interactions, where practitioners support children's learning well. At these times, they respond to children's interests by asking what they want to learn. For example, the provision of a police station in the imaginative play area following a visit from the community police. Practitioners need to review how they improve further their interactions with children. They should ensure all experiences support children's learning in interesting and dynamic ways. They need to help children to think through what they are doing and extend their play through modelling. Practitioners are not always providing resources or using question skilfully to extend children's thinking. Practitioners need to ensure that when interacting with children, they interact in consistent and positive ways which further children's learning and development.

- Children are interested in using cameras, walkie-talkies and torches during free play. A few children explore enthusiastically how they work. Practitioners need to support children to test their ideas in different contexts. They do not always allow children time to persevere. Practitioners should build on these skills to develop further children's levels of concentration when playing.
- Practitioners use their observations to discuss individual children's progress with each other and parents. They plan children's next steps in learning using information gathered from the observations. To improve this further, practitioners need to make better connections between information from observations and children's prior learning.
- Practitioners would benefit from further professional learning outwith the setting to widen their knowledge. Their skills and confidence in assessing and recording observations of learning are not yet fully effective.
- Local authority trackers, developmental milestones and progression pathways, are helping practitioners record an overview of children's progress in literacy, numeracy, health and wellbeing. This overview of progress is at an early stage of development.

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
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- Overall, the majority of children are making satisfactory progress in language and communication. During free play, the majority engage in conversation with their peers, adults and visitors. The majority of children enjoy mark-making when both indoors and outdoors, with a few exploring writing letters and numbers. A few children write their name with confidence. They need to develop their skills in writing for a purpose. Children enjoy listening to a story read by an adult and access to a range of fiction and non-fiction books across the setting. Children need support and encouragement to engage meaningfully with books to develop further their knowledge and understanding. In order for children to continue to make progress in language and communication, they need to develop their skills further in listening and talking.
 - The majority of children are making satisfactory progress in numeracy and mathematics, with a few making good progress. They are showing an increasing interest in numbers, with the majority of children counting upwards to ten and a few counting confidently beyond. A few children use the language of measurement and size, as they build towers with the blocks. Children use loose parts increasingly to problem solve indoors and outdoors. They need to explore a range of natural materials to develop further their skills in this aspect. Children are beginning to develop an understanding of money as they take the snack money to the school office. In order to continue to make progress, children need to develop and apply their skills in numeracy and mathematics across a range of contexts. For example, when purchasing nursery snack from local shops.
 - The majority of children are making satisfactory progress in health and wellbeing, with a few making good progress. The majority are developing their physical skills well in the large outdoor space, riding bikes independently and playing football. The majority of children are developing resilience and an increasing sense of risk. Children have an awareness of healthy eating as they enjoy a range of fruit and healthy snacks. They should continue to develop further their independence skills, for instance, continuing to prepare their own snack. Children are developing their hygiene skills well. In order for children to make continued progress, they need to develop further their knowledge and understanding of their emotions, including learning how to express and manage their feelings.
 - Practitioners are at the early stages in using learning profiles, developmental milestones sheets and a recently introduced tracking system to capture fully children's progress over time. In the majority of children's learning profiles, practitioners are beginning to document children's engagement across all curricular areas. Parents are encouraged to share the

learning profiles with their children and this is at the early stage of development. They have regular informal and formal opportunities to discuss their children's progress. Practitioners need to continue to develop their approaches to record children's progress over time in order to have an accurate overview of their progress and develop clear and specific next steps in learning.

- Celebrating children's achievements are a regular feature of practice in the setting. Children's 'star of the week' awards link well to the four capacities and parents view these through the weekly celebration book. Children are proud of, and enjoy adding to, their individual learning profiles, which they readily discuss with adults. Practitioners should continue to record children's successes and wider achievements to allow all children to experience success.
- There is an ethos of mutual respect and trust. Practitioners and external agencies as appropriate, support children who may experience a potential barrier to their learning. Interventions such as those which support language and communication, help a few children to make continued progress in their learning. Practitioners should continue to monitor the current interventions to ensure they have maximum impact on progress for all children and inform 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.