

Summarised inspection findings

Rosetta Early Learners

Scottish Borders Council

17 September 2024

Key contextual information

Rosetta Early Learners nursery is located in the town of Peebles. It is a voluntary, funded provider working in partnership with Scottish Borders Council. A parents' committee manages the setting. The manager has day-to-day responsibility for managing the setting. She has been in post for six years. She is supported by a deputy manager and four practitioners.

The setting is open during term time from 8.30 am to 3.00 pm Monday to Thursday and 8.30 am to 12.30 pm on a Friday. It is situated on the same campus as Halyrude Primary School. Children are able to attend from 2 years and 6 months until starting primary school. Children have varying patterns of attendance which is the choice of parents. The setting is registered for 18 children to attend at any one time. The current roll is 22. There are no children aged two years attending at the time of the inspection.

Children benefit greatly from their close proximity to the school as they have access to the school grounds and school hall. Children from the setting also join children in the primary school on a Friday for the 'Friday brunch'.

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

- All staff value the children as individuals. As a result, almost all children present as happy and settled. Almost all children enjoy positive relationships with each other and familiar adults. Across the setting, practitioners create a cosy and nurturing ethos. There is a strong sense of family within the setting. The manager has helped to set a very positive and most respectful culture in the setting. As a result, practitioners provide strong role models for children in the positive way they interact with each other and children. This, in turn helps children to play with, and alongside, their peers in a very kind and respectful way.
- Practitioners have established effective routines which enable children to lead and direct their own learning throughout the day. They are very responsive to children's interests and take immediate action to develop children's evolving ideas.
- Practitioners have developed attractive and engaging learning environments both indoors and out. Children enjoy spending extended periods of time in the outdoor area. They access a range of natural open-ended resources which support their curiosity and creativity very well. Almost all children are motivated in their learning and regularly invite familiar adults and friends to join their play. A few children use tablets for research. Practitioners should develop the use of digital technology further to enhance children's learning.
- There is an unhurried pace to the day which allows children to revisit and deepen their learning. Practitioners have their own key group of children but support all children well. They

are very flexible and follow the interests and needs of children well. Practitioners have positive links with the local primary school and nursery. This helps to provide children with access to greater space for energetic physical play. They also utilise very well the resources and amenities in the interesting local area to enhance children's learning. Practitioners should consider how they can enable children who attend on a part time basis to also benefit from planned learning experiences.

- Practitioners use open-ended questioning to develop children's ideas and learning. They support well children who may have barriers to their learning. For example, by providing dual language signs and books. Positively, a Polish speaking parent visits the setting regularly to read stories in Polish.
- Practitioners, supported by the visiting peripatetic teacher, have been developing their approaches to intentional and responsive planning. They have created a learning wall which documents the wide range of learning which takes place over a four-week period. Children are able to talk about their prior learning using this visual representation. Practitioners use local authority trackers to measure the progress children make over time. This is also used to inform short-term planning. Practitioners meet regularly to discuss children's progress. Practitioners put in place appropriate plans to support children who have additional support needs. The manager monitors each child's progress and provides helpful feedback to practitioners.
- Over the last year, the staff team have been using an online platform to document children's development and learning. As planned, the staff team should continue to develop how and what they observe to build up a clearer picture of children's learning and progress. It would also be helpful for all practitioners to record children's individual next steps and share these with children and parents. As planned, they should develop further the use of the learning journals in order that children can access them independently.

2.1 Safeguarding and child protection

- The setting 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
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- Most children are making good progress in communication and early language. Children who have English as an additional language are developing their spoken language well. Children are confident to share their experiences and ideas. They converse confidently with familiar adults and friends. Almost all children listen well to adults and follow simple instructions. The majority of children mark-make in their play. They produce drawings with good attention to detail. Practitioners should continue to provide real-life opportunities for children to write for a purpose. The majority of children are able to identify rhyme. They enjoy exploring books with others. Older children identify their favourite story books and retell parts from the story. They make good use of carefully chosen provocations to re-enact familiar stories. A few children create their own books with personal dedications. Children explore environmental print and are able to identify familiar logos and signs. Practitioners should continue to develop children's engagement with a wide range of texts and set aside dedicated times to share them.
 - The majority of children are making good progress in numeracy and mathematics. Children regularly count and use numerals as part of their play and nursery routines. A few older children identify and recognise numbers beyond 100. Children are learning about the purpose of money in meaningful ways, for example, when visiting local shops and banks. They are learning about symmetry and are able to create their own simple patterns using different materials. The majority of children use positional language and direction during their play. They are developing their understanding of measurement in many different ways. They are learning to organise and share information in simple charts.
 - Children are making good progress in health and wellbeing. They are developing independence well as they select their snack and make choices about where they would like to play. Children are becoming familiar with healthy foods and the importance of healthy eating. They benefit from regular access to outdoors where they enjoy the fresh air and space for energetic, physical play. Children are learning to use balance bikes, and a few are now able to ride a bike independently.
 - Children are making good progress across most areas of the curriculum. The staff team are not yet recording children's progress across all areas of the curriculum. Moving forward, the practitioners should gather ongoing information about children's progress across the curriculum. This is to ensure children make continuous progress and receive appropriate support and challenge.

- Practitioners use praise well to celebrate children's significant achievements. They encourage parents to share achievements from home. As planned, the manager should continue to support parents to use online journals to celebrate and build on children's learning at home. Parents are very happy with all aspects of the setting. They share readily how well their children are progressing as a result of the committed and knowledgeable staff. The manager and practitioners know their children and families very well. They offer bespoke and sensitive support to ensure all children make the best possible progress.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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|-------------------------|---------------|
| 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.