

Summarised inspection findings

Panmure Pre-School

Angus Council

20 May 2025

Key contextual information

Panmure Pre-School is situated within the same building as Carnoustie Early Years Centre in the town of Carnoustie, Angus. Children have access to a large playroom, sensory room and communal dining area. There is free-flow access to a secure garden. Children use the adjacent forest and local businesses regularly as part of their learning.

The nursery is registered for 30 children from the age of two to those not yet attending primary school. At the time of the inspection the roll was 34. Children attend term-time from 9 am until 3 pm. Almost all children access 30 hours of early learning and childcare at the nursery.

A nursery manager and senior early years practitioner lead the work of the nursery. There are a further seven early years practitioners who work across the week. A committee manages the nursery. They are responsible for financial management and the recruitment of staff. Panmure Pre-School is a registered charity.

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 demonstrate caring and loving relationships with each other. Practitioners support them very sensitively to make friendships and play cooperatively together. Children like to play in small groups and in close proximity to practitioners. They demonstrate confidence to explore materials and experiences quietly by themselves.

Children aged 2-3 years

- Children settle quickly and readily approach practitioners to express their needs. They are learning to make independent choices. Practitioners monitor children closely and are attentive to their needs. Children explore play materials which are interesting and developmentally appropriate. They love the freedom to explore the outdoors expressing joy and excitement. Practitioners improve continuously how they plan for young children to meet their developmental and learning needs as they grow. They make accurate observations about their ongoing development and collaborate with families to plan for their next steps.

Children aged 3-5 years

- Children thrive in their attractive and stimulating learning environment. Practitioners use children's interests to select experiences and prepare play spaces which they know children will enjoy. They use interesting materials well to engage children and promote curiosity and investigation. Children move freely between the indoor and outdoor environments. Their learning is spontaneous and meaningful. Children respond very well to the proximity of practitioners who take a deep interest in their play. A few children would benefit from the continued direct support of practitioners to help them sustain their play.

- Practitioners nurture children to self-regulate using gesture and facial expression very well. They praise children warmly and celebrate their successes. Most practitioners use thoughtful questioning to extend children's ideas and build on their communication skills, knowledge and understanding. At times, practitioners need to offer greater challenge through their interactions with children. They need to build on their underpinning knowledge of children's developmental milestones and individual learning needs. This will help them to secure children's progress further. Practitioners continue to develop and explore ways in which children use digital technology through their learning.
- Practitioners make frequent, accurate observations of children's responses to learning experiences in a variety of contexts. They use this information well to understand children's interests and capture their enthusiasm. Practitioners meet often to analyse the observations they make. They are beginning to evaluate the quality of their observations and 'future possibilities' in children's learning in greater depth. This will help them demonstrate more clearly children's progress in all areas of their learning. Practitioners maintain detailed folios of children's experiences and wellbeing. They share these with families regularly and children are proud of them. Parents receive observations and photographs regularly about their child's learning. They take part in 'Stay and Play' and local outings where they can see first-hand how well their child is making progress. The manager and practitioner team liaise well with local schools to support smooth transitions as children move onto the next stage of their learning.
- Practitioners use national guidance to plan learning for children at different stages of development. They recognise they need to continue to ensure that they plan learning in all areas of the curriculum. Practitioners support children who require additional support with their learning very well through individualised planning. The manager and practitioners do this carefully in collaboration with families and relevant outside professionals.
- The manager is developing ways to check that children's planned learning helps them to make the best possible progress. She works closely with local nurseries and representatives from Angus Council. Practitioners would benefit from working alongside the manager to help them keep a close check on children's progress over time. The manager has very recently put plans in place for practitioners to begin to meet with local colleagues. This will enable them to share their understanding of the progress children make over time.

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. Areas for development have been agreed with the nursery and the education authority.

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 aged 2-3 years

- Children develop early language and communication skills well. Most communicate effectively with increasing confidence and clarity. Children develop their physical skills enthusiastically through regular energetic play in the nursery garden. Most strengthen their finger muscles using soft mouldable materials and by manipulating natural loose part resources. Children enjoy number songs and rhymes using puppets, learning rhythmic patterns and about early number. They are becoming increasingly independent through participation in mealtimes and dressing themselves to go outdoors.

Children aged 3-5 years

- Most children make good progress in their early communication and language development. They share their ideas during meaningful conversations. Children choose from a range of books, listen to stories and take part in small group conversations throughout their day. As a result, they are developing well their vocabulary, comprehension and language skills appropriate to their developmental stage. A majority of children use marks to communicate meaning. They write their names and experiment with symbols and letter shapes. All children would benefit from exploring further mark-making and early writing in real-life contexts.
- Most children make good progress in early mathematics. They explore number and use appropriate mathematical language accurately. Most children understand that numbers represent quantities. They explore numbers to ten. A few enjoy the challenge of exploring larger numbers and experimenting with number bonds. Children have fun gathering and recording information using tally marks during outdoor experiences. Most investigate the properties of shape through exploring and measuring during sand, water and block play. Children would benefit from more experience in exploring further mathematical concepts such as time, pattern and money within routines and real-life experiences.
- Most children make good progress in health and wellbeing. They are independent, relaxed and enjoy their nursery experience. Most co-operate and share resources well with their friends, building positive relationships quickly and comfortably. Children enjoy energetic play, fresh air and exercise in the nursery garden and local forest area. They demonstrate increasing co-ordination and balance. Children use scissors and tools well to strengthen their fine motor skills. Most children manage and assess risk when visiting local community spaces. This is developing their understanding about how to keep themselves and others safe. To extend and enrich these experiences children are ready to learn more about their

rights and the national wellbeing indicators. Most children practice good hygiene through hand washing. All children should now care for their teeth through daily toothbrushing.

- Most children make good progress over time since starting pre-school. They are becoming independent and confident learners. The manager, working alongside practitioners, needs to develop further the approaches in place for keeping a close check on children's individual progress. This will ensure all children make the best possible progress in all areas of their learning and development.
- Practitioners recognise and celebrate children's achievements in their 'beanstalk' display. They encourage families to share achievements from home. Practitioners should ensure they know about and record children's achievements. This will help them to identify children who may be at risk of missing out on opportunities to develop and celebrate their talents and skills.
- The manager and practitioners promote equity through their inclusive and welcoming ethos. They strive to identify any potential barriers to learning and provide sensitive assistance for those families who may require support. The manager collaborates closely with outside professionals and representatives from Angus Council. They plan for and implement personalised strategies and interventions for individual children who need extra help to learn. As a result, children make strong progress in their learning. The manager and practitioners should continue to deepen their use of the information they gather about children's progress. This will help them understand the impact barriers can have on children's learning and development. This will inform positively 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.