

Summarised inspection findings

Fraserburgh South Park School Nursery Class

Aberdeenshire Council

18 February 2025

Key contextual information

Fraserburgh South Park Nursery Class is in the town of Fraserburgh, Aberdeenshire. The nursery operates from a playroom within Fraserburgh South Park Primary School and has a large outdoor area. The nursery also has use of the school dining hall, gym hall, music room and library.

The nursery operates from 8 am - 6 pm, term time, and caters for children from the age of three until they begin primary school. Currently, 61 children attend the nursery on various placement patterns. This can include full days, morning and afternoon sessions. The nursery is registered to take 32 children at any one time. A few children are in their first week of starting nursery. Not all children access their entitlement to 1140 hours of early learning and childcare (ELC).

The headteacher has overall responsibility for the nursery. A senior practitioner is responsible for the day-to-day running of the nursery. There are two part-time lead practitioners and a team of eight 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 built warm, positive relationships with children, parents and each other. They work well together as a team to create and embed routines that support children to develop a sense of belonging. Practitioners plan and provide inviting provocations, indoors and outdoors, for children to develop their early literacy and numeracy skills well. Almost all children are motivated by the wide range of open-ended experiences. They are curious, ask questions and develop and connect their thinking through experiences such as block play, 'potion stations' and loose parts.
- Almost all children are kind and show empathy to their friends as a result of the positive, nurturing and responsive interactions of the practitioners. This role modelling supports children to play cooperatively with each other and develop friendships. Almost all children demonstrate these skills well as they welcome and take care of their new friends who have recently joined the nursery.
- Practitioners know children well and are attuned to their varying needs, personalities and interests. Almost all practitioners readily engage with children and play alongside them to support their learning. Practitioners should make increased use of the language of skills when engaging with children. This should enable children to extend their vocabulary and help them to talk confidently about their learning. Most practitioners support children well to use digital tablets with confidence to capture and celebrate their and others' learning and achievements.
- Children have individual electronic learning journals which contain photographs and practitioners' observations. It would be helpful for senior leaders and practitioners to review

and amend journals, to demonstrate more effectively, children's learning across the curriculum. Practitioners should continue to develop a consistent approach to record significant learning and identify the key skills children are developing. As a result, a clearer picture of the breadth and depth of children's learning should emerge. Senior leaders and practitioners should use moderation activity to help them develop a shared understanding of children's progress. In doing so, this should help practitioners to make more accurate judgements about children's learning and what happens next to support their progress.

- Practitioners respond positively to children's ideas, thoughts and interests. They capture these well through floorbooks and 'learning leaves.' In addition, they plan intentionally for children's learning over different timescales, using the experiences and outcomes from Curriculum for Excellence effectively. During team meetings, practitioners evaluate children's responses and use this information well to influence future planning. They should continue to ensure sufficient pace and challenge for all children.
- Practitioners provide highly effective support for children who require additional help with their learning. They support children very well to access all experiences within the nursery. Practitioners have clear plans in place with relevant targets to support children to continue to develop and learn during their nursery experience. They review these plans timeously with parents to ensure strategies continue to be effective in meeting the needs of individual children.

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

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's progress in early communication and language is good. Most children engage confidently with their peers and familiar adults. When required, children use visual aids appropriately to help them express their needs. Almost all children listen well during stories and engage enthusiastically with the text. Children are developing their phonological awareness well. Most children are becoming aware of rhyme through songs and stories and tap out the syllables of their name confidently. All children could develop their early writing skills further, through increased opportunities to 'write' for a purpose.
 - In early numeracy and mathematics, most children make good progress. Most children count confidently during routines and play experiences. They use appropriate mathematical language when making comparisons of height, weight and length. Children explore two-dimensional shapes and three-dimensional objects as they create in the art area and build structures during block play. Most children could develop their skills further in gathering and displaying information and using money through more frequent opportunities.
 - Most children make good progress in health and wellbeing. Most children share and take turns during play. They have good awareness of certain wellbeing indicators which is helping them to talk about how to be respectful, safe and responsible. They confidently share why they keep the nursery tidy and safe. Almost all children are independent as they serve themselves and tidy away after lunch and snack. Most dress for outdoors, with little adult support. Children develop their gross motor skills very well during outdoor play. They balance and control their movements skilfully during challenging play experiences.
 - Through useful progress meetings with the headteacher, practitioners discuss children's learning and development. They record children's learning systematically on their individual trackers to demonstrate that since starting nursery, children continue to progress in their learning. Practitioners would benefit from continued support to interpret the range of data they gather for all children. This should help them make more accurate judgements about children's learning and the progress they are making. This should support practitioners to plan appropriate next for individuals and groups of children to ensure they make the best possible progress.
 - Practitioners celebrate children's successes well through the 'South Park Nursery Way.' As a result, children are developing worthwhile early citizenship skills. Children take the lead in promoting skills to ensure others are safe and being responsible during their play. They are

proud of their 'Bee rilliant' achievements which celebrate their learning and key skills such as being kind and nurturing to their peers. Children confidently communicate what they need to do to 'Bee rilliant.'

- Practitioners view all children as unique individuals and demonstrate a strong commitment to reduce potential barriers to learning and inclusion. They are skilled in identifying and meeting the needs of children who require additional support with their learning. Practitioners review children's individual plans regularly with parents. This supports meaningful discussion to ensure strategies continue to be effective in supporting children to make continued progress in their learning.

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.