

Summarised inspection findings

Ednam Primary School Nursery Class

Scottish Borders Council

26 November 2019

Key contextual information

The nursery class is located within the primary school building. It consists of one indoor playroom and an enclosed outdoor area. Ednam Primary School Nursery Class children and staff were decanted to Broomlands Primary School between February and June 2019 due to issues relating to the water supply, returning to the school one month before the inspection. At the time of the inspection there were six children on the nursery roll. The nursery class is open for four full days and one half day and provides 1140 hours early learning and childcare for each child per year during term time.

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

- The nursery has a calm and welcoming ethos. There are positive relationships between practitioners and children. This results in children who are confident, happy and eager to play an active role in their learning environment. Children are engaged in their learning. A recent audit of the indoor and outdoor environment using national guidance has increased the range and quality of resources available to the children. Children are encouraged to seek out and use the resources required to support them in their play. This is creating opportunities for children to develop their creativity, inquiry and problem-solving skills through play. The ongoing review and evaluation of the environment will ensure that children's independence and creativity is maximised and built upon to reflect national guidance on high quality early learning and childcare.
- Interactions between practitioners and children are positive and nurturing. It will be important to continue to develop practitioners' questioning skills to ensure children are being challenged in all aspects of their learning. The nursery makes good use of the local community to enhance learning. Children are taken for seasonal walks and access a green space for physical activity. They should continue to work in partnership with others in the community to develop further children's skills for learning, life and work.
- Children access a desktop computer and a handheld device to consolidate some aspects of their learning. Children would benefit from further meaningful use of digital technology to enhance their learning by developing their skills and providing further learning experiences.
- Individual learning journeys record individual children's learning and experiences. Practitioners should continue to develop a language of learning with children and extend the children's use of their learning journeys. This will support children to know themselves better as learners. Practitioners encourage parents to comment on the learning journeys by sending them home on a termly basis. The nursery uses effective approaches to encourage parents to be involved in their children's learning. Curriculum information is sent home in newsletters encouraging families to attend 'Stay and Play' sessions and develop their understanding of what their child

is achieving. Professional learning in recording significant learning from observations should ensure next steps are identified to support and challenge children consistently.

- The recently updated planning and tracking of learning is undertaken over a variety of timescales. This includes weekly planning, responsive and intentional planning, mind maps and an outline of continuous provision resources and activities. Practitioners use children's interests well as a starting point and link these to the Curriculum for Excellence. Learning walls contain a wide variety of information that children interact with to reflect regularly on their learning. This is having a positive impact on children's confidence and a sense of ownership of their learning environment.
- The nursery tracks coverage of the curriculum to ensure children experience appropriate depth and a broad general education. Recent training in emergent literacy has allowed practitioners to have an increased understanding of early literacy development. Assessment and tracking of individuals is supporting the planning of next steps in learning. The streamlining of existing planning and tracking documents to include the developmental trackers for literacy, numeracy and health and wellbeing will ensure a clearer overview of how children are progressing over time.
- Senior managers, the early years teacher and practitioners should continue to develop the cycle of observation, planning and assessment to demonstrate children's progress. A recently updated progression framework for numeracy has the potential to support increasingly effective assessment and tracking of children's progress. This will also ensure practitioners and teachers across the early level can plan for progressive learning experiences and develop shared and consistent early learning approaches and pedagogy.

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. 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

- In communication and early language, children are making good progress. They are developing skills in early language and communication as they converse during play. Children communicate their thoughts confidently, take part in extended conversations and demonstrate a wide vocabulary. They have access to a range of books and enjoy stories independently and as part of a group. Use of rhymes and songs, name and environmental print labels support children's emerging literacy skills. Opportunities for mark making are made meaningful through well-linked activities. Children are being encouraged to recognise their name by registering themselves when they arrive at the nursery and at snack time. It is important to ensure the nursery has sufficient texts made available to illustrate and support learning about equality and diversity.
- In early numeracy and mathematics, children are making good progress. Recent developments in the learning environment are ensuring that children are developing an understanding of shape and mathematical language as they explore in the outdoor area and through the use of block play. Opportunities to count are incorporated across daily experiences when counting how many children are in the nursery. Children explore measure as they play with blocks, real life building materials and during a variety of play experiences. Children match and sort 2D shapes, have an increasing awareness of time and the seasons and explore 3D objects in a variety of contexts. There is scope to extend the use of more challenging resources and encourage counting with bigger numbers.
- Children are making good progress in health and wellbeing and demonstrate a developing understanding of their emotions. Children are caring towards one another and cooperate well during play. They are kind and considerate towards their peers with practitioners supporting them appropriately to understand how their actions affect others. They are recognising the importance of healthy foods and making choices at snack and lunchtime. Daily opportunities to participate outdoors are supporting children to be healthy and active. Children run, use ride on toys and balance confidently in the outdoor space. Children are developing an appreciation of the natural world through planting flowers and vegetables. A recent focus on safety is supporting children's developing awareness of the wellbeing indicators in real and meaningful ways.
- Practitioners know their families well. Parents and carers are kept informed about their individual child's progress through regular information sharing, both formally and informally. Discussions with children, observations of their play and an analysis of learning journeys demonstrate that children are making good progress in their learning over time, appropriate to

their stage of development. Using new planning approaches linked to observations and identification of next steps will make children's progress clearer. This will make sure that children's learning is built upon and the impact of nursery experiences can be seen.

- Children and families are encouraged to share important events and achievements from home, which are displayed as 'Wow moments' in a display in the entrance area of the nursery. Practitioners are committed to exploring ways these experiences are consistently captured and built upon. The inclusion of children in whole-school assemblies to share wider achievements will be a positive next step.
- Practitioners know children, their families and their backgrounds well. A supportive and inclusive ethos is embodied in the recently created 'What makes a Happy Nursery' vision statement. As a result, there is a climate of mutual respect and trust. Practitioners are skilled at identifying barriers to learning and working effectively with other professionals to reduce these.

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.