

Summarised inspection findings

Dunscore Pre School Centre

Dumfries and Galloway Council

18 June 2024

Key contextual information

Dunscore Pre-School Centre is located in a building which was the original primary school. It is situated close to the existing primary school and the nursery use the school gym hall regularly. The building is owned by the community, managed by a Board of Trustees and is a registered charity. The nursery is in partnership with Dumfries and Galloway local authority. They are registered for 20 children aged from three to starting school. There are currently 13 children on the roll who can attend Monday till Thursday for full day sessions. There are five children who have split placements with other local nurseries. The nursery has a manager, two practitioners, a part-time administrator and a volunteer.

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

- Practitioners create a friendly, caring ethos and welcome children and parents into the nursery. There is a strong feeling of community throughout the nursery. As a result, children are confident, resilient and play well with each other. Children have a high level of freedom and are allowed time and space to concentrate and develop their ideas. Practitioners support children to resolve conflicts during play through thoughtful conversations. This helps children to start to understand their emotions. Children negotiate well with each other as they share resources and take turns. They enjoy being creative and demonstrating concentration and perseverance as they engage in their chosen activities. Practitioners should explore how they can build on this positive practice and encourage children to be mindful of returning resources when they finish playing.
- Practitioners know children well and take part in detailed conversations to support and develop children's play. They listen attentively to children and value and praise their contributions. Practitioners make effective use of real and natural open-ended resources to provide interesting experiences for children. They use their local community well to offer children a wider range of experiences. An example of this is the regular, well-planned activities in the nearby woods, where all children are motivated and sustain their interest well.
- All children have a "Treasure Book" which contains examples of work they are proud of and photographs of activities they take part in. Practitioners also share children's experiences and possible next steps in learning with parents, through an online platform. Practitioners should continue to develop the quality and frequency of observations to ensure they capture children's significant learning consistently. This will help them to record children's progress more effectively and identify important next steps in their learning. Practitioners should also consider how they can involve children more meaningfully in talking about and recording their learning.
- Practitioners plan activities regularly in response to children's interests. They provide a wide variety of interesting activities across most areas of the curriculum, including music and

science. However, they are not yet identifying clearly or building on the learning that is taking place within the nursery. Practitioners use local authority trackers to identify the progress children make over time. This tracking is not yet having an impact on children's learning. Practitioners will benefit from support from the local authority to develop planning and tracking systems with a stronger focus on learning outcomes and skills development for children. This will help them to have a greater impact on children's learning and progress.

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 setting 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

- Almost all children are making satisfactory progress in communication and language. The majority of children can express their ideas and opinions articulately. They are aware of several letter names and sounds and a few are beginning to write their names independently. A minority of children draw detailed pictures. Practitioners should consider how they use meaningful provocations to broaden children's writing experiences. A few children enjoy listening to stories and can retell stories from memory. Practitioners should encourage children to access books more frequently for their own enjoyment to develop further children's early reading skills.
- Almost all children are making satisfactory progress in mathematics. Almost all preschool children recognise and use numbers to 10 confidently in their play. They understand concepts of more and less and count objects accurately. Younger children are developing an awareness of number values and recognise a few numerals. All children are developing an awareness of capacity and they use the language of measurement to describe the height and length of objects. They are ready for broader experiences to develop further their skills in information handling, money, shape and time.
- Almost all children are making strong progress in health and wellbeing. They are building friendships and respect each other's differences. Children are confident in nursery routines and demonstrate good levels of independence when dressing for outdoor play. All children enjoy a healthy snack and a substantial meal at lunchtime. All children are developing good physical skills. This is particularly evident during the weekly visit to the woods where they engage in challenging experiences such as climbing trees and balancing on rope bridges. The woodland experiences also allow children to manage their own risks and learn how to keep safe.
- All children demonstrate an interest in the world around them and are confident to try new experiences. Most children demonstrate good problem-solving skills and perseverance when exploring and experimenting with a range of open-ended resources.
- Observations in children's Treasure Books, online profiles and tracking sheets provide evidence that children are making progress, but this is not yet robust. Practitioners need to review the recording and tracking of children's learning and put in place appropriate next steps for learning to ensure that all children make the best possible progress. This will also support children to be aware of their own progress and allow them to celebrate their successful learning.

- Practitioners create an ethos and culture of inclusion. They liaise effectively with other agencies to seek support for children if required. Practitioners are aware of ensuring equity to support all children to participate in all nursery experiences.

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.