

# Summarised inspection findings

**Broughton Primary School Nursery**

Scottish Borders Council

30 January 2024

## Key contextual information

Broughton Primary School Nursery is based within the building of Broughton Primary School. The nursery provides early learning and childcare (ELC) placements for children from Broughton and the surrounding area. Children can attend the nursery from the age of two until starting primary school. The setting can provide places for 21 children at any one time with no more than five being aged between two to under three years old. Currently, there are 14 children on the roll. The setting was opened in October 2019 following the closure of a private partner provider of early learning and childcare who used the premises. In session 2019 – 2020 early learning and childcare was provided as part of an early level class in the primary school, supported by the early years officer. In session 2020 – 2021 an additional early years practitioner joined the team, and the nursery class opened. This session, the setting started providing ELC for children aged two to three. There is a very small number of children aged under three. This session there has been an increase in staffing to support the provision of ELC for two-year-olds. There is an early years officer, two early years practitioners and a modern apprentice. A local authority peripatetic early years teacher supports the nursery team one day a week. There is one spacious playroom and children have direct access to a large outdoor area. Children attend during term time from 8.45 am to 3.15 pm from Monday to Thursday and 8.45 am to 12.45 pm on a Friday. The headteacher at Broughton Primary School and Nursery has overall responsibility for the setting. She is also the headteacher of Newlands Primary School.

### 1.3 Leadership of change

**satisfactory**

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The nursery class shares the vision and values of 'Broughton can – challenge, achieve and nurture' with the primary school. Practitioners identify when children achieve the values and celebrate these with children and parents through displays. A few parents are unclear of what the values are. Most children identify when they have demonstrated something new they have achieved. The headteacher and practitioners should seek ways to share the values widely with children and families. They should consider how they can make the language of the values more child friendly for very young children.
- The early years officer and practitioners have a strong focus on improving ELC experiences for all children. They have worked closely with the local authority early years teacher, using the principles of national guidance, to develop the indoor environment. The headteacher needs to support them to continue to review and adapt the environment on an ongoing basis. This will help them to meet the needs of all individuals and improve experiences for children. Practitioners have included a review of the outdoor area in this work. They now need to develop this work to improve learning experiences in the outdoor area further.
- The headteacher and practitioners have developed a nursery improvement plan with three priorities for improvement. The early years officer works effectively with the early years teacher to establish clear action plans to develop each area for improvement. Led by the early years

officer, practitioners use 'How good is our early learning and childcare?' and national practice guidance to self-evaluate the work of the setting. They are at the early stages of seeking the views of parents and children about areas for nursery improvement. The headteacher needs to develop more rigorous self-evaluation approaches to identify more robust evidence for initiating change.

- The early years officer and practitioners have identified key areas of nursery improvement for all staff to lead this session. These improvements are at the early stages of being developed. The early years officer has a clear plan for staff to work together on school improvement or attend appropriate training. The headteacher must ensure she carefully monitors the impact of improvement work and continues to build on new approaches. This should help all staff to ensure that positive change is embedded over 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

- There is a happy, nurturing ethos in the setting and children feel safe and secure. Practitioners have created an attractive indoor environment which provides children with opportunities to develop their skills in creativity, curiosity and enquiry. Most children engage well, for extended periods of time, in a range of adult initiated and child led activities. Most children are beginning to use digital technology to support their learning. For example, they use tablets to record their pictures and stories and an interactive board to self-register.
- Children have free-flow access to the outdoor area throughout the day. They also access the local environment in small groups for more focussed learning, such as identifying patterns in the natural environment. As planned, practitioners should now provide a wider range of resources and spaces outdoors. This will help children to extend their learning across all curriculum areas and promote their curiosity, creativity and enquiry outdoors.
- Practitioners have a shared understanding of the role of the adult in each area of the playroom. They observe children carefully during play and use their judgements well to identify when to interact to extend children's learning. They use a range of questions effectively but should ensure that they give children sufficient time to think before responding. Practitioners have created a clear plan for the nursery day. As a next step, they should review this to identify when children may be tired and would benefit from time to be quiet and calm.
- Practitioners record accurate observations of children's learning in children's learning journals and on individual tracking sheets for literacy and numeracy. Practitioners record observations which identify the skills children are developing and their next steps in learning. They now need to ensure that these next steps are followed up timeously to develop further children's learning at a brisker pace. Practitioners should develop strategies to include children and parents in contributing to the newly introduced online profiles.
- Practitioners plan across different timescales using progression frameworks linked to Curriculum for Excellence (CfE) experiences and outcomes in literacy, numeracy and health and wellbeing. They plan for coverage of CfE experiences and outcomes at early level for all other curriculum areas. Practitioners use intentional planning as a starting point for children's learning. They listen carefully to what children are interested in and what they would like to learn about next to help them plan learning. Practitioners now need to consider children's individual next steps in literacy, numeracy and health and wellbeing as part of this responsive planning process. Practitioners should engage further in moderation activities within and out with the setting to develop further their shared understanding of children's progress.
- The early years officer meets the headteacher four times a year to track and monitor children's progress in literacy, numeracy and health and wellbeing. They review progress in relation to

CfE experiences and outcomes and developmental milestones. They now need to develop this further to ensure all children are sufficiently challenged to make the best possible progress.

## 2.2 Curriculum: Learning and developmental pathways

- Practitioners use progression pathways based on CfE experiences and outcomes for literacy, numeracy and health and wellbeing. They use an annual overview of early level experiences and outcomes for all other curriculum areas to ensure coverage of the curriculum. They should now develop this further to ensure children experience progressive learning across all curriculum areas.
- Children develop their creativity and curiosity successfully in the playroom. For example, they develop their imagination well as they role play in pairs and small groups. Practitioners need to provide children with more opportunities to develop their curiosity and enquiry through exploring a wider range of loose parts and natural materials as they play outdoors. Loose parts should be more accessible in the outdoor area.
- Partners enhance children's learning well across the year. For example, children access the library van regularly and enter community events such as the local horticultural show competitions. Children are developing their knowledge of healthy eating and sustainability through working with partners on outdoor planting and using their harvested produce in the school kitchen.
- Practitioners support children and their families effectively through well-planned experiences as they begin nursery and move from nursery to primary one.

## 2.7 Partnerships: Impact on children and families – parental engagement

- All practitioners value highly their partnerships with parents. Practitioners engage in daily conversations with parents and carers, and this supports smooth transitions.
- Practitioners inform parents and carers about children’s learning in the setting through a variety of approaches. These include parent meetings, informal conversations, floor books, pupil profiles and termly newsletters. Practitioners encourage parents and carers to share “wow” moments from home, and these are celebrated within the setting. The introduction of an online learning journal aims to enhance further these partnerships.
- Practitioners invite parents and carers to be involved in their children’s learning through monthly planned parental events such as “take a peek.” They have introduced an interactive planning wall to provide further opportunities for parents and carers to contribute to planning learning and celebrating success. Practitioners should ensure they involve parents fully and regularly in self-evaluation of the setting and contributing towards improvements. The nursery team should continue to embed this across the session. Parents and carers are consulted and contribute to care plans, and this supports children’s wellbeing. Partnership working enables children to be involved and valued as part of the whole school community.

## 2.1 Safeguarding

- 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.



### 3.1 Ensuring wellbeing, equality and inclusion

good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- All children benefit from warm, nurturing relationships with practitioners and each other. All practitioners share a strong focus on developing children's wellbeing. Practitioners model respectful relationships in their interactions with other adults and children. This results in children being well-mannered, kind and caring in their interactions with each other.
- All children identify successfully a range of emotions, such as happy, sad, and angry. They use digital technology to self-register and identify how they are feeling each day. Practitioners use this information effectively and immediately to talk to individual children about how they are feeling. They help children to identify things they could do or play with in the setting that day which would help them to feel better. The practitioner responsible for the wellbeing check-in ensures information about individual children's feelings is shared discreetly and appropriately with all practitioners following check-in. As a result, children are supported well and settle quickly when they come in each day.
- Children carry out actions which develop their wellbeing well. Most children have a clear understanding of what it means to be safe. Children make appropriate risk assessments when playing outdoors and follow nursery safety routines well. They share the information about risk assessments with other children. This helps all children to be active and play safely outdoors each day. They ensure other children are included by allowing them to join established play and by sharing resources. Children have healthy choices for snack and have regular opportunities for physical play. They explain that fruit and vegetables are good for them. Practitioners help children to identify ways they achieve in and out of the nursery. For example, they celebrate on wall displays children learning to swim and ride a bike. All children demonstrate respect towards practitioners, visitors and each other. Practitioners now need to use child friendly ways to help children to understand the wellbeing indicators and how they relate to their individual lives. Children are not yet aware of children's rights.
- Practitioners recently reviewed and improved lunchtime routines. Children make healthy choices for lunch, and are independent and responsible in setting tables, serving their own food and tidying up. They interact well with each other and adults during lunchtime, talking about their morning activities and life at home.
- All practitioners have a clear understanding of their statutory duties in relation to child protection and early learning and childcare. Practitioners work with families to develop individual plans to support children's health, care and wellbeing needs. A few children, who require them, have extended care and learning plans. Practitioners identify children who may require additional support. They provide targeted, individual support to children, which they integrate into the learning day. Practitioners record and review the success of these interventions in learning journals and progress trackers. Most children, including those who require additional support, are making good progress in their learning. As a next step,

practitioners need to ensure that they identify targets for children which are specific, measurable and can be achieved within an agreed timescale. They should share these targets with children in a child-friendly way.

- All children benefit from an ethos where practitioners promote inclusion and equality. Children and practitioners treat each other fairly and with respect. Almost all children invite others to play with them. Practitioners value parents' views and parents and practitioners share information daily about children's wellbeing. Children celebrate a few cultural festivals throughout the year, such as Diwali and Christmas. They access a few resources which represent a diverse society. Practitioners need to increase these resources and make greater use of them to help children to develop further their knowledge and understanding of diversity.

### 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

- There are very few children under age three. Due to the small size of the setting, children's progress will be expressed in overall statements.
- Most children are making good progress in communication and language, numeracy and mathematics and health and wellbeing. Practitioners need to use information about children's learning gathered in observations to identify clearly children's next steps in learning. They should monitor and review these closely and timeously to ensure all children make the best possible progress.
- Children enjoy mark making in the writing area. They mark make to write menus and instructions. Pre-school children are beginning to write recognisable letters to write their own names. They need to develop further their emergent writing skills regularly across all areas of the playroom and outdoors. Most children can ask and answer questions effectively about what they are doing as they play. They discuss the weather each day with practitioners before going outdoors. They tell practitioners what outdoor clothing they would advise other children to choose each day dependant on the weather. They use symbols to inform other children of their findings. Children interpret these clothing pictures and make informed decisions of what outdoor clothing to put on. Children are developing a love of books. They can retell simple stories and answer simple questions about the text. Children regularly access a range of fiction and non-fiction texts. They enjoy using non-fiction texts to tell adults and other children about their learning. For example, children used their library book to explain to visitors what volcanos are and what they look like.
- Most children sort and match by shape and size. They can identify and continue simple patterns. Children identify more and less than when playing with objects such as pinecones and beads. Children identify numerals to five accurately and can count out up to five items with confidence. They do this effectively when serving themselves at snack. Most children are developing their understanding of numbers from 0-10 in simple number rhymes and songs. Children identify simple daily routines to before, after and in the morning or afternoon. They are developing their understanding of the seasons by observing change in nature outdoors, such as leaves changing colour. Children enjoy developing their understanding of measure as they bake or make play dough. All children would benefit from more opportunities to measure on a larger scale and count beyond 10 outdoors.

- Children enjoy developing their physical skills as they run, jump and climb outdoors. They use large outdoor apparatus to develop their sense of balance. Children use small writing tools such as pencils, digital pens and serving tongs effectively. They demonstrate their understanding of health and safety as they risk assess their play outdoors and wash hands before eating. Children make healthy choices for lunch and explain which foods are healthy. All children are developing their independence skills as they get dressed in suitable clothing to play outdoors. They demonstrate their social skills as they share resources and take turns as they play.
- Practitioners recognise and value children's achievements within and out with the nursery setting. These are celebrated and shared with parents on wall displays and in learning journals. Parents are beginning to share children's wider achievements from home. Practitioners should develop strategies to track children's wider achievement and the skills they are developing. This should help them to identify children who are at risk of missing out.
- Every child is valued in the very inclusive ethos across the setting. Children demonstrate respect to practitioners and each other. All staff ensure every child has access to all experiences within the setting. For example, all children access waterproof clothing provided by the local authority for outdoor play and participate in trips and outings.

## 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.