

Summarised inspection findings

Kinloch Rannoch Primary School Nursery Class

Perth and Kinross Council

10 September 2024

Key contextual information

Kinloch Rannoch Nursery is based within Kinloch Rannoch Primary School in Highland Perthshire. It serves the rural village of Kinloch Rannoch and the surrounding area. The nursery operates from 9 am to 3 pm every school day during term time.

The nursery is registered for up to 20 children aged between two to those not yet attending school. At the time of the inspection there were three children on the roll.

The manager is the headteacher for Kinloch Rannoch Primary School. She has been in post for two years and has provided stability to the full-time and part-time practitioners within the setting.

The nursery consists of an indoor playroom and an outdoor play area. Practitioners and children make use of spaces within the school and access the environment surrounding the school.

1.3 Leadership of change

good

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 headteacher, school staff and practitioners recently reviewed the vision, values and aims of the school and nursery. They involved the children and parents in this review. Practitioners bring the values of resilience, kindness, aspiration, creativity and respect to life through the very positive ethos within the nursery. They talk to children about the values in a meaningful and developmentally appropriate way during the day-to-day experiences they provide.
- The headteacher provides effective direction and supports practitioners well. She ensures that children and practitioners are involved fully in the life of the school. The headteacher and practitioners appreciate the support they receive during fortnightly visits from an early years support teacher. Early years officers from the local authority also provide valuable, additional support and guidance. Practitioners are enthusiastic and keen to take on leadership roles, for example, as wellbeing champion and communication champion within the nursery and school. They should continue to develop further children's leadership opportunities by developing an increased range of responsibilities.
- The headteacher and practitioners are enthusiastic and are passionate about continuing to improve the early learning and childcare they provide. They have worked collaboratively to improve the indoor environment used by the children. The changes they have made within the playroom are having a positive impact on children's experiences and learning. Practitioners continually extend children's interests and engagement in their play.
- The nursery is included in the whole-school improvement plan. Practitioners also consider more detailed actions to address priorities specific to the nursery within a nursery action plan. The headteacher is developing relevant processes as part of the school and nursery quality assurance and evaluation calendar. These include involving families in reviewing aspects of

the nursery provision. This effectively supports parents to be fully engaged in their child's learning. Practitioners reflect on their practice informally and are increasingly involved in self-evaluation activities. They should continue to extend this to more aspects of provision, using national practice guidance.

- Practitioners recognise the importance of professional learning and have participated in a range of relevant activity, for example, training on early language development. They engage in helpful annual development discussions and share ideas with colleagues at early years network meetings. This allows practitioners to reflect on their practice beyond their own setting and supports moderation activities.

2.3 Learning, teaching and assessment

very 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 created a welcoming environment where children enjoy learning both indoors and outdoors. Whilst children do not have free-flow access to learning outdoors, practitioners are proactive to ensure they access the outdoor area at different times of the day. Children are interested and enthusiastic as they explore the range of stimulating activities provided. They access an appropriate balance of adult-led and child-initiated learning experiences. Children's awareness of different languages is being developed well. This includes weekly Gaelic songs and activities which children enjoy with a visiting specialist teacher. Practitioners empower children to follow their own lines of enquiry. Children engage well during together times such as 'eco drama'. They concentrate very well for extended periods while leading their own play. Practitioners use digital technology well to support and to record children's learning.
- Practitioners interact very well with children in a calm, nurturing way. They have formed strong relationships with the children and their interactions are caring and responsive. This is supporting children to develop close friendships with one another. Practitioners provide well-timed interventions to support and extend children's learning. They use questioning and approaches that support very well children's language skills. Children are well listened to, and their views are acted upon. They are given a few roles and responsibilities within the nursery. This supports children's confidence and leadership skills.
- Practitioners involve children in meaningful planning based on what children need to know and their interests. They capture aspects of children's learning within a floorbook, through photographs on digital platforms and in learning journals. Children know their learning targets and talk confidently to adults about their learning. Practitioners record children's progress using detailed local authority trackers. These refer to children's developmental milestones and progress towards meeting the related experiences and outcomes across early level. The headteacher and practitioners analyse this information routinely. This helps them to identify gaps in children's learning and where support or challenge is needed.
- Practitioners work effectively to plan for meeting children's needs in the nursery. Due to the small number on the register, practitioners are able to provide individual support. This helps practitioners to sensitively meet the needs of individual children requiring additional support. Practitioners put interventions in place, for example to support speech and language. The universal approaches they use benefit all children in the nursery.

2.2 Curriculum: Learning and developmental pathways

- Practitioners plan the curriculum well using national guidance. This is based on play and linked strongly to children's interests. Practitioners use local authority progression pathways to inform their planning across all areas of the curriculum. These pathways support effectively children's learning and wellbeing. They include developmental milestones and show progression towards national Benchmarks across the early level.
- Practitioners plan meaningful learning contexts both indoors and outdoors. Children become familiar with their local area through walks within the community and visits, for example, to the local fire station. Practitioners should continue their meaningful links with partners to develop further children's skills in real life contexts. A Gaelic language specialist teacher visits weekly. She promotes children's awareness of Gaelic language and culture very well through songs and games.
- Parents and toddlers attend a weekly group within the school. This supports children well as they first move into nursery. Children are supported effectively when moving into P1. They have regular visits to the class and join children during lunch clubs and weekly assemblies. Practitioners and school staff should consider developing this further. To support progression and continuity in children's learning, they should provide joint play and curricular experiences.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners have established very positive relationships with parents and families. They keep parents well informed through displaying helpful information, and daily dialogue at pick up times. Parents attend stay and play sessions with their child. They look through floorbooks and their child's learning journals at these times. Parents attend meetings to review 'all about me' information and share their child's progress from home. Practitioners share photographs of children engaging in daily play activities at nursery with parents online. This helps to better inform parents' understanding of the progress their child is making. The local authority is planning to introduce a new platform to support practitioners in this process.
- The headteacher and practitioners engage parents in surveys to gather their views about aspects within the nursery. Information is also shared within newsletters and on social media. As a result, parents feel well informed about nursery routines. Parents have been invited into the nursery to share stories from different cultures and information about family traditions. They also provide assistance through accompanying children and practitioners on walks and visits.

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 that need to be addressed as a matter for urgency.

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

- The headteacher and practitioners have a strong focus on supporting children's wellbeing. Practitioners know each child well and are responsive to their individual interests and needs. As a result, children are settled and happy in the nursery. Practitioners recognise that caring relationships are at the heart of children's learning and development. Parents speak positively about these relationships and the way that this supports their child. Practitioners invite parents to 'stay and play' sessions to join their child as they engage in their play. This is helping children and families to become familiar with nursery routines.
- There is a warm, welcoming ethos in the nursery. Practitioners model kindness and respectful interactions, which children in turn show towards other children and adults. Children are confident, co-operate well with one another and accept responsibilities they are given. They share their feelings confidently during daily emotion check-ins. Practitioners and children discuss the school values and wellbeing indicators using characters that they have created. Children's understanding of inclusion, diversity and equality is beginning to be developed through play experiences, stories and sharing family cultures. Practitioners now need to build on this practice regularly. They should involve children in the school's rights-based approaches and in stage appropriate activities to develop children's awareness of rights.
- Practitioners understand their statutory duties and aware of their roles and responsibilities in relation to meeting children's needs. Practitioners ensure that children's personal 'all about me' plans are reviewed with parents at least twice a year. All staff attend appropriate child protection training. Practitioners should keep up to date with the latest best practice guidance, for example, in relation to safety around food. This will help secure the wellbeing of children at mealtimes.
- Practitioners are aware of how to request additional support where a child may benefit from help with their learning. They engage parents prior to consulting with agencies. All children are aware of their individual targets and confidently discuss their progress with adults. Practitioners use recommended interventions well. For example, to develop all children's language and communication skills. They also adopt strategies well to ensure children engage and behave responsibly at all times.

3.2 Securing children's progress

very 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 are making very good progress in early language and communication. They are developing their listening skills well, for example through 'jungle journey' activities. Children listen with interest to stories read to them. They confidently engage in conversations with adults. Children form age-appropriate drawings and mark-making. Older children form letters in their name neatly and are beginning to explore letters and sounds within words.
- Overall, children are making very good progress in early mathematics. They show an interest in number recognition as they count and match objects to numbers. Older children confidently count and identify numbers beyond 10. Children should develop further their understanding of number values in meaningful, real-life contexts, such as an awareness of money. Children are increasing their knowledge of mathematical concepts well through focused activities. As children play, they use a range of mathematical vocabulary, for example, while building models.
- Children are making very good progress in health and wellbeing. They share how they are feeling and use a range of language of wellbeing during emotion check-in conversations. Children are caring towards one another as they share and take turns in their play. They act as helpers by taking turns in preparing snack and contributing to the assessment of risks outdoors. Children are developing well their physical skills. They should continue to extend these further through more regular access to spaces in their local community.
- The headteacher and practitioners monitor the progress children make clearly on a tracking tool and within learning journals. The information gathered indicates that all children are making very good progress towards achieving developmental milestones. They are securing appropriate progress towards national Benchmarks.
- Children engage in a wide range of opportunities out with the nursery. For example, they join in lunchtime clubs. This supports children to develop their social skills with a wider range of children. Practitioners recognise well children's achievements and award stars. To support further children's confidence as successful learners, they should display children's achievements more visibly, including children's achievements from home.
- The headteacher and practitioners know children and families well. They take account of barriers to learning and put interventions in place where additional support is needed. Practitioners should continue to encourage families to access the full nursery entitlement for

their children. Staff should develop opportunities for children across early level to play together when numbers of children attending the nursery are low.

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.