

# Summarised inspection findings

Windygoul Primary School Nursery Class

East Lothian Council

22 August 2023

## Key contextual information

Windygoul Nursery is located within Windygoul Primary School. There are two classes and a very well-resourced outdoor area. The setting provides 1140 hours over a 48-week period for children aged three to five from 8:15 a.m. till 5:45 p.m. The nursery is registered for 70 children at any one time. The current roll is 96. There are 44 children in their ante-pre-school year and 51 in their pre-school year. Children are split into two groups. Each attend for two full day sessions each week and every alternate Friday. There have been significant changes in staffing over the past year. The nursery is managed on a day-to-day basis by the nursery manager under the leadership of the depute headteacher and the headteacher.

### 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

- Across the nursery, almost all children enjoy healthy relationships with each other and with adults, which benefits their learning and development. Most are enthusiastic learners who are becoming confident and independent in their learning. Children are valued, secure and take appropriate risks in their learning. Most play well on their own and with others, helping when needed. They investigate and use their initiative to find solutions to problems, including those related to real life. Children influence their own learning through expressing interests. They are developing an awareness of their rights as learners. Most children are motivated and engage well in the learning experiences which practitioners offer. A few children need greater challenge. They are ready to take on more leadership roles and are capable of greater responsibility. They need such experiences to help extend and sustain their learning and engagement.
- Most practitioners know children very well and interact sensitively with them. Practitioners ensure that nursery routines do not disrupt children's play unnecessarily. They engage well with children and have fun with them which stimulates their imagination and curiosity about the world around them. Most practitioners listen well to children's views and take account of their interests to motivate and further their learning and creativity. Most practitioners use questioning well to further children's learning and development. In a few situations, practitioners miss opportunities to deepen children's knowledge and understanding. To ensure children make suitable progress, practitioners need to ensure that a few children experience greater challenge when playing. They also need to interact more with children in certain aspects, for example music. Practitioners enjoy playing and having fun with children, for example in the attractive outdoor area when splashing about in puddles in the rain.
- Practitioners observe children regularly and record their progress in many ways including through floor books and individual learning stories. Too often, their observations are overly focused on activities rather than learning. Practitioners need to improve further their skills in observing, recording and evaluating to provide them with a clearer overview of children's

progress. Practitioners plan activities which support children's learning over different periods of time using Curriculum for Excellence (CfE) experiences and outcomes. They need to focus more on planning learning rather than activities to ensure all learners make appropriate progress.

- Practitioners use children's developmental needs and interests well as a starting point for planning learning. Their floorbooks show the wide range of children's experiences over time but do not include enough information on how children progress. Practitioners should continue to refine and streamline their approaches to planning, tracking and monitoring. They need to use information they gather more effectively to plan next steps for 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. At the time of the inspection, there were no identified areas for development.

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

### **Progress in communication, early language, mathematics, and health and wellbeing**

- Almost all children make good progress in health and wellbeing in line with their stage of development. They are independent and practise appropriate personal hygiene routines. Most children have friends and show care and respect for others. A few children express feelings and share with others. A few children need to continue to develop skills when interacting with others. Almost all children are aware of how to assess risk when outdoors.
- Most children make good progress in early language and communication. Most children listen well to each other and to stories read by adults. The majority of children are inquisitive and ask questions with confidence when they need more information. Most are developing a good interest in books. A few children are aware of characters and plots in stories. A few choose books to 'read' on their own. Others use environment print well to interpret information. Older children enjoy exploring sounds, letters and words. They recognise with accuracy letters in their name. Most children use early writing skills well when playing. They make marks on notebooks and draw pictures which reflect personal experiences. A few children write words with confidence. Children in their ante-pre-school year are making good progress in line with their stage of development. Overall, a few children in their pre-school year are capable of making further progress in early language and communication.
- Most children are making good progress in mathematics. Most children identify and recognise numbers from zero to 10. The majority use one-to-one correspondence well to count objects to 10, with a few recognising numbers to 20. Children recognise basic shapes and simple patterns. They use measurement and positional language appropriately in physical activity, using loose parts and block play. Most children understand and can link daily routines and personal events to time sequences with accuracy. They know features of seasons. Children can create a range of symmetrical pictures using a variety of media. Children need to develop further their skills and knowledge in information handling. Children in their ante-pre-school years are making good progress. Overall, a few children in their pre-school year are capable of making further progress in mathematics.

### **Children's progress over time**

- Overall, children make very good progress in health and wellbeing and good progress in communication, early language and numeracy and mathematics. Children's progress in other aspects is not yet gathered systematically over time. Senior leaders recognise the need to ensure existing systems are used to ensure that information gathered also provides an accurate account of children's progress across all curricular areas.

### **Overall quality of children's achievement**

- Children value the recognition of their achievements through displays, learning stories and floor-books. Children know different art techniques. They recall key facts of science, including life cycles of insects and frogs. Their skills in digital technology are developing well. They are developing as effective citizens who used their skills for life and work to support families access school uniforms and food. Children need to be more aware of skills they are developing through wider achievements. Senior leaders should continue to identify key aspects of children's achievements to have an overview of overall nursery performance.

### **Ensuring equity for all children**

- Most children are making suitable progress, including those who have barriers to their learning. Practitioners address barriers and have increased levels of support for families through the Pupil Equity Fund (PEF). Children who receive this support are making progress. Practitioners focus well on skills for learning and life which helps families understand how to improve life chances. Parents feel comfortable approaching practitioners if they have concerns around children's progress. Children develop skills in dance and football through Active Schools support.

## 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.