

# Summarised inspection findings

**Georgetown Primary School Nursery Class**

Dumfries and Galloway Council

26 August 2025

## Key contextual information

Georgetown Nursery Class is an integral part of Georgetown Primary School. It is located in the Georgetown residential area of Dumfries close to the local library. The nursery accommodation consists of a large bright and airy playroom with access to a well-resourced outdoor play space.

The nursery is registered to provide early learning and childcare (ELC) for a maximum of 48 children at any one time. Children are aged from three years old to those not yet attending primary school. At the time of inspection there were 49 children accessing early learning and childcare. Some children were attending part-time.

The nursery operates during term time and is open from 8.30 am to 3.30 pm.

The nursery manager leads the nursery team which consist of four nursery nurses, two early years support assistants and one trainee early years support assistant. She works closely with the headteacher and one of the depute headteachers. This supports the nursery to be a valued part of the school community.

### 1.3 Leadership of change

**very 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 nursery shares the values of learning, respect, responsibility, caring, equality and honesty with the school. Senior leaders and staff created these in partnership with parents to ensure they are relevant to the nursery and school community. The values are underpinned by the whole school commitment to Global Goals, children's rights and developing emotional literacy. Practitioners have worked with children to develop the nursery promise to help embed the values. This helps children to understand the need to use gentle hands and kind words, to share, care and take turns.
- Senior leaders support practitioners very well to engage in a range of self-evaluation activities to reflect on their practice. They use a detailed monitoring and moderation calendar to support practitioners to maintain high standards of practice. Practitioners engage in regular professional dialogue and collaborative decision-making with the manager. They use self-evaluation information, children's tracking information and feedback from children and parents effectively to identify well-judged areas for improvement.
- There is a strong culture of teamwork and shared leadership which is led and fostered by senior leaders. All practitioners have responsibility for an area of the nursery action plan. This supports them very well to take forward improvement priorities. Practitioners are proud of their leadership roles and talk enthusiastically about the changes they implement. Positive examples of this include providing family learning experiences, the development of children's skills for life and work and strategies and interventions to support children's communication skills.

Practitioners evidence clearly the impact of improved outcomes for children in their self-evaluation journey books and this enables them to share and celebrate improvements.

- Children have leadership roles such as snack and lunch helpers and outdoor leaders. This supports them to develop responsibility and have a sense of ownership of their nursery. Practitioners should continue build on this to develop a wider range of experiences to develop further children's leadership skills.
- Senior leaders manage the pace of change very well. They support practitioners to take solution focused approaches to implement changes. Practitioners collaborate effectively with ELC colleagues from other settings and with colleagues in the primary school to share positive practice. Practitioners value each other's strengths and they work very well together to support improvements.

## 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 calm and nurturing ethos. As a result, children are confident and respectful to one another and staff. Practitioners support children very well to learn about emotions and manage their behaviours. Laughter and fun are evident as children play together and develop friendships and social skills.
- Practitioners provide toys alongside real-life objects to create a homely environment that is nurturing and promotes children's independence, creativity and curiosity. Children have freedom to choose where they want to play in the playroom or outdoor area. Practitioners use the community well to develop children's learning in different contexts. They buy goods from the local shops and post office and make regular visits to the library.
- Children's learning is enhanced through the use of digital devices and toys. They use the interactive board to find pictures of models they want to build and recreate. With support from practitioners, children are beginning to learn about coding and programmable toys. They have great fun taking pictures of themselves and their friends in the nursery and outdoor area.
- Practitioners know children very well and interact warmly to support and guide their play. At times, children would benefit from more help through high-quality questioning to sustain interest, develop their thinking and extend their learning. Practitioners use visual prompts and sign language very well to support their interactions and communication with children.
- Practitioners record termly focused observations of children. They engage with parents to agree targets and next steps in learning. They include these in children's personal profiles along with observations, photos and examples of their achievements. Practitioners gather assessment information in key areas such as numeracy. They have very recently reintroduced a digital application to record and share observations and photographs electronically with parents. This supports staff to assess children's progress. The range of information and regular tracking meetings with the manager gives practitioners confidence that children are making progress.
- The manager makes very effective use of assessment information and data to help target interventions for individuals and groups of children. Children who need extra help in their learning have plans in place and make timely progress.
- The manager and practitioners use a range of national and local resources very well to help them identify what they want children to learn. They take effective account of children's views in planning play experiences. The manager has begun to review how they plan and evaluate learning to identify the skills and progression more clearly.

## 2.2 Curriculum: Learning and developmental pathways

- The curriculum is firmly based on children's interest and learning through play. Practitioners' planning for learning takes account of Curriculum for Excellence experiences and outcomes, Global Goals and the development of skills for life and work.
- Practitioners support children well to lead their own learning and give them time and freedom to follow their own lines of inquiry. Practitioners facilitate learning by responding to teachable moments and this helps to make planned learning relevant and motivating for children.
- Practitioners support children very effectively to respect nature through experiencing the wonder of gardening and taking part in the annual big bird watch. Children are learning to be conscious global citizens through the Global Goals pledge. This supports their developing understanding of sustainability and the need to take care of our planet.
- Practitioners carefully plan transitions to facilitate children's seamless transition into P1. Children have appropriate opportunities to become familiar with the school building and P1 teachers across the school year. Practitioners share information about children's learning with P1 teachers to ensure continuity of learning as children move to primary school. They plan additional transition experiences, if required, for individual children.
- Practitioners make termly check-ins with other nurseries for children who access their ELC through a blended placement. This enables them to share children's targets and any support strategies that are in place. This ensures children receive consistency of support across settings.

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

- Practitioners have developed strong positive relationships with families and recognise the important part families play in supporting children's development. Families feel very welcomed and supported by the nursery team. There is an open-door policy and practitioners are available daily to speak with parents at drop off and pick up times.
- Practitioners plan "stay and play" sessions each term where families and children learn together. Through an electronic platform, they share information about play experiences that children can engage in at home to support their development. They also share family challenges such as 'borrow a book and read a story'. As planned, practitioners should continue to develop further focused family learning sessions.
- Practitioners invite families to share their skills with the nursery to enhance children's learning. Children have benefitted from visits by the community police officer and a fire fighter to learn about safety. As planned, they should continue to offer further opportunities for parents to share their skills to enrich learning experiences.

## 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

very 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

- Almost all children make very good progress in health and wellbeing. They thrive in the relaxed, calm play environment that promotes nurture, fun and social skills. Staff are committed to ensuring the wellbeing of children. This underpins the very strong nurturing ethos in the nursery. All practitioners display kindness and patience and support children to interact positively with and show consideration for others. Children feel secure in the setting and will readily seek comfort and reassurance from adults if required.
- Children are developing very well an awareness of their emotions. They confidently register how they feel each morning. Practitioners support children to talk about their feelings and the reasons for them. This helps to inform practitioners about what support children might need to effectively manage their emotions each day.
- Senior leaders support the wellbeing of all and provide wellbeing check-ins for staff. All staff receive feedback and praise through the staff 'Shout Out Book' where they recognise and celebrate staff achievements. This supports all staff to feel valued and confident that senior leaders will provide support if they require it.
- The wellbeing class charter clearly identifies what practitioners will do to support children under each of the wellbeing indicators. A next step would be to develop further children's understanding of the wellbeing indicators and children's rights by using this language in daily conversations.
- All children have positive experiences at snack and lunchtimes. They demonstrate very high levels of independence as they serve their own food and drinks. The rolling lunchtime allows children to choose when they want to eat and supports a relaxed and unhurried mealtime experience. Practitioners provide effective support by promoting conversations and encouraging children's table manners. This is supporting children to develop social skills well.
- All practitioners have a clear understanding of their roles and responsibilities regarding statutory requirements and their professional responsibility in fulfilling them. They regularly engage in professional learning to keep their skills and knowledge up to date and to support confidence in providing safe, high-quality care and learning.
- All children have a care plan to support their care and wellbeing needs. Practitioners review plans at least every six months with parents to ensure they continue to support children's wellbeing needs. Children's wellbeing needs are effectively supported.
- All children who have additional support needs have plans in place to support their care and learning needs. Practitioners detail children's learning targets and strategies to support them in these plans. The manager informs all practitioners of agreed strategies and practitioners



support all children very well through consistent approaches. As a result, children with additional support needs participate very well in activities. They are settled and interact appropriately with other children.

- Children learn about and celebrate the different lifestyles and cultures of families accessing the setting. Practitioners use the Global Goals to help children to develop an understanding of inclusion and equality. They support children effectively to notice and celebrate their similarities and differences and to develop an awareness that everyone is unique and should be valued.

### 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

- Almost all children make very good progress in communication and early language. They listen very well to one another. They use a wide range of oral vocabulary and demonstrate confidence in talking to one another and adults. Most children are beginning to use sign language and symbols to support communication. Children are developing an enjoyment of books through nurturing story telling experiences. Most have an awareness of letter sounds and regularly participate in rhymes. Almost all are confident in exploring early drawing and making attempts at writing. Staff should now continue to promote purposeful writing during play.
- Almost all children make very good progress in numeracy and mathematics. They use objects to count and most are beginning to recognise numbers. During role play, children use mathematical language well. For example, children compare and describe the different sizes of cups, bowls and spoons used by Goldilocks and the Three Bears. They are beginning to understand and use directional language to help them to sequence programmable toys.
- Children demonstrate increasing confidence in managing risky play such as swinging on the tree branch and climbing on obstacles made from pallets. They make use of spaces and nooks within the playroom that provide opportunities for them to rest and relax. All children enjoy the freedom and space to run and play games such as tig in the school field. As a result, they are developing their gross motor skills and spatial awareness very well.
- Practitioners encourage parents to share children's 'wow' moments and learning outwith the nursery. They are at an early stage of using information from home to track children's participation, achievements and skills outwith the nursery.
- Practitioners provide a range of age-appropriate activities to help children learn about sustainability and their role in the world through Global Goals. For example, children participate in planting, growing and cooking food. They work with P6 children to recycle plastic and raise money for charity.
- Children benefit from a strong culture of inclusion that enhances respectful play and promotes equality and diversity. Practitioners understand the factors that can impact on learning for children and families. They proactively find ways to and reduce barriers and collaborate effectively with outside professionals to ensure that children get appropriate support. They

gather information to show the positive impact of interventions. For example, practitioners evidence effectively the impact of their work on children's communication skills.

## 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.