

Summarised inspection findings

Longstone Primary School Nursery Class

The City of Edinburgh Council

9 June 2020

Key contextual information

Longstone Primary School nursery class is registered to provide early learning and childcare (ELC) for a maximum of 55 children at any one time, aged between two years and primary school entry. No more than 15 children under the age of three attend at any one time. The accommodation is purpose built. It sits within the grounds of Longstone Primary School and consists of two playrooms that allow free-flow access to the well-resourced outdoor area. The setting is piloting the delivery of additional funded hours of ELC in line with the Scottish Government expansion plan. The deputy headteacher has leadership responsibility for the nursery and is supported by the nursery teacher and the senior early years practitioner.

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

- Two year old children benefit from home visits, which enable practitioners to establish good relationships with children and their families before they start nursery. On arrival, a few of the youngest children find it difficult to engage in play. They would benefit from having their own special space where they can spend time with their familiar key person before exploring the nursery. Practitioners should review the materials available to two year olds to ensure that these cater for their unique learning needs.
- Most 3 to 5 year old children are happy and settled in nursery. They confidently move around the nursery space and make choices about where to play, including when to use the quiet room and garden. The nursery garden offers a wide range of play contexts, including opportunities to assess risk and find out about the natural world. Practitioners use the forest space well to provide exciting experiences for groups of children each week, including making dens and solving problems. However, experiences inside the nursery are not always sufficiently engaging, which means a few children do not sustain interest and involvement in their play. There is scope to develop the indoor learning environment further, including extending the range of materials used for exploration. A few older children would benefit from opportunities for increased challenge.
- Most practitioners engage well with children during play and respond to children's needs and interests. Adults have caring relationships with children and provide comfort and support. Most practitioners intervene sensitively in play. Practitioners have been developing their awareness of how to extend children's language development. The majority of practitioners use skilful interactions, including well-chosen questions to challenge children's thinking. This is not yet consistent and some practitioners do not take advantage of opportunities to extend and deepen children's learning.
- Practitioners have responsibility for an area within the nursery and they carefully observe the children during play. Observations are recorded on responsive planners and are used to plan

activities based on children's interests. Practitioners' observations and the next steps they identify do not yet consistently focus on significant aspects of learning. Practitioners would benefit from support to identify the quality learning they see, and how planned experiences can better promote specific aspects of children's development. This will enable practitioners to provide more relevant and challenging experiences and build on children's prior learning effectively.

- Practitioners meet regularly to plan as a team. Experiences for older children are underpinned by Curriculum for Excellence. Activities in the forest and construction area are documented in floorbooks. There is scope to develop these further so that they become a focus for planning and provide opportunities for children to reflect on their learning. The setting is at an early stage in engaging children in the planning process. Children are ready to be involved in leading their own learning, including thinking about what they know already and planning what to do next.
- The teacher and depute headteacher monitor children's progress through the early level in literacy, mathematics and health and wellbeing. Practitioners are becoming more confident in understanding how children develop and learn between ages 2 and 5 years. They are using the newly introduced local authority's developmental milestones well to support them.
- Children's learning is recorded in online journals. Parents and carers can access these documents at home. A few observations capture children's learning, and these are starting to show the progress children are making. However, observations are not always sufficiently high in quality and this impacts on practitioners' knowledge of children's learning. A few children use tablet computers to look at their journals during the session. Practitioners should continue to explore ways to support children to review and reflect on their learning.
- Practitioners identify children with potential barriers to learning. They value the input of other professionals and use information to plan experiences for individual children. Children who need them have individualised plans. These should be shared more widely to ensure that all practitioners are clear about children's targets and are involved in contributing to children's next steps.

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. Areas for development have been agreed with the school 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

- Overall, most children aged 2-3 years are making satisfactory progress in their learning. They demonstrate natural curiosity as they explore their environment. The majority of children can communicate their needs. Practitioners should support children to develop further their language and communication skills. Most children demonstrate good independence in their own care routines. They seek adults for comfort if they are upset or need reassurance. Practitioners should build on attachments established during home visits with children's key person.
- Almost all children aged 3-5 years are making satisfactory progress in communication and early language. The majority engage in conversations during free play and express their thoughts and ideas clearly. Embedding strategies from intervention programmes should support practitioners to develop further children's spoken language skills and the range of children's vocabulary. Most children readily recognise their own name as they use their 'name stones' to sign in. They listen well to stories in small groups or one to one with an adult. The majority of children engage in mark-making activities. They are developing pencil control and are beginning to draw recognisable pictures. A few children are attempting to write their own name. Practitioners should challenge children to present more detail in drawings and inspire them to become emergent writers.
- Most children aged 3-5 years are making satisfactory progress in mathematics. They know the number sequence to ten and are beginning to recognise some numerals. The majority of children are not yet counting accurately with one to one correspondence. Most children are developing the language of measure as they use the open-ended construction resources. They use measuring tapes, rulers and weighing scales in their play. Practitioners should increase opportunities for children to use these effectively to develop further their understanding of measure. Most children recognise basic two-dimensional shapes. There is limited evidence of children developing an understanding of money nor skills in recording information using tally marks or charts. Practitioners should develop further these aspects. Children need to develop and use their skills in numeracy and mathematics across their learning and in real life situations.
- Most children aged 3-5 years are making good progress in health and wellbeing. They are developing friendships. Children are aware of good hygiene practices. Almost all children remember to wash their hands before snack and all take part in the tooth-brushing programme. Most children are developing good control of their balance and movement as they

engage in physical play in the outdoor area. Most children are aware of how to keep safe during visits to the forest and help with carrying out risk assessments. Practitioners should support children to develop vocabulary to talk about emotions. Almost all children demonstrate good levels of independence. This should be developed further, for example, helping to set the table for lunches and taking responsibility for the environment.

- Children's achievements at nursery, at home and beyond, are celebrated and displayed on the achievement wall.
- Practitioners know families well and are sensitive to individual circumstances. They actively promote equity for all. The nursery teacher meets with the depute headteacher to discuss children's progress and identify potential barriers to learning. They plan programmes and strategies to provide support. Senior leaders should monitor and analyse the delivery and impact of these programmes. This should help to evaluate interventions and provide evidence of improving outcomes for children and families.

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.