

Summarised inspection findings

Invergowrie Primary School Nursery Class

Perth and Kinross Council

23 May 2023

Key contextual information

Invergowrie Primary School nursery class is located within the village of Invergowrie, Perth and Kinross. The nursery class provides 1140 hours of early learning and childcare between the hours of 9:00 am and 3:00 pm during term time. Children attend from age three years until starting school. The nursery is registered for 30 children attending at any one time. The current roll is 30 children.

The headteacher took up post in August 2022. The depute headteacher took up post just prior to the COVID-19 pandemic in 2019. The Senior Early Childhood Practitioner (SECP) provides day-to-day management of the nursery class under the leadership of the headteacher. A peripatetic nursery teacher provides support one day each fortnight. The nursery provision consists of a playroom with direct access to an outdoor play space. Practitioners and children also have access to other areas of the school such as the gym hall.

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

- Practitioners reflect the school's vision and values very well in their everyday interactions, practice and approaches with children and families. All practitioners have a very strong commitment to promoting children's rights. They talk to children regularly about their rights. They use the nursery values well to promote positive behaviour and support children to be nurturing, respectful and kind towards each other. Practitioners have a very good understanding that relationships lie at the heart of children's development. They ensure their relationships with children and families are open and supportive.
- The SECP and practitioners work very well as a team and, together, demonstrate very effective leadership. They value each other's individual strengths and use these to promote distributed leadership. This helps to nurture skills, develop expertise, and improve experiences for children. They research how children acquire skills in early numeracy and engage in training to build their own capacity in developing children's numeracy skills. They share ideas across the nursery to take improvements in developing children's early numeracy forward. These have shown a positive impact on children's learning and progress as a result. The pace of change is managed well, and success is shared with children and families.
- The reflective nursery team regularly evaluate playroom practice using national guidance. As a result, practitioners routinely identify aspects of the work of the nursery for improvement. For example, practitioners are involved in improving achievement in numeracy and developing approaches to family learning. They assume responsibility confidently for taking forward these aspects of the nursery improvement agenda. Moving forward, practitioners should now share developments in the nursery with school staff in the early level stage to support continuity and progression for children in learning.

- Practitioners benefit from engaging in a range of useful professional learning activities which impact on the quality of playroom provision and practice. They demonstrate a commitment to keeping abreast of current thinking in early years practice and identify necessary changes. As part of the recovery from the pandemic, practitioners would now benefit from further opportunities for focussed visits to other early years settings to learn what works well.
- The headteacher has overall responsibility for developing and monitoring the work of the nursery. She has correctly identified the need to implement procedures to formally monitor the work of the nursery, and children's learning and progress. This will provide the senior leadership team with a clear overview of the work of the nursery and help them provide appropriate, focussed challenge and support.

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 develop very positive relationships with children. Children know they are valued and are confident and secure in the nursery. They are highly motivated and engage very well with the interesting range of experiences and resources in the playroom. Practitioners provide effective support to children and encourage curiosity and creativity very well. As a result, children play together, investigate and try out their ideas with confidence. They make choices well and sustain their play for extended periods. Children enjoy playing in the outdoor area and engage well with a good variety of resources. As planned, practitioners should continue to explore how they can develop outdoor experiences to provide greater challenge for children.
- Practitioners have a very good understanding of child development. They work very well together and have developed a shared understanding of how young children learn. Practitioners use questioning skilfully and interact very well with children to support and extend their learning. They listen attentively to children and are responsive to their individual needs and preferences. Practitioners ensure that children have time and space to follow their interests and deepen their learning. They make effective use of digital technologies and should continue to explore ways to use this to enrich further children's learning.
- Practitioners know children very well as learners. They use observations and interactions very effectively to make accurate judgements about the progress children are making in their learning. Practitioners build on observations to plan appropriate experiences which support children's next steps in learning. They capture children's learning in individual learning journals well. The information practitioners record provides an accurate and reliable picture of children's progress. This is leading to improved outcomes for children.
- Practitioners provide regular updates about children's progress for parents and encourage them to add to their child's journals. Children are proud of their work and enjoy sharing their journals with others. They contribute to their journals regularly and can talk enthusiastically about their learning. Practitioners share the journals with P1 teachers. Overall, this supports a smooth transition for children. Moving forward, practitioners should work in closer partnership with teachers at the early level of Curriculum for Excellence. This will ensure children's very good progression with learning in nursery continues as they move through P1.
- Practitioners have very effective approaches to planning for children's learning across all areas of the curriculum. They ensure children access experiences to develop their creativity, curiosity and inquiry. They involve children in the planning process and are responsive to children's interests. They have recently started to use floorbooks and should continue to develop this work to capture children's voice. Practitioners monitor and track children's learning effectively. This is helping to identify any gaps in learning and development. They have recently started to use tracking information to share data on children's progress with the local authority.

2.2 Curriculum: Learning and developmental pathways

- Practitioners use national guidance well to provide a high-quality curriculum framework for children. The curriculum is based on play and is matched very well to children's stages of development. Practitioners take part in appropriate professional learning to ensure they continue to develop the curriculum. They take responsibility for developing identified areas of the curriculum such as numeracy and early communication. As a result, they provide motivating experiences to develop the essential aspects for early learning.
- Practitioners provide an appropriate balance of child-led and adult-initiated experiences for children. They are responsive to children's interests and have high expectations of all children. Practitioners evaluate the curriculum to ensure they are providing breadth and depth. Practitioners should continue to re-establish the use of spaces in the local community to enhance children's learning experiences.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners keep parents informed about nursery events through notice boards, newsletters and on-line platforms. Parents learn about their child's progress through useful planned and informal meetings. Practitioners routinely discuss children's individual learning targets with parents and update any relevant information in personal learning journals. Children regularly share their learning journals with family members and parents provide information for nursery on children's learning at home. This means staff have close working relationships with parents. Parents are well informed and have good opportunities to be involved in their child's learning and development. Almost all parents are confident that their child is very well supported in the nursery.
- One of the key priorities for the nursery is to improve parental engagement in family learning opportunities. Parents complete questionnaires to gather their views on the types of activities which meet their needs and interests. This feedback has resulted in parents enthusiastically engaging in learning sessions alongside their children. These include sharing stories, songs and rhymes as well as yoga and movement sessions. These sessions focus on specific areas such as communication and language and children's physical development. Parents enjoy these sessions and develop skills to support their children's learning at home.

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

- Children experience a consistent, caring environment where they are flourishing. All practitioners have a very strong focus on supporting children's wellbeing in the nursery. They treat children with respect and support their individual needs and preferences very well. This is enabling children to develop self-awareness and make choices about their learning. Children demonstrate a sound understanding of the wellbeing indicators and can talk knowledgeably about how to keep themselves safe and healthy. The 'buddy' system in place to support transition is very effective. It provides opportunities for children from the nursery and the school to develop friendships and lasting relationships. Children benefit from this initiative and enjoy the interaction as they read and play together.
- Children show kindness and empathy towards each other and towards practitioners. They are developing their skills and confidence in the safe, nurturing environment very well. They have opportunities to contribute to decisions in the playroom and carry out leadership roles during snack and lunch times. Practitioners should explore how they can continue to develop further children's leadership opportunities across the nursery and school community.
- All practitioners are very clear of their statutory duties and understand what they need to do to keep children safe. They take part in regular professional learning to develop their knowledge and receive regular updates to ensure their knowledge is current.
- Children thrive in the nursery as practitioners meet their needs very well. Prior to children starting nursery, practitioners collect and record important information about each child. They use this information to ensure they meet their individual wellbeing needs. Practitioners have established strong relationships with other agencies. As a result, there are well thought-out strategies in place which support identified children to make progress.
- There is a very inclusive ethos throughout the nursery. All children and families are treated with the highest levels of respect. All practitioners show a very good understanding of children and families' individual circumstances and support them very well. Practitioners support children with English as an additional language effectively.

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

- Across the setting most children are making very good progress in almost all areas of their learning and development.
- Almost all children are progressing very well in communication and early language. They enjoy looking at books for information and listening to stories. They benefit from well-planned story sessions which are supporting children's language and emerging literacy skills. Children show high levels of interest in constructing buildings and towers. Practitioners use these activities well to extend children's vocabulary. Children listen well and carry out simple instructions. Most children have an awareness that print has meaning. They develop their recognition of individual letters well. A few children recognise simple words from texts and signs. Most children are developing an interest in early writing. Practitioners support children to record and create short stories, labels and contribute to learning journals and floorbooks.
- Most children are making very good progress in mathematics and numeracy. Children are developing numeracy skills as they play and most count confidently up to 10 and beyond. They have a developing understanding that numbers represent quantities and recognise numbers in real-life contexts. Children use both comparative and positional language when building towers. They show an interest in capacity, making good use of bottles and containers to compare their volume as they play with water. As children play, they develop their understanding of time and use sand timers to support turn-taking well. Practitioners should continue to support children to develop early numeracy and mathematical skills through real-life contexts and outdoors.
- Almost all children are making very good progress in health and wellbeing across the curriculum. They demonstrate well-developed fine motor and coordination skills. They are developing their skills at using different parts of their bodies to move when at gym. Children ride wheeled toys with increasing confidence. They show familiarity with routines such as hand washing and dressing for outdoor play. They benefit from helping to choose and prepare healthy snacks. Children behave well and support each other well in their learning. They understand how to keep safe while playing outdoors and the importance of exercise and healthy eating. Most children are highly independent in their play.
- Staff support children effectively to capture and celebrate their individual achievements. Parents share children's achievements from home by contributing to children's learning journals and on-line platforms. Practitioners celebrate children's learning from home well during 'together times'. For example, children share that they can remove outdoor clothes

independently and measure ingredients accurately when making cakes. This helps practitioners plan for further skill development in the playroom. Children confidently use matrix barcodes linked to video clips which support their learning as they play. As identified by the team, children would benefit from further opportunities to develop their skills and knowledge through planned visits in the local community.

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.