

# Summarised inspection findings

**Longridge Primary School Nursery Class**

West Lothian Council

17 June 2025

## Key contextual information

Longridge Primary School Nursery Class is situated in the village of Longridge in West Lothian. It is registered to provide early learning and childcare (ELC) for a maximum of twenty children aged two to those not yet attending primary school. The nursery is open from 7:47 am to 6:14 pm and offers four different models of attendance. Parents can choose from term time provision or 50-week provision. Term time ELC is provided Monday to Thursday from 8.15 am until 3.45 pm each day. The 50-week provision offers three options for parents. They can select five mornings, four afternoons or two full days and a short session.

At the time of the inspection there were twenty children attending. There were no children aged two registered for ELC.

The nursery accommodation is integral to the whole school provision. The nursery has its own secure entry gate. There is one playroom which has direct access to a large, well-resourced and secure outdoor area. Children also benefit from using additional spaces in the school building and the community to enhance learning experiences.

The manager is the headteacher of the school. She is supported in the management of the nursery by the full-time early years officer and the part-time early learning and childcare area support manager. There are four early years practitioners and two part-time early years support workers.

### 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 has its own clear vision, values and aims. These were recently refreshed in consultation with parents, children and staff. The values of respect, kindness and independence are meaningful for nursery children. They are underpinned by children's rights and reflect the school values of kindness, courage and perseverance. Practitioners demonstrate the nursery values in their daily practice and frequently refer to them in their interactions with children. This is supporting children to deepen their understanding of what the values mean and helping them to develop these behaviours as they play.
- Senior leaders support practitioners to be reflective. They engage thoughtfully in a range of self-evaluation activity using national documents to improve practice. Practitioners regularly take part in professional dialogue to discuss areas for improvement and they take solution focused approaches to making changes. There is a strong sense of teamwork where practitioners value each other's strengths and experiences and they work very well together to support important improvements.
- All practitioners have leadership roles that relate effectively to the nursery improvement plan and to their interests and skills. This includes leading on literacy, numeracy, outdoor learning

and woodwork. All leadership roles have detailed action plans to help drive improvement. This has led to improvements in children's skills and knowledge. For example, they are learning how to manipulate and use tools safely while taking part in woodwork experiences. The numeracy and literacy rich environments are supporting a love of reading and providing a breadth of mathematical experiences. The outdoor learning is supporting children to be aware of where vegetables come from and to develop a love of the natural world.

- Children undertake leadership roles such as helping to prepare snack and risk assessing the outdoor environment. This is supporting them to begin to develop responsibility. A positive next step would be to include children in a wider range of experiences to develop further their leadership skills.
- Senior leaders skilfully steer the direction of change and ensure it is well paced and manageable. The nursery has its own improvement plan and therefore improvement priorities are relevant and impact positively on outcomes for children and families. Senior leaders support practitioners to use self-evaluation information, feedback from children and parents and children's progress data effectively to identify significant priorities for improvement. As planned, they should continue to develop methods to seek the views of children and parents in creative and meaningful ways.

## 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 establish strong, positive relationships with children and their families, and the nursery ethos is very warm and welcoming. All practitioners are nurturing and caring and as a result, almost all children are happy and settled at nursery. Practitioners encourage children to demonstrate the values of kindness, respect and independence in their play and this supports them to play very well together.
- The attractive environments both indoors and out provide a variety of different play spaces including quiet, cosy spaces where children can rest and relax. Practitioners have carefully organised the environment to promote children's literacy, numeracy and curiosity. There is a range of stimulating real life and open-ended resources that children readily access to support different types of play. The pace of the day allows children to have extended periods of time to engage in their learning. As a result, almost all children are highly motivated and engaged in their chosen activities.
- Practitioners have responsibility for a key group of children and the small setting allows them to know all the children very well. They have a sound understanding of how young children learn. All staff are patient and kind in their approaches and are sensitive to the needs of individual children and ways in which they can support their learning. They engage with children in singing and in conversations to support language development and to expand children's vocabulary. They skilfully use open-ended questions to extend children's thinking and curiosity.
- Practitioners support children to use digital technologies effectively in relevant contexts. Children use the interactive board and tablet devices to review previous learning and to access games. They are beginning to use matrix bar codes to access favourite songs. As identified by the nursery staff, children would benefit from further experiences to enrich their learning through additional opportunities to use digital technologies.
- Practitioners use online profiles to record detailed observations, photographs and film clips of children's learning. Practitioners track children's progress in literacy, numeracy and health and wellbeing using local authority trackers. They use tracking information well to identify where additional support is required. They take part in moderation activity within and out with the nursery to ensure judgements about children's progress are robust.
- Practitioners plan learning in response to children's interests. They consult with children about what they want to learn, and plan engaging and relevant learning experiences. Practitioners identify well the learning outcomes and link this with progression pathways and the tracker statements for assessment. They should now develop ways to share with children the new learning experiences on offer and raise their awareness of the skills they will be developing. This should help to better support children's understanding of themselves as learners.

## 2.2 Curriculum: Learning and developmental pathways

- The curriculum is firmly based on play and children's wellbeing and rights. Practitioners promote curiosity and support children to lead their own learning. Planning takes account of curriculum for excellence experiences and outcomes and national practice guidance. This is supporting practitioners to provide relevant and motivating experiences for children.
- Practitioners use progression pathways for literacy, numeracy and health and wellbeing to ensure planned learning is well matched to children's stages of development. They have high aspirations for all children and build effectively on prior learning.
- Practitioners plan well for transition into nursery. Visits prior to starting, are arranged to allow practitioners quality time to spend with children and their families. As a result, practitioners support children effectively to settle into the life of the nursery.
- The nursery takes part in weekly shared learning sessions with the P1 class. Practitioners work closely with the P1 teacher to develop consistent approaches across early level. This results in a smooth transition for children moving onto school. In addition, there is a programme of transition experiences in the summer term.
- Practitioners use areas in the community to enhance further children's learning. Children are increasing their knowledge of the local environment and community in which they live. They are learning skills for life and learning through baking, growing fruit and vegetables to eat at snack. Children develop woodwork skills to make bug hotels and planters for the nursery garden.

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

- Practitioners have strong working relationships with families and provide a range of opportunities to support parents to understand about their children's learning at nursery. There is an open-door policy, and practitioners are available daily to talk to families at drop off and pick up times. Parents can readily access their children's online profiles and meet with their child's key worker biannually to learn more about their children's progress.
- Practitioners provide opportunities for families to share learning experiences with their children at nursery through stay and play sessions and well-planned family learning sessions. The informative monthly newsletters contain helpful information for families. This includes the UNCRC article of the month, the planned learning outcomes related to children's current interests and ways to support learning at home.
- The nursery makes links with the community to enhance children's learning. Children have benefited from visits from police officers and firefighters to learn about keeping safe. The link with West Lothian College is supporting the development of woodwork 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

- All staff understand the importance of wellbeing and recognise the impact of strong nurturing relationships to promote wellbeing. They foster a strong culture of care and respect, and the very positive relationships are a key strength of the setting. The wellbeing provision is underpinned by children's rights and the nursery values.
- Senior leaders are mindful of supporting the wellbeing of all and provide regular check-ins and wellbeing meetings for staff. This supports all staff to feel valued and confident that they will receive support if they need it.
- Children talk about and label their feelings as they self-register each day. Practitioners give timely support when required and children readily seek out practitioners for comfort if they need reassurance. As a result, children are settled and ready to learn at nursery.
- Practitioners and children have created characters for each of the wellbeing indicators to support children's understanding of what each indicator means. Children and practitioners refer to the characters such as Safe Sally and Healthy Hope throughout the nursery day to promote wellbeing. Children talk about healthy food choices and follow handwashing routines confidently. They are aware of activities that help them to be active and what they need to do to keep safe at nursery.
- All children have positive experiences at snack and lunchtimes. Mealtimes are unhurried and practitioners sit with children to promote conversations and table manners. This is supporting children to develop social skills well.
- Children's rights are evident across the nursery. Children and families are developing a strong awareness of children's rights through the article of the month focus and the related home link activities. Children are able to talk confidently about their favourite right.
- Practitioners have a clear understanding of their roles and responsibilities regarding statutory requirements and their professional responsibility in fulfilling them. Regular opportunities for professional learning enable practitioners to keep their knowledge up to date.
- All children have a care plan to support their care and wellbeing needs. Plans are reviewed at least every six months with parents and next steps are identified to ensure children's wellbeing needs continue to be supported. All children who have additional support needs have clear plans in place to support their care and learning needs. All practitioners are fully informed of agreed strategies to support children's learning and development needs. This ensures all children are very well supported in the inclusive nursery ethos.



- Practitioners use a diversity calendar to plan experiences to support children to be aware of different cultural celebrations across the year. They actively challenge children's thinking about gender stereotypes and the traditional view of what makes a family. Practitioners should continue to develop children's awareness of diversity and discrimination through developmentally appropriate experiences.

### 3.2 Securing children's progress

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

- Most children are making good progress in communication and early language. They talk confidently about their experiences, express their ideas clearly and use a wide range of vocabulary. They sing a range of familiar songs and rhymes confidently and are developing well their understanding of syllables in words. Most children enjoy listening to stories and retell familiar stories using picture clues. Almost all children are developing their mark making skills and draw increasingly detailed pictures. Children would benefit from more experiences to support imaginative emergent writing.
- Most children are making good progress in mathematics. They count confidently and accurately to ten and beyond and are becoming increasingly confident counting backwards from ten. Children recognise numerals to ten and beyond. Most children recognise and name basic two-dimensional shapes and are developing an awareness of the properties of different shapes. They are beginning to understand the language of time and use the language of measurement well in their play. Most children are beginning to use simple tally marks to record information. Children would benefit from more experiences to support their awareness of money and coin recognition.
- The majority of children are making very good progress in health and wellbeing. They understand the expectations of behaviours linked to the nursery values. They share and cooperate well with others and show high levels of independence in their own care routines. They are developing well their fine motor skills as they manipulate tools and utensils in their play and at mealtimes. They are confident in moving their bodies in different ways with increasing control as they climb and balance in the outdoor area and in the gym hall.
- Most children are making good progress in learning over time. They would benefit from having individual targets to work towards to support further their progress in learning. Individual targets should be created with the children and practitioners should support children to know what they need to do to achieve their targets.
- Practitioners encourage parents to share children's achievements. These are displayed in the cloakroom area. Practitioners should develop systems to track children's achievements both in nursery and outwith nursery. This should help to ensure all children have the opportunity to experience the joy of success.
- Practitioners are aware of the need to ensure equity for all children. They provide appropriate clothing to enable access to outdoor learning in all weathers. Practitioners ensure all children

have access to books to support bedtime reading. They gift books to children at least twice a year and facilitate regular book borrowing. All children moving on to school are gifted a fully equipped pencil case and two school jumpers, one new and one preloved. Practitioners know families very well and will sign post them to community support groups if they require further assistance.

## Practice worth sharing more widely

- All staff across the school and nursery work collaboratively and embrace enthusiastically professional learning and their role in supporting continuous improvement. All teachers have undertaken a practitioner enquiry to test and try new ideas linked to school improvement. They have engaged in effective partnership work with local authority pedagogy officers to take forward their enquiry projects. This approach is strengthening the leadership capacity of all staff and impacting positively on outcomes for children. Teachers and practitioners regularly take part in professional dialogue to discuss areas for improvement. They take solution focused approaches when identifying areas for development and making changes. Teachers critically reflect on the General Teaching Council for Scotland standards discussing a different professional standard each month. This provides teachers with ongoing opportunities to evaluate their practice and identify and engage in personal and professional learning. Staff create clear action plans linked effectively to school improvement priorities. These plans are evaluated regularly to ensure staff's actions are having a positive impact on children's learning. Pupil support staff engage in professional learning in order to lead and provide helpful targeted support for children in literacy and numeracy. Staff involvement in these distributed leadership roles is promoting strong teamwork, sustainability and effective engagement in whole school improvement.

## 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.