

Summarised inspection findings

St Ninian's RC Primary School Nursery Class

The City of Edinburgh Council

25 June 2019

Key contextual information

The nursery class is located in hatted accommodation in the grounds of St Ninian's RC Primary School. The nursery children have free access to a well-developed mature outdoor area. The nursery roll is currently around 30/30. A few children attend all day for specific / a few days each week. At the time of the inspection, over 70% of the children have English as an additional language (EAL).

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 teaching
- effective use of assessment
- planning, tracking and monitoring

- The early years team demonstrate a strong commitment to children's wellbeing and development. Practitioners foster positive, nurturing relationships. This caring ethos is helping children to feel safe, secure and valued in the setting and, as a result, most children are developing confidence and independence. Overall, most children are engaged in learning through play as they access a wide variety of interesting resources in the playroom and in the extensive outdoor area. Children are motivated and have the freedom to explore the environment and make choices about where they want to play. A few children need supported to move on from their favoured activity to ensure they experience a broad range of learning and play. Most children enjoy making choices about their play and, when prompted, can talk about experiences from photographs and wall displays. Children are particularly motivated when playing outdoors. They enjoy showing visitors the range of learning spaces available.
- All practitioners know individual children well and are responsive to their needs. The majority of children attending the nursery have EAL. Many come to nursery with no knowledge of English. Practitioners listen to children and interact sensitively to support their play. They allow children time and space to follow their interests. The team use commentary and questions effectively to involve children in discussing their play. They are developing strong skills in supporting children to develop English vocabulary, whilst valuing and celebrating the children's skills and knowledge of their own language. Practitioners use their spoken language skills to promote effective communication. Children use tablets to take photographs, and CD players to listen to stories and music. There is scope to increase the range and use of digital technologies available to support their play.
- Each child has a personal learning profile containing information on the experiences they have been involved in. They contain photographs and observations. At present, these journals help children to reflect on aspects of their learning, and interesting contexts across the school year. To enable children to develop a deeper understanding of how their learning is progressing, as planned, practitioners should ensure the profiles capture fully the significant learning that all children experience across the curriculum. As discussed, practitioners should continue to explore ways to increase the involvement of children and parents in contributing to and

commenting on the profiles. This would enable children to use the language of learning more regularly.

- The team communicates daily to share their knowledge of children's progress and evaluate how they have interacted with the experiences on offer in the playroom. They plan children's experiences well through consultation with them, and consideration of children's needs and interests. They record appropriately their thoughts and comments in floorbooks. Practitioners also use floorbooks to record observations of children's progress and participation. They have been reflecting on this to find the most manageable and effective approaches. The team should continue to develop approaches to planning, assessment and recording, with a sharper focus on evaluating what children know, and what they want and need to learn. This will support all children to play a more active part in leading their learning.
- Practitioners are refreshing approaches to tracking and monitoring children's learning and coverage of the curriculum. As planned, they should use local authority support and guidance to assist them to capture children's progress more effectively. Children who have barriers to their learning have up-to-date, clear plans with agreed actions to support their learning. Practitioners seek support and advice from partners, including the LA EAL service, and use a variety of initiatives to support children to develop their speech and language skills. All practitioners have been trained in using video techniques to support their assessment and observation of children, and in sharing progress with parents. This is helping parents and practitioners to plan next steps more effectively.

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.

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

- In communication and early language, the majority of children are making good progress. Many of the children are learning to communicate in English for the first time. Through supportive and quality interactions with practitioners, coupled with targeted interventions, the majority of children are developing vocabulary appropriate to their individual stage of development. The majority of children are confident communicators who increasingly enjoy meaningful conversations with adults and their peers. Children are developing mark-marking and early writing skills well both indoors and out. They enjoy the wide range of writing opportunities offered across the playroom. A few are beginning to recognise and form the shapes of letters, such as those in their names. A few also like identifying initial sounds of words in games and texts. Children access and enjoy a wide range of fiction and non-fiction books. This includes books and digital texts in children's home languages. Children enjoy when the books link to learning contexts in the playroom and outdoors. For example, a range of books and stories about minibeasts supported their exploration outdoors. Children enjoy group story times where they listen well to stories and enjoy singing and rhyme. All of these regular features of learning and play are supporting children's progress with early literacy and language skills.
- The majority of children are developing appropriate early mathematical skills. They count, recognise numbers and are developing an understanding that numbers represent quantities as they engage in play and through routines. For example, they count the blocks in the shed, and the spots on ladybirds in storybooks. The majority of children count to ten confidently. A few children can count beyond this. Children use mathematical language as they experiment with loose parts, dough and in role-play situations. This is well supported by practitioners. To ensure children make consistent and ongoing progress, children need to can apply their developing skills in new and real-life contexts. This is particularly relevant for children new to living in Edinburgh and Scotland.
- Most children are making good progress in developing their health and wellbeing through engaging in activities which support their wellbeing. For example, quality discussions about healthy eating, and daily opportunities to be active outdoors. This is helping children to progress and learn about being healthy. Children are also developing their awareness of safety in meaningful ways. They are developing knowledge about how to keep safe on climbing equipment, and when going out in the community. They enjoy regular walks in the city to visit attractions, and to purchase ingredients for cooking and baking from the local shops. They are developing a good understanding of the importance of keeping themselves safe through the safe use of scissors to cut and knives to chop fruit for snack. When playing

outdoors, children play independently and take appropriate risks. This helps them to apply their developing understanding of safety in real-life contexts. A few children need supported to take responsibility for dressing, and tidying up their own toys. Outdoors, all children climb, run, jump and balance confidently. This shows they are developing good skills physically. The bogie cart is popular and elicits interesting discussion about pushing and pulling. Children choose to spend a lot of time outdoors and this is supporting progress in wellbeing for all.

- The majority of children are making good progress in their learning over time. As planned, the nursery should continue to develop its use of tracking more consistently to monitor and track children's progress across the curriculum. This will help all practitioners to make confident professional judgements about how well children are learning and progressing, and continue to raise attainment. Taking account of children's starting points, this is particularly important in literacy and numeracy.
- Parents and carers are made very welcome in the nursery. Practitioners provide families with a range of useful information about play and learning. They make sure all parents are aware of support activities and services in the local area. Parents are regularly informed about their child's progress and are encouraged to share information about their child's success beyond the setting. Children's profiles are used well to store and share photos and certificates.
- Children are developing leadership skills in the daily life of the nursery. They are encouraged to organise toys and resources, and to lead others in play activities. For example in organising an impromptu puppet show, inviting participants and audience. During these times, they enjoy being able to contribute to discussions about aspects of school-life and planning next steps for learning. There is scope for them to contribute more fully to the life of wider school community. This would enrich their learning further.
- Practitioners promote equity across learning for all children. They support children to make good progress, based on their individual developmental stages. The team all know children and families very well and consider carefully individual children's barriers to learning. They work closely with parents and other agencies to ensure support is well-matched to children's needs and impacts positively on their progress.

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.