

Summarised inspection findings

Kirkhill Primary School Nursery Class

The Highland Council

1 April 2025

Key contextual information

Kirkhill Primary School Nursery Class is based within the Kirkhill Primary School building. There is one main playroom, and children have free flow access to an enclosed outdoor area. Additionally, the nursery access primary school facilities such as library, gym hall and the extensive grounds. Children attend from the age of three until starting primary school. The setting is registered for 32 children at any one time. It is open during term time from 8.30am until 4pm Monday to Thursday and 8.30am until 12.30pm on a Friday. Currently, there are 43 children attending the setting on a full time and part time basis. The headteacher has overall responsibility for the setting and manages the day to day running of the nursery, alongside the Primary School. The nursery team comprises of four early years practitioners and two support workers.

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

- All practitioners have positive and nurturing relationships with children. They listen attentively and respond sensitively to children's individual needs and interests. This respectful and welcoming ethos supports children to feel valued and secure. As a result, most children are happy, focused and calm throughout their learning experiences.
- Children access a wide range of exciting learning opportunities within the school grounds and local community. These include visiting the willow garden and embarking on nature walks, where they enjoy using natural resources in their play. This is helping children to engage in real life and meaningful experiences. Most children are confident to explore and engage with various loose parts both indoors and outside. As planned practitioners should develop further children's independence. Staff should provide more opportunities for children to be involved in leading and reflecting on their own learning to foster their creativity.
- Practitioners know their children and families very well; they have a good understanding of child development. Their interactions with children are warm and respectful. They promote kindness across the setting using the 'garden of good manners' to support this. Most practitioners use conversation and commentary well to support children to sustain their interests. Children confidently use digital technology to enhance their learning. They complete number recognition games on the interactive board and research on the internet. As a result, most children are inquisitive and motivated throughout their play and learning.
- Practitioners use a range of assessment information effectively to plan for children's next steps in learning. They observe children and capture their learning in profiles, floor books and wall displays, which include photographs and the child's voice. Practitioners recognise and value children as learners. A few children use the language of learning and share their learning targets. Parents are encouraged to share children's achievements from home. Practitioners should now consider how they can further encourage children and parents to contribute to their

children's learning. This will allow parents to have meaningful discussions about their child's progress and plan together next steps in learning.

- Practitioners benefit from regular valuable planning meetings to plan for children's learning. They take account of children's emerging interests and work well together to plan experiences that are of good quality. They make links to the Curriculum for Excellence experiences and outcomes and national practice guidance. Practitioners are aware of children who may require challenge or support with their learning. They work effectively with external agencies such as speech and language therapists, to provide interventions to further support children's development and learning. As a result, practitioners should now develop further their skills in using data to evaluate the impact of these interventions. This would support them to ensure all children make the best possible progress in their learning.
- Practitioners track children's progress in key areas using a developmental overview and local authority trackers. The headteacher has recently introduced a new online system to monitor and track children's progress in literacy and numeracy. As planned, practitioners should continue to embed further their approaches to track children's progress across the curriculum. This information will support practitioners to gain a more robust understanding of children's progress and next steps in their learning.

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

- Most children are making good progress in communication and early language. They talk confidently to adults and each other about their play and use visual symbols effectively to support communication and plan their learning. Children are supported well to use writing for a purpose in their floor books. Most children write their name, numbers and other words. Most children are beginning to produce detailed drawings. Children use books to research and share factual information with their peers. For example, a few children use complex vocabulary to describe the differences between dinosaurs. Most children would benefit from further opportunities to challenge and develop their skills in early language in meaningful contexts.
- Most children are making good progress in mathematics. Most children use numbers up to ten in their play. They can rote count one to ten and beyond, identify two-dimensional shapes and explore patterns through number games. A few children use number lines and natural resources to count forwards and backwards. A few children are using mathematical language throughout their learning, for example, describing short and tall as they measure each other and objects using rulers. Children would benefit from additional challenge, for example, through further opportunities to apply these skills in real life contexts.
- Most children are making good progress in health and wellbeing. Children benefit from daily emotional check-ins. This is helping them to become more aware of their own and others' emotions. Children confidently share the language of wellbeing and their understanding of a healthy lifestyle. For example, children share how they eat fruit and ride their bikes to stay healthy. Children are developing their gross motor skills with increased confidence and perseverance as they challenge each other to climb, jump and balance in the outdoor area. They understand the importance of personal hygiene and participate in handwashing regularly.
- Overall, most children are making good progress over time across most areas of the curriculum. They participate in a wide range of developmentally appropriate learning to develop their skills in creativity and curiosity. However, there are children who are capable of making greater progress. Practitioners should continue to build on children's significant learning to support this progress.
- Children's achievements at nursery and at home are recognised, celebrated, and displayed linking clearly to the wellbeing indicators. Children are proud of their achievements and are keen to share these with others as they have the opportunity to be 'star of the week.'

- All practitioners have a good understanding of the social and economic context in which their families live. They have created a supportive, trusting and inclusive ethos where everyone feels valued. Practitioners should now make better use of information and data to promote and ensure equity for all.

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.