

# Summarised inspection findings

**Morebattle Primary School and Nursery Class**

Scottish Borders Council

23 April 2019

## Key contextual information

Morebattle nursery class is situated within the primary school. They have a separate entrance and use a playroom with direct access to an outdoor area. The nursery is registered to provide early learning and childcare to a maximum of 20 children aged three to starting school. The nursery class operate mornings only. Recent changes to the staff team have been unsettling and the nursery are looking forward to a greater level of consistency as the new team become settled.

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

- Practitioners create positive, caring relationships with children and parents. There is a calm, unhurried ethos at the start of the session. Practitioners welcome families into the playroom and younger siblings enjoy exploring and using the resources. As a result of this relaxed approach, children appear to be happy, settled and nurtured in the nursery.
- Overall, children are purposeful in their play and engage well with the variety of experiences on offer in the playroom and in the outdoor area. They are able to make choices and access the wide range of available resources. Children are confident and approach adults when they need support or would like to have a story read to them. For the majority of the session, children cooperate well with each other, share resources, and lead their own play. However, during the session, there were periods where children lost focus and the quality of their engagement in play deteriorated. Moving forward, practitioners should re-examine the flow of the session and evaluate what is working well. This will help them to recognise the changes they need to make to ensure all children are engaged in their learning.
- Practitioners know children well and have a sound understanding of their developmental needs. During interactions with children, they are responsive to individual needs and use praise effectively to support children's achievements. During the inspection, we observed a few examples of practitioners using questioning and commentary well to support children's learning. They now need to build on the consistency and quality of their questioning and interactions. This will help to ensure all children are receiving the level of support and challenge they require to enable them to consolidate, extend, and deepen their learning.
- Children use the interactive board to practise their emergent writing and play games to develop numeracy skills. Practitioners support children to use the board during registration time. The nursery should continue to develop how they use digital technologies to support and extend children's learning.
- Practitioners make observations of children during play. They use the information to inform planning and record significant learning in children's learning journals. Practitioners are at the early stages of making changes to how they record assessment information in the journals. As discussed, they should continue to review the impact of the changes they are making. Children

enjoy sharing their journals with adults. As practitioners start to embed their assessment processes, they should explore how they can involve children fully. This will help children to be able to talk about their learning and start to set targets for what they want to learn next. Practitioners should also consider how they can encourage parents to become more involved in their children's learning journals through making comments and contributions about learning at home.

- The nursery are currently developing new procedures to support planning for children's learning. They consider the learning that takes place linked to seasonal events and during continuous provision in the playroom. Practitioners also use observations of children to plan experiences. They have recently introduced a 'learning wall' to document children's learning and are responsive to children's interests and family events. This has led to developing interesting learning on how babies grow and how to care for them. Practitioners also use tracking information and feedback from the headteacher to influence the learning experiences they provide for children. Moving forward, as the new team settles, they will benefit from continuing to review their approaches to planning and how it impacts on children's learning. They should also build on the positive start made to involving children fully in planning for 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. 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
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- The majority of children are making satisfactory progress in communication and early literacy. Most children show an interest in books. They listen attentively to stories and can recall parts of other favourite stories. They communicate effectively with each other and speak confidently to adults. A few children are able to make predictions and discuss their ideas during play. Most children can recognise their name at registration and snack time and a few children attempt to write their name and other familiar words. A few children show a particular interest in practising their early writing skills and have the opportunity to do this in a variety of areas in the playroom. Practitioners should continue to develop opportunities for emergent writing in meaningful real-life contexts, for example, writing signs and invitations linked to play experiences.
  - Most children are making satisfactory progress in numeracy and mathematics. They can count to ten and beyond and a few recognise numbers greater than ten. During registration time children count and match numbers successfully. They are able to recognise and continue patterns, with a few children creating their own patterns. Most children use mathematical language appropriately and understand how to measure and weigh during play experiences. They can recognise and name simple shapes and identify and sort colours. During recently started visits to the local shop children are learning about money. The nursery should build on this positive start and continue to develop opportunities for children to learn through real-life experiences.
  - Health and wellbeing is starting to become a focus in the nursery. Children are learning about being safe and healthy through meaningful experiences such as tooth brushing and talking about how to keep healthy. As planned, practitioners should build on this work and support children to develop an understanding of other wellbeing indicators. The majority of children are developing friendships, play well together, and share resources. They are developing independence, help themselves at snack time, and cope well when changing into waterproof clothing for outdoor play. Children would benefit from a focus on learning about taking responsibility in the nursery. This will help them to take greater care of resources and clear away when they finish playing at each area.
  - Opportunities for outdoor play enable children to enjoy fresh air and exercise as they develop their physical skills. They are developing creativity and inquiry skills as they explore, investigate, and problem-solve using loose parts. Carrying out risk assessments in the outdoor area and being the 'Happy Helper' are giving children opportunities to develop their early

leadership skills. There is scope to develop this further and explore other opportunities for children to take responsibility.

- Overall, from examining tracking information, looking at children's learning journals, and talking to children it is evident that the majority of children are making satisfactory progress over time. To ensure all children are making the progress they are capable of, the nursery should ensure that all activities consistently build on children's prior learning and skills. This will help to provide appropriate challenge for all children.
- Practitioners encourage parents to share children's achievements from home and celebrate 'Wow Moments'. Parents also attend 'stay and play' sessions and speak very positively about the impact of these sessions. Practitioners should continue to develop this work with children and parents. This will help to build on children's achievements from outwith nursery.
- Practitioners create a supportive ethos, where all children are included and treated with respect. They identify potential barriers to effective learning for children and explore possible interventions and solutions to ensure all children are making 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.