

Summarised inspection findings

Rompers Nursery

Angus Council

30 May 2023

Key contextual information

Rompers Nursery is a private provider which works in partnership with Angus Council to provide funded early learning and childcare (ELC) in the Montrose area. The nursery is registered for 62 children at any one time and caters for babies to children not yet attending school. The nursery also provides funded places for children aged two years who are eligible for 1140 hours of ELC. There are currently 119 children on the roll. Children can access their nursery provision through a very flexible approach to attendance. The nursery consists of three playrooms (babies, toddlers and pre-school) and several outdoor areas. In recent years, the nursery has undertaken aspects of building refurbishment and extension works. This includes the pre-school room, a new purpose-built outdoor classroom and outdoor toilet building, along with direct access to outdoors from the toddler playroom. The nursery is located adjacent to the golf courses in Montrose with very close access to the beach. The nursery owner is also the manager of the setting, having led this family business since its inception 37 years ago. The setting remained open during the pandemic, with no significant impact. The setting has provided extended hours over a period of time.

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 have developed environments which offer quality attractive resources and real experiences for children, from the baby room to the pre-school room. Babies and children are calm, engaged in their play and are supported very well by practitioners. Practitioners demonstrate very positive and nurturing interactions, which are responsive to children's needs. There is a strong sense of family and teamwork across the Rompers community. Children are happy and confident, displaying well-formed relationships with adults and peers. Children enjoy sharing their learning experiences with each other. As a result of the calm environment and caring interactions, children's behaviour remains positive throughout the day.
- Children's drawings, artwork and photographs of learning are displayed attractively throughout the nursery. Toddlers and older children have free flow access to the outdoor environments, which offer a wide selection of risky play activities and experiences, including loose parts. Children enjoy developing their curiosity and creativity, for example through exploring the tunnel. Children are highly motivated by use of their newly built outdoor classroom and their regular visits to the nearby beach. Children have regular access to a range of digital technology to support their learning. Practitioners should support children to develop further children's use of digital technology, for example, to help them to record their own learning.
- Practitioners interact with babies and children in a very positive and caring manner, which supports children's confidence and self-esteem. Practitioners use skilled questioning regularly to support and extend children's learning well. Children know their views are respected and

acted upon. This includes, for example, children's inputs into risk assessments, such as their beach visits. Practitioners support children very well to gain independence and confidence in preparing their snack or serving their lunch, indoors or outdoors.

- Children share their learning experiences and achievements confidently through discussion, reflection and in floorbooks. Practitioners use a variety of approaches, including digital technologies, to observe and capture children's learning effectively. They share regular and helpful observations of children's learning with families, using digital platforms. Parents are encouraged to share learning from home. The management team and practitioners know the strengths and areas of development across the nursery very well. As identified by management, practitioners should continue to develop floorbooks by involving children more in reflecting on their learning and extend use of evaluative language. This will help practitioners to reflect even more effectively on significant aspects of learning.
- Practitioners have developed their knowledge and skills in early learning pedagogy well, undertaking extensive and regular professional learning. They are a reflective team who strive for improvement. The management team empower practitioners to take on leadership at all levels very effectively. Consequently, the approach practitioners take to leading responsibilities throughout nursery life, contributes significantly to the high-quality learning experiences provided for children. Practitioners plan children's learning on a weekly and daily basis very appropriately, following an adapted version of Angus Council guidance. Children access well thought out planned and spontaneous learning activities, as a result.
- Practitioners track children's experiences and outcomes across the curriculum accurately. The management team meets with team leaders regularly, monitoring and reviewing tracking procedures very effectively. Practitioners provide children requiring support and challenge in their learning with appropriate interventions. This leads to children being very well supported throughout the playrooms.

2.1 Safeguarding and child protection

- The setting submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the nursery and the education authority.

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

- Babies enjoy and benefit from sensitive interactions that support the development of their early language. They express themselves as they babble and develop words at their developmental stage. Toddlers explore mark making using a range of interesting materials. They use their developing language well in pretend play. Almost all children in pre-school are making very good progress in early language and literacy. They are enthusiastic about mark making and emergent writing as they explore the message centre and create plans in the construction area. Children are familiar with a range of texts including traditional tales and enjoy exploring books independently. They can describe their favourite character and retell basic story lines. Most children are developing an awareness of letter names and their related sounds. Almost all children engage confidently in conversation, using a well-developed range of vocabulary. They listen well, for example to instructions and each other.
- Babies are curious as they explore properties of natural materials, for example materials that roll and stack. Toddlers are beginning to explore simple counting in their play. Almost all older children are making very good progress in numeracy and mathematics. They recognise and can copy simple patterns. Children measure using different units confidently, for example as they bake and record different weather. They recognise two-dimensional shapes and enjoy exploring their properties to help them identify three-dimensional objects. Almost all children count confidently with a few enjoying the challenge of larger numbers. A few children are beginning to add and subtract and explore symmetry.
- Across the nursery children are making very good progress in health and wellbeing. Babies benefit from the calm, nurturing environment that helps them settle. Toddlers are developing increasing independence as they negotiate routines. They enjoy exploring their emotions using mirrors. Older children can talk confidently about how they feel and relate their feelings to events. They are developing a range of gross and fine motor skills as they enjoy the freedom of the local beach, plant seeds in the garden and use a range of tools in their play. Children have well-developed social skills, demonstrated by their ability to share, and take turns.
- Over time, almost all children make very good progress across all aspects of their learning. The range of stimulating experiences is supporting children to develop curiosity, creativity and enjoy learning. Children are becoming increasingly confident and independent. They are ready to take on even more responsibility as young citizens, for example through their Eco Schools Scotland project and regular visits in the community. Children are proud of their achievements, including from home. The achievement tree provides a special place to celebrate what children can do.

- Practitioners have a well-informed understanding of the local context. They know children and families very well. As a result, practitioners target responsive approaches to individual needs quickly. This secures positive outcomes for children. The management team promotes equity for all and has created an inclusive environment for all children and their families. As planned, they should continue to develop full use of all available data and information to ensure equity and the best progress in learning for children. This should include information related to socio-economic context.

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.