

Summarised inspection findings

Braco Primary School Nursery Class

Perth and Kinross Council

17 December 2019

Key contextual information

Braco nursery class is managed by the acting headteacher. The nursery class is registered to provide early learning and childcare to a maximum of ten places for children aged from three years to those not yet attending primary school. The nursery class operates on both a part and full day service during term time. At the time of the inspection, ten children were enrolled in the setting.

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

- All children are secure and settled. They are happy and engage very well when playing on their own and with others, including adults. They understand and follow simple rules and routines very well. Children enjoy taking risks and being adventurous in various contexts, including when outdoors. Almost all are becoming independent learners, making decisions and choices with confidence when playing and learning on their own or with friends.
- Families are pleased that their children enjoy their nursery experience. They feel their children settle well into nursery, are safe and are progressing very well. Families are well-informed about their children's learning in various ways. They are involved appropriately in supporting, encouraging and enhancing their children's learning.
- Children are well-involved in planning aspects of their learning. As a result, almost all immerse themselves very well and are imaginative in their play. In moving forward, children should be involved further in planning their own learning to help them develop relevant skills and gain an awareness of what achievement is.
- Practitioners plan very engaging experiences that motivate children and encourage their creativity, curiosity and ongoing interest. They help children develop their knowledge and understanding when they interact carefully with them in various aspects of their learning and development.
- Practitioners encourage children to be independent, lead learning and take responsibility for aspects of it. As a result, children enjoy taking additional responsibility for their learning and for aspects of the nursery environment.
- Practitioners use floor books well to note key information on children's learning and development. To enhance these further, practitioners should link key information on children's strengths and needs, plan to progress children's learning, including next steps, and involve children in these discussions.
- Practitioners use the outdoor environment, including facilities within the local community very well. They interact skilfully with children in a wide range of experiences that encourage children to investigate, problem solve and deepen their understanding of their learning.

Practitioners ensure that the indoor learning environment is attractive, well-planned and supports children's individual learning needs. They use open-ended, heuristic materials that allow children to learn through taking on board personal interest, choice and challenge, particularly for those children, including those in their pre-school year, who are capable of more demanding work. Practitioners enrich children's learning through using digital technologies. Children need to continue to develop creativity in their learning through further use of technologies.

- Practitioners need to review a few routines to ensure that they use time effectively for children's learning. For example, at times, children spend too long waiting for others as they prepare to go outside. Practitioners need to develop roles for those children who dress themselves quickly, including helping others who take longer.
- Practitioners use digital technology to track children's individual skills and make helpful comments on children's learning. They use national guidance well to inform how they assess children's learning and influence their interactions with learners. Practitioners need to continue to develop further their systems for tracking, monitoring and analysing children's progress.

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

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

- Overall, children make very good progress in early language and communication. Their listening skills are developing very well. They respond positively to information and instructions from others, including adults. Most talk confidently to each other, sharing information about topics that interest them. Children are developing a healthy interest in books, and enjoy reading story books and talking about illustrations. Older children are starting to recognise letters, including the initial letter of their names. They use their emerging early writing skills to make marks to represent their thoughts during play. A few write their name clearly. Others need to continue to develop their skills in early language and communication.
- Children are making very good progress in numeracy and mathematics. They count and recognise basic numbers. A few know number words. Children measure, weigh and estimate with confidence, for example, when working out the volume of water needed to fill various containers. They know different colours and can name basic shapes. They are developing an awareness of simple mathematical language and, when prompted, apply this knowledge to their nursery experiences, including those which are real-life such as snack.
- Children are happy, relaxed and making very good progress in health and wellbeing. They share their feelings with others and talk openly about their emotions. They take responsibility for their own health and wellbeing and are developing a very good awareness of how to maintain this, including through healthy eating and good hygiene. Children are developing their physical skills very well, including when outdoors. In relation to the above, a few younger children who are new to the nursery, need to continue to develop further their progress in health and wellbeing.
- Children make very good progress from their prior learning. Their progress is tracked effectively across different curricular areas, and information gathered shows that children are attaining very well over time. Younger children and those who are new to the nursery are making very good progress from their prior levels of attainment. Children's progress needs to continue to be tracked and monitored in order for senior leaders and nursery practitioners to maintain an accurate overview of their performance over time. In so doing, children's progress should be analysed at key points over the nursery session, and information collated to provide summative high-level messages on all children's performance across all aspects of their learning as noted in Curriculum for Excellence. Senior leaders need to continue to use National Benchmarks to enhance their moderation of children's progress.

- Children are achieving a range of different skills and attributes. They take responsibility, make choices and have lead roles in the nursery. Children contribute effectively to improving their learning, the nursery and its community. Children's achievements from home and nursery are shared very well and celebrated in different ways. Children who may miss out in terms of achieving are identified and helped to do so in order to secure their progress. Children's achievements over time need to continue to be tracked and monitored in a systematic way.

1. Quality of care and support

From the evidence gathered during the inspection we found that the service was performing to a very good standard in this area.

Children were happy, confident and settled in nursery. We saw that they had developed positive relationships and attachments with staff who understood their individual needs very well. Staff offered children comfort, cuddles and reassurance where needed and provided responsive care and support. We discussed how transitions within the day could be improved to ensure children were able to get the most out of their experiences.

Children had very good opportunities for physical activity and daily outdoor play experiences in varying environments. Children were fully engaged and developed their skills in investigating and problem solving in their outdoor play. They had a range of opportunities to increase their awareness of risk and understand how to keep themselves safe.

Snack and mealtimes were very positive experiences which were relaxed, unhurried and sociable. Children were encouraged to be independent and responsible by preparing snack and self-serving. Staff supported children to experience new foods each week which led to rich discussion.

Children's ideas and suggestions were listened to and acted on. They worked with staff to plan the snack menu, taking part in discussions about their likes, dislikes and new snack ideas. We found that this enabled children to feel valued and respected.

Children in the nursery were very much involved in the life of the school and took part in whole school events. We found this approach supported smooth transitions for children moving into school. Children in the local community were invited to a weekly rhyme time which enabled them to become familiar with the nursery setting and staff. We found that transitions were well integrated into children's everyday experiences.

We looked at medication permission and administration forms. We would ask that they record specific detail about children's symptoms to ensure it is clear when medication is to be administered.

Care Inspectorate grade: very good

2. Quality of management and leadership

From the evidence gathered during the inspection we found that the service was performing to a good standard in this area.

The acting headteacher took overall responsibility for the nursery. We would ask that the service ensures notifications are submitted timeously to the Care Inspectorate.

The nursery staff were supported by a visiting support teacher from the local authority. They had been working with the nursery staff to develop their improvement plan for the forthcoming year. We found that the nursery improvement plan identified the areas for development and had clear, achievable targets.

The staff had been involved in some self-evaluation using 'How good is our early learning and childcare?' document. We suggested that they begin to take account of the Health and Social Care Standards when evaluating the service to identify strengths and further improve outcomes for children.

Families had a range of opportunities to share their views, opinions and feedback. The introduction of an online app enabled parents and carers to be more involved in their child's development. Daily discussions with staff and more formal consultation took place to enable them to be included in the development of the nursery. Parents and carers were involved in reviewing the vision, values and aims of the service.

We found that audits had been carried out in relation to the nursery environment and language and literacy to support development. Whilst informal monitoring of practice took place, we suggested that the nursery would benefit from regular monitoring from the management team. This would enable them to have a clear understanding of the practice and to support with improvement.

Accidents and incidents were fully recorded. We would ask that the nursery review the system in place to ensure they hold a signed copy of any accident and incident reports.

Care Inspectorate grade: good

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection, there are no requirements and no recommendations.

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.