

Summarised inspection findings

Camperdown Nursery

Independent

11 July 2023

Key contextual information

Camperdown Nursery is a private early years setting located in the town of Prestonpans. The nursery operates in partnership with East Lothian Council. It is registered for 24 children aged 2-5 years attending at any one time. There are currently 47 children on the register. The nursery is open from 8 am to 6 pm Monday to Friday. Almost all children access their 1140 hours entitlement by attending for 22.8 hours each week in a variety of attendance patterns. A few children attend for 30 hours each week in term time only. The recently appointed manager is supported by the owner, four full-time and three part-time staff. All practitioners are qualified and staffing includes a modern apprentice who is currently in training. The nursery benefits from periodic visits from an early years support teacher. The nursery has one playroom and two outdoor areas both of which are accessed directly from the playroom.

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

- Staff have created a warm, respectful and nurturing environment where positive relationships are evident. The level of care offered by staff is exceptionally high and the inclusive ethos ensures that children feel valued, safe and secure. Almost all children are motivated in their play and concentrate well on their chosen activities. The playroom is very well resourced with a wide range of high-quality materials. However, at times, staff could make better use of the rich environment to stimulate children's interest in real life experiences and support them to lead their learning. The free-flow access to outside spaces, and the increase in open-ended natural resources have considerably improved the quality of learning outdoors. This is supporting the development of children's creativity, curiosity and enquiry skills.
- The recently appointed manager has supported staff very effectively to increase their knowledge and understanding of early years pedagogy. Each month there is a topic for development which is supported by ongoing training. Staff are beginning to undertake leadership roles which, in time, will improve the quality of learning and teaching. Most recently staff have undertaken training as literacy and numeracy champions. This has supported staff to create a stimulating numeracy area where children can explore numbers and shapes. The literacy provision has been improved by the development of an outdoor literacy shed, where children can share books and practise mark making.
- Staff know children very well as individuals. They listen carefully to children and give them time and space to develop their own ideas. Staff interactions are gentle, encouraging and supportive. Where practice is best, staff use open-ended questioning and explanations to enhance children's understanding and develop their thinking skills. However, this very good practice is not yet consistent across the nursery. Staff need to interact more skilfully to promote children's curiosity, independence and confidence. They could use a greater variety of strategies in their vocabulary, tone and gestures to scaffold and extend children's learning.

- The manager has begun to involve staff more fully in planning the curriculum. Plans are in place for staff to work with the peripatetic support teacher to develop planning and assessment procedures. These are designed to track coverage of the early level experiences and outcomes, and are linked to ongoing assessment. Planning is developing well, as staff become more involved in taking responsibility for particular areas of work. Staff observe children at play. They record their observations about the progress children are making across all aspects of their learning. These records are well supported by photographic evidence and useful evaluative comments. Staff are starting to make more use of their observations to plan children's next steps in learning. They share learning journals with parents using a digital platform. Parents are very positive about this approach and greatly appreciate the high quality of information they receive about learning, teaching and assessment.

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 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
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- Almost all children are making good progress in communication, early language, mathematics and health and wellbeing. A few could make greater progress with increased challenge. Children play well together and many can share and cooperate. They are socially confident and readily seek help when needed. Children can choose where they want to play and enjoy exploring with the natural resources outdoors. They demonstrate independence at snack time and when selecting resources.
 - In early language and communication, most children listen well to adults and can follow simple instructions. They enjoy listening to stories and can talk about their favourite books and rhymes. The older children are beginning to explore early writing. Many can identify their own name in print, and some letter sounds. A few children use a good range of vocabulary. Staff should continue to support children to develop their early writing skills and their understanding of a range of different texts.
 - Children are developing their early mathematical understanding through a range of play opportunities. Almost all children are making good progress in numeracy and mathematics. A majority count with confidence and show good number recognition skills. A few children can recognise two-dimensional shapes and are able to use mathematical vocabulary in their play. They enjoyed sorting sea glass by size, shape and colour. Children had enjoyed a numeracy walk to find numbers and shapes in the local area. Children explore and consolidate mathematical concepts through games and puzzles in the recently developed numeracy area.
 - Almost all children are making good progress in health and wellbeing. Most are caring towards each other and show empathy. They are developing friendships and are beginning to share and take turns. Children are developing control of their fingers and hands when using scissors, playdough, puzzles and building materials. During outdoor physical activities, children are confident when using the climbing wall, the chute and the balancing beam. Staff display kindness when playing alongside children. They could now build on children's understanding of their own wellbeing by helping children to reflect on and develop positive strategies to manage their feelings and emotions.
 - Almost all children are motivated and enjoy trying new experiences. They learn about the lifecycles of frogs and butterflies, and develop their observations skills by watching snails, slugs and worms in their indoor minibeast world. They care for the nursery's giant African millipede. They plant vegetables and observe closely how they grow. Most children can talk about what

plants need to grow and thrive. They learn how materials change by making 'potions' in the mud kitchen. All children had enjoyed a beach visit to learn about their coastal location.

- Staff actively promote equity across the nursery. They are proactive in identifying and addressing potential barriers to learning. They take good account of the differing needs of children and families. Through their very effective partnership with other agencies and with families, staff ensure a consistently high level of support for children.

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.