

Summarised inspection findings

Lynburn Primary School Nursery Class

Fife Council

28 May 2024

Key contextual information

Lynburn Nursery Class is situated within Lynburn Primary School, Dunfermline. The nursery has two playrooms within a large open area, a smaller playroom and two outdoor spaces. The setting is registered for 80 children aged three to five years and 20 children aged two. Currently, 87 children aged from two years to those not yet attending school attend from 9 – 3pm five days a week term time. The primary school headteacher has overall responsibility for the quality of learning in the nursery. She delegates the leadership of the nursery to the deputy headteacher who leads the nursery and primary one on a day-to-day basis. A peripatetic teacher supports the nursery every second week.

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

- Across the nursery, relationships between staff and children are warm, kind, nurturing and respectful. Children feel valued, safe and secure and make independent choices about where they will play. Almost all children are engaged in learning across the well-resourced indoor and outdoor environment.

Children under three

- Children are content and secure within a very respectful and stimulating environment. Practitioners are very skilled at supporting children to enjoy and learn from the wide range of interesting learning opportunities available to them. They explore physical resources with increasing confidence and independence. Practitioners use the learning walls effectively to plan and capture children's learning. They use developmental milestones well to track children's progress and plan next steps.

Children aged three to five

- Children lead their own learning through well planned and spontaneous play experiences. They engage readily with their learning and sustain their play for extended periods. Children particularly enjoy playing in the outdoor area and using the natural resources to extend their ideas through play. They visit the nearby forest regularly which encourages their curiosity and creativity very well. Practitioners motivate children well to learn and provide effective support to children.
- Practitioners engage in a range of professional learning to support them effectively to meet the individual needs of all children. Children's communication skills continue to improve due to the focus practitioners place on developing their early language skills. Practitioners use a range of strategies effectively to improve these skills. They provide a blend of appropriate adult-initiated and child-initiated learning experiences to meet the individual needs of children very well. Practitioners use questioning and commenting skilfully and interact very well with children to

support and extend their learning. Children enjoy using the interactive whiteboard and practitioners have plans to extend the range of digital technologies to enhance children's learning further.

- Practitioners capture observations of individual children's significant learning effectively to make accurate judgements about the progress children are making in their learning. They record this information well in the children's personal learning journeys which they share effectively with parents. Practitioners build on observations to plan appropriate experiences which support children's next steps in learning. They assess children's language skills on a regular basis using a local authority language development programme to ensure they are making appropriate progress. Practitioners are skilled at removing barriers to learning for children with additional support needs. They work well with other professionals to ensure that the learning activities and interventions are planned at an appropriate level for the children to be successful.
- Practitioners' approaches to planning include, responsive, intentional and in the moment, which supports children well to experience a range of learning opportunities. Children share their learning with pride and contribute well to mindmaps, floorbooks and learning walls. Practitioners should continue to strengthen the children's voice in planning learning opportunities. Senior leaders and staff use the setting's overview of Curriculum for Excellence levels tracking documents effectively. They record individual children's progress in literacy, numeracy and health and wellbeing. They discuss children's progress at termly meetings to ensure they are making appropriate progress. As a team, practitioners engage well in professional dialogue to support and challenge each other appropriately. Practitioners should continue with their plans to extend their tracking and monitoring to show children's learning over time.

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

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

Children under three

- Practitioners support children effectively to develop confidence, independence and resilience through sensitive interactions. Children make very good progress with practitioners tracking their developmental milestones and planning next steps. Children mark make, counting from zero to five using natural resources such as seeds for planting and access risky play outdoors. They are skilfully guided by practitioners to learn new vocabulary through their context of food, using rhyme and stories.

Children aged three to five

- Practitioners support children well to make very good progress in their early language development. They identify strategies skilfully to build on and develop new vocabulary such as commenting, effective questioning and using a sign-along programme. Overall children make very good progress across literacy, numeracy, health and wellbeing.

Literacy

- Children draw detailed pictures, write cards to their friends and mark make using a variety of resources both indoors and out. A few children write their name successfully and identify letters and sounds in the alphabet. Children read stories independently, with friends and practitioners. They choose well known stories and predict and join in with story lines. Children follow instructions and engage well during activities.

Numeracy

- Almost all children work within numbers zero to ten with a few counting on and back beyond twenty. Children identify symmetrical patterns, match shapes and use recipe cards independently. They use mathematical language accurately through their play such as tallest, smallest, deep, shallow, long and short as they compare various materials on offer. Children work together well as a team using block play to plan, discuss and decide what to build, extending their ideas.

Health and Wellbeing

- Practitioners support children very well to settle and transition throughout the nursery, as a result, children are confident and ready to learn. Children make good use of a wellbeing area which supports quiet time, where children take part in yoga and use resources to support their emotions. They enjoy healthy snacks, lunches and cooking activities with resources which help them to know how to stay healthy. Children climb and balance using loose parts, they extend their physical skills through accessing woodland play.
- Practitioners use robust tracking procedures and data effectively to contribute to children's termly targets. They provide children with appropriate interventions to ensure differentiation for those requiring support and challenge in their learning. Practitioners share children's targets with families through progress meetings and agree areas to work on. There are a few examples of children sharing achievements from home and nursery.
- Practitioners are inclusive and welcoming to all families and children. They support children requiring additional support very well, through the use of individual tracking, plans and regular meetings. The senior leadership team make timely referrals to partner agencies, including health visitors and speech and language therapists. Practitioners take effective account of families' cultural and linguistic backgrounds and should continue to offer a wider focus in this area. They take into account the socio-economic situation of families and strive to ensure that they close any gaps in their learning as a result of this.

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.