

Summarised inspection findings

Humbie Primary School Nursery Class

East Lothian Council

12 September 2023

Key contextual information

Humbie Nursery Class is situated within Humbie Primary School in the rural village of Humbie, East Lothian. The nursery provides 1140 hours from Monday to Friday for children aged three until entry into primary school. At the time of the inspection, six children were on the roll. Children in the nursery have access to a playroom, a secure outdoor area and a woodland area within the school grounds. The local community is used regularly as a context for learning.

The nursery reopened in August 2021 following a period of closure. The Senior Early Years Practitioner and Early Years Practitioner took up post in August 2021. The nursery is scheduled to close in June 2023.

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

- Under the guidance and leadership of the headteacher, practitioners have worked very well together to develop the nursery to meet the learning needs of the children who access it. Children benefit from strong nurturing relationships with practitioners who interact in warm, caring and highly responsive ways with children. They know children very well and are highly attuned to their preferences and capabilities. Practitioners use observations very well to respond skilfully to children's needs. As a result, children feel safe, secure, and confident. Children seek adult support in their play when required. They show kindness to each other and share their thoughts and ideas successfully as they play together.
- Children know the routine of the nursery well and are happy and settled during the day. They are highly engaged and motivated by the range of well-planned and spontaneous play experiences available indoors and outdoors. Practitioners have organised the nursery environment well to maximise opportunities for children. This helps children to develop their literacy and numeracy skills very well. Children have access to a wide range of creative materials, loose parts, small world and role play resources. As a result, children grow and develop successfully through their learning, physical development and imaginative play.
- Practitioners provide children with worthwhile opportunities to plan nursery experiences, make meaningful choices, and lead their learning following their interests. As a result, children sustain interest in play experiences which help them to develop their curiosity and knowledge. Practitioners should continue to develop outdoor spaces to support children better to participate more fully in risky play experiences. This should allow children to become more confident and independent when using tools and exploring the outdoors. Children would benefit from having regular access to more open-ended materials indoors and outdoors to further support and develop their curiosity and creativity.

- Children use digital technologies well to make lunch selections, listen to music, play games, and take pictures. This is helping them to develop their digital skills. They are beginning to develop their understanding of using computers to find interesting facts based on their interests. There is scope to extend the use of digital technology to enhance children's learning further.
- Interactions between children and practitioners are very supportive and based on mutual respect. Practitioners listen very well to children and respond to their needs. Practitioners use well-timed questioning and commentary appropriately to support and extend children's thinking. They provide time for children to process questions and respond which deepens children's understanding and learning.
- Practitioners are highly reflective. They appreciate the useful professional learning the headteacher facilitates to help them develop their knowledge and skills. Recent professional learning in literacy and numeracy is impacting positively on the quality of children's experiences.
- Practitioners have developed effective ways to record accurately children's wide range of appropriate learning experiences and their outcomes. They use personal learning journals and learning floor books well to reflect children's progress and achievement. They summarise effectively children's progress over time using learning journeys, developmental and curriculum trackers.
- Practitioners observe children carefully and keep detailed notes which help them to identify where children are in their learning and what they need to do next. As a next step, they should encourage children's families to make more regular comments on their progress. Senior leaders and practitioners should review planning to ensure children's learning and coverage of the early level are more clearly visible within planning and assessments. Practitioners should date entries consistently to support them more effectively to judge the place of children's 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

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

- Across the nursery, practitioners focus clearly on improving children's health and wellbeing. This has had a positive impact on children's overall learning and development. As a result, children make very good progress in their physical development, social skills and independence. Children recognise and express simple emotions well. They display a range of social and friendship skills, such as working together and listening to the views and ideas of others during play. Children confidently engage in physical play and demonstrate high levels of coordination, balance and fine motor skills as they play inside and outside.
- Children have regular opportunities to play outdoors and explore the local community. Practitioners could support children better to engage in risky play to better develop their safety awareness and improve strategies to keep themselves safe. Children carry lunch trays and use a variety of utensils to feed themselves. They would benefit from more opportunities for independence during snack and lunchtime.
- Children make very good progress in early language and communication. Most children speak clearly and confidently and engage very well in developmentally appropriate conversation. They use a wide range of vocabulary to share their thoughts and ideas on topics that interest them. Children show an interest in books and listen actively to stories. They role play during imaginative play, taking on characters with expression to retell familiar stories in their own way. Children engage regularly in mark making and emergent writing opportunities to create and retell their stories. Practitioners should continue to develop children's phonological awareness and letter formation to allow children to make even better progress in developing their literacy skills.
- Children make very good progress in their understanding of numerical and mathematical concepts. They can count on and back confidently across various activities in the nursery and recognise numbers. Children share groups of objects successfully using one to one correspondence. When baking and measuring, children use correct mathematical vocabulary to compare and describe length, weight and position using non-standard units. Children name basic shapes and match and sort objects using a range of criteria. They copy patterns and sequences using shape and colour accurately. They gather simple data and recognise that tally marks represent a quantity. Children understand the uses of money to pay for items and can sort a small range of coins. They would benefit from further use of coins in real-life contexts. Children name the days of the week when engaging in rhymes and songs. They understand the seasons and can match pictures to seasons using picture clues.

- Overall, children make very good progress over time appropriate to their stage of development. Senior leaders and practitioners evidence and record children's progress over time effectively using developmental and curriculum trackers, learner journeys and floor books.
- Practitioners encourage and use praise to provide children with meaningful opportunities to experience success daily within the nursery. Children's achievements and "wow" moments are celebrated and shared on nursery displays, learning journals and using an online platform. Parents are encouraged to send in children's achievements from outside the nursery.
- Practitioners should continue to track and collate an overview of these achievements. This will ensure that practitioners have an overview of each child's achievements, that no child is at risk of missing out and that all children's successes are celebrated. This will further support children's understanding of how their achievements develop important skills.
- Across the nursery, children are valued as individuals. Practitioners have a very good understanding of children's lives outside the nursery. What is important for each individual family is captured well in the 'All About Me' files. Practitioners make very good use of this information about children's circumstances and family life to identify areas for learning and minimise any barriers faced. Practitioners are mindful of the cost of the nursery day. As a result, the nursery provides a range of outdoor clothing to ensure that all children can access the outdoor environment.

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.