

Summarised inspection findings

Lilliesleaf Primary School Nursery Class

Scottish Borders Council

27 February 2024

Key contextual information

Lilliesleaf Nursery Class is part of Lilliesleaf Primary School and is managed by the headteacher who has very recently been permanently appointed. Prior to this he was acting headteacher since April 2023. There is one temporary early years officer and one early years practitioner. An early years teacher from the local authority visits one day each week to support the nursery developments. Children use a very small playroom which has direct access to an extensive outdoor area. The nursery is registered for 12 children aged three years to those not yet attending primary school. There are currently 11 children on the roll who access their 1140 hours by attending from 8.30am to 3.00pm on a Monday to Thursday, and from 8.30am to 12.30pm on a Friday.

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 are calm and caring and have created a very nurturing playroom environment. Children are happy, safe and settled. They enthusiastically explore the playroom and extensive outdoor area. All children are highly motivated, show sustained engagement in their play and readily approach practitioners to share their discoveries with them. Almost all children are becoming confident and independent learners who show curiosity and imagination, particularly when exploring natural materials outdoors. Children are learning how to behave in different contexts through practitioners' work on nursery values and simple rules.
- Children enjoy having their ideas and views taken into account and are able to choose where to play and what to play with. The youngest children who are new to nursery are supported sensitively and effectively by practitioners who encourage them to explore their new environment at a pace that meets their needs. Children enjoy using the interactive whiteboard and practitioners have plans to extend the range of digital technologies to enhance children's learning further.
- The headteacher is highly visible in the nursery. He plays alongside children and supports learning and teaching very effectively. Practitioners interact very well with children. Recent staff training on nurture and self-regulation has enhanced the quality of engagement with children who are supported by gentle, supportive interactions. Practitioners make effective use of open-ended questioning and explanations to enhance learning and offer challenge in play. They show skill in introducing new vocabulary and offering ideas to help children extend their play and deepen their learning.
- The recently appointed early years officer has worked with practitioners to review and improve planning procedures. The long-term playroom overview is closely linked to the early level Curriculum for Excellence (CfE) experiences and outcomes. This ensures that children cover a broad range of experiences. Staff adjust plans 'in the moment' to take full account of children's

ideas and interests. As a result, children remain interested and highly motivated in their learning. Practitioners are actively working to increase their responsive planning approaches to ensure that children's views and ideas become the main focus of playroom planning.

- Practitioners effectively track children's learning in literacy and numeracy and health and wellbeing. They make good use of high-quality observations of children at play and record children's learning, achievements, and challenges in individual online learning journals. They monitor children's progress through a series of developmental milestones, and where, necessary, offer individual interventions to help children make the best possible progress. Their judgements of children are robust and next steps for groups of children are clearly identified. All assessment information is shared with parents through an online platform. Regular meetings with parents are used to agree shared targets between home and nursery. This approach allows parents to be actively involved in their child'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. 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

- Almost all children are making very good progress in communication and early language. They talk confidently to practitioners and to each other. They are learning a range of new vocabulary, and to use sign language, as a means of communication. They listen well to instructions, and at small group story sessions. Most children can recite the rhyme of the day and talk knowledgeably about the characters and events in the story of the week. Almost all children show a keen interest in mark making and enjoy making patterns in sand and clay. A few are beginning to write their name and a majority can recognise a few letters of the alphabet. Most children would benefit from developing further their early reading skills through access to a wider variety of books.
- Almost all children are making good progress in mathematics and numeracy. They enjoy counting and sorting objects and most can count to ten and beyond. Most children understand simple sequences and can create repeat patterns using different shapes. They are learning about data handling by using charts to order lunch and using tally sheets on scavenger hunts. Most children use rulers, measuring tapes and scales to explore weight and measurement. The recently developed water wall is supporting children's understanding of capacity as they pour water along channels and into different sized containers. They need to further develop their understanding of money and coins.
- All children are making very good progress in health and wellbeing in line with their stage of development. They are gaining an understanding of personal hygiene when hand washing and taking part in daily toothbrushing. They are learning about healthy eating when making food choices at snack and lunchtimes. Children are able to risk assess their outdoor area and know how to keep safe when climbing or balancing. Outdoor learning and woodland visits support children to develop their physical skills as they run, climb and scramble through the natural world. They are learning a range of bushcraft skills such as fire safety and using real tools for whittling. All children can play cooperatively, share and take turns.
- Children are making very good progress across the curriculum and over time. Practitioners are fully aware of any potential barriers to learning and actively work to address them. This means that almost all children are making the progress they are capable of. Practitioners have robust procedures for tracking learning to ensure they have a clear and accurate picture of children's progress.

- Children are achieving widely by being responsible, planting and growing, investigating hibernating animals and learning how ingredients change when they are cooked. They show increasing skills in managing their feelings and emotions. Staff need to increase the range resources to allow children to celebrate diversity.
- Practitioners actively promote equity and have created a very inclusive ethos where children and families are valued and respected. They know families and their contexts very well and work effectively in partnership with parents and carers to ensure seamless transitions between home and nursery.

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.