

Summarised inspection findings

Lorne Primary School Nursery

The City of Edinburgh Council

20 May 2025

Key contextual information

Lorne Primary School Nursery is based within the Lorne Primary School building. There is one main playroom, and children have free flow access to an enclosed outdoor area. Additionally, the nursery access primary school facilities such as the gym hall, school grounds and the library. Children attend from the age of three until starting primary school. The setting is registered for 20 children at any one time. It is open during term time from 8.25 am until 3.15 pm Monday to Thursday and Friday 8.25 am to 11.10 am. Currently, there are 20 children attending the setting on a full-time and part-time basis. The nursery is diverse with 75% of children having English as an additional language.

The acting headteacher has overall responsibility for the setting and the principal teacher manages the day to day running of the nursery. The nursery team comprises of three full-time early years' practitioners, and one part-time early years' practitioner. They receive regular support from an early year's teacher. There have been significant changes in staffing in recent years.

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

- The nursery team work well together to create an ethos which is welcoming, nurturing and caring. Practitioners respond well to children's individual needs in a sensitive, responsive manner. As a result, children are happy, kind and respectful towards each other throughout their play.
- The nursery team have created a learning environment which is inspiring and stimulating. Children's experiences and resources are of a high quality, celebrate diversity and promote curiosity and creativity both indoors and outdoors. As a result, most children are independent, confident and motivated as they happily explore their surroundings. However, most children would benefit from further challenge in their learning.
- Children experience a wide range of rich learning opportunities in the local community, for example visiting the library and local shops, and trips on the tram. The nursery team provide well considered, high-quality learning experiences which support children to extend their learning across the curriculum, linking well to real life and relevant contexts.
- The nursery team have developed positive relationships with all children and families. They are good role models and interact with children in a kind and supportive manner. They give children time and space to follow their own interests. Most practitioners use conversation and commentary well as they support children with their learning. Practitioners should continue to develop their use of open-ended and skilful questioning to extend and deepen children's learning.

- Children use the interactive white board to develop their numeracy skills and the internet to gather information to extend their interests. Practitioners have identified the need to continue to develop their use of digital technology to enhance children's learning further.
- The nursery team observe children during play and record examples of their learning in online journals, displays and floor books. They share this learning regularly with parents. Practitioners need to ensure they record clearly what individual skills children can and cannot achieve in their learning. This should support practitioners to ensure planned experiences effectively meet the needs of all children, supporting them to make the best possible progress.
- The nursery team use a recently refreshed weekly planning format which links to local and national guidance across all areas of the curriculum. Children benefit from planned experiences which are developmentally appropriate and are responsive to their interests. Practitioners track children's progress in literacy, numeracy, and health and wellbeing. They have a good understanding of how well children have achieved and what their next steps are using developmental milestones.

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

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 are making good progress in communication and early language. A few children can write their name and are attempting other words. They share their thoughts and ideas confidently and are developing a wider range of vocabulary through engaging in rhymes and songs with practitioners. Most children enjoy listening to stories with practitioners. A few children create their own books and are beginning to use the language of illustrator and author. Children would benefit from continued support in developing their mark making and pre-writing skills across their learning.
- Children are making good progress in mathematics. Most children are using and recognising numbers confidently in their play and across the environment. Most children use mathematical language in context, for example to describe and compare shapes and measurement. A few children can count to 10 and beyond. Children enjoy using numbers during real life experiences. For example, they count plates and cups when setting the table for lunch. A few children would benefit from additional challenge to extend their mathematical skills further.
- Children are making good progress in health and wellbeing. All children benefit from a relaxed, unhurried lunchtime routine which is supporting them to develop their social skills and try new foods. Almost all children show independence when getting themselves ready for outdoor play. Children have free flow access to the outdoors. They are developing their gross motor skills as they climb and run enthusiastically and use bikes confidently. They are developing their fine motor skills by using a range of tools as they create models and paintings. They demonstrate concentration for a sustained period of time. Children are beginning to use the language of the wellbeing indicators, for example they can discuss how to keep safe when out on local community walks. The nursery team should continue to support children to have a greater awareness of the wellbeing indicators in relevant, age-appropriate ways.
- Overall, children are making good progress over time. Children demonstrate curiosity and creativity across the setting, particularly in the purposeful and inspiring outdoor learning environment. However, there are a few children who are capable of making greater progress. Practitioners need to use their tracking information more effectively to identify clearly specific learning needs. This will help them to provide support for children who would benefit from additional challenge in learning.
- Children's achievements and celebrations at home and nursery are recognised and captured in learning journals and on a wall display. Children are very proud to display their choice of

artwork within their own designated space. Practitioners now need to track children's wider achievements. This will help to identify the skills children are developing and ensure equity.

- The nursery team know their families well and take account of their cultural, linguistic and socio-economic background. The nursery team use this knowledge respectfully when planning experiences. The nursery team work closely with a range of partners to ensure that children and families are supported well.

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.