

Summarised inspection findings

Camperdown Primary School and Nursery Class

Dundee City Council

22 January 2019

Key contextual information

Camperdown nursery class is situated within the school campus. It is a purpose built nursery with separate access and comprises of a large playroom and a variety of break-out rooms. There is free-flow access to a large secure outdoor area. They are registered to provide early learning and childcare for 74 children aged from 3 to starting school. Children can attend morning or afternoon sessions. They also provide full-day places.

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 teaching
- effective use of assessment
- planning, tracking and monitoring

- Relationships between children and practitioners are very good. As a result of the caring, nurturing ethos where children are viewed as competent learners, they are happy, settled and enthusiastic about their learning. Almost all children are highly motivated and fully engaged by the range of challenging experiences offered in the attractive, well-planned learning environments both indoors and outdoors. They have time and space to follow their interests and this high level of freedom is helping children to develop confidence and independence. The appropriate balance of child-initiated learning and opportunities for focused work in small groups helps to sustain children's interest in learning.
- Practitioners have a very good, shared understanding of early learning pedagogy. They know children very well and interact very effectively, when required, to extend children's learning. Their use of commentary and open-ended questions helps children to solve problems and develop their creativity. Through effective use of praise and encouragement they promote a positive climate for learning and achievement where children are fully involved. Children enjoy using the computer and play games to support their learning. Use of the light box has resulted in children creating interesting art work. The setting should continue with their plans to develop further their use of digital technologies to extend and deepen children's learning.
- As a team, practitioners make very good use of their observations and interactions with children to make accurate judgements about the progress they are making. They know children very well as learners and involve them in recording significant aspects of their development in individual portfolios. Children are proud of their portfolios and enjoy sharing them with adults. There is now scope for practitioners to support children to reflect on their learning and take a more active role in planning their next steps. Parents are encouraged to access and contribute to children's portfolios. Practitioners should continue to build on this valuable learning from home.
- A range of planning approaches over different timescales effectively takes account of national guidance and children's prior learning. The use of 'floorbooks' helps practitioners to document children's learning over time and captures their interests and responses effectively. Careful

assessment of children, results in the provision of well-planned learning experiences, which are developmentally appropriate and tailored to meet individual learning needs across the curriculum.

- There are effective procedures in place to track and monitor progress across the curriculum. Practitioners work very well together to plan and deliver experiences to raise attainment in literacy and numeracy for all children. These experiences are becoming embedded in the daily routines and enjoyed by children. Opportunities for children and parents to learn together are well planned and complement children's experiences across the curriculum.

2.1 Safeguarding

- 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

- Overall, almost all children are making very good progress across all aspects of their learning. The supportive and nurturing learning environment includes free flow to the outdoor area and enables children to make choices about their play. Across the setting children are very settled and their confidence, independence, creativity and wellbeing are developing very well.
- In communication and early language almost all children are making very good progress. Children listen well to stories and most children readily engage in extended conversations with practitioners during child-initiated and small adult-led experiences. Children are learning to recognise their printed name as they register for nursery and as they independently label their drawings and artwork. Most children are attempting to write their own name and other words. Skilled practitioners effectively support children's communication skills and early language using a range of specific evidence-based interventions. Commendably, data gathered from these interventions shows they are having a positive impact on children's learning and progression.
- Children are making very good progress in numeracy and mathematics through play and daily routines. Children can count with increasing confidence as they use a wide range of natural open-ended resources and can recognise numbers up to ten. Most children confidently recognise and name colours and shapes. In the construction area, children are learning about measuring and estimating as they enjoy experimenting with measuring tapes. Use of a washing line and an interesting variety of socks enables children to sort, match and recognise pattern with increasing confidence. A numeracy and maths progression pathway is in place to support practitioners to accurately plan and develop children's next steps in learning.
- Almost all children are making very good progress in their health and wellbeing. Highly positive relationships exist between children and adults, and between peers. Children have a very good understanding of the nursery routine, which is calm, purposeful and relaxed. Children look after their setting very well by carefully and responsibly helping to tidy up. Practitioners make very good use of visual prompts to promote appropriate nursery rules. As a result, almost all children have a very good understanding of the importance of rules as they play and learn together very well. Children are developing their fine motor skills very well as they prepare fruit for snack and as they use a range of real-life tools in the woodwork area. Almost all children

are confident and independent during snack and lunch times. Participation in the 'Play on Pedals Programme' based on a family learning approach, is helping children to develop their physical skills very effectively.

- Practitioners use tracking information and children's personalised target information to evaluate progress and plan for future learning. As a result of this robust approach, it is evident that almost all children are making very good progress in their learning. We discussed how practitioners could now support children to start to talk about and understand their personal learning and achievements.
- Children's individual achievements from home and nursery are documented very well in individual portfolios, floorbooks and playroom displays. The voice of the child is valued and documented very well throughout the setting. All practitioners use praise and encouragement in a sincere and genuine manner. Children are capable, confident and successful learners. They are now ready to contribute, more fully, to the life of the setting and wider community through taking on leadership roles or being part of committees.
- Care, nurture and respect is evident and embedded firmly in the ethos of the setting. The highly effective nursery team work very well together and with others to support individual children and families. Practitioners know children very well and put in place detailed, personal plans to support children who experience barriers in their learning. Children and families benefit from the strong focus on family learning in the setting. Access to a wide range of appropriate courses is helping parents understand how they can support their children's learning. Parents also have the opportunity to develop their own skills and gain accreditation. Information and data from a range of sources is gathered and analysed and shows clearly that interventions are improving outcomes for children and families.

Practice worth sharing more widely

- Consistent delivery of interventions and strategies to support children's literacy.
- The setting's approach to screening and use of data.
- Focus on Family learning which is monitored and evaluated.
- Practitioners have worked together to create a very attractive environment and use a variety of natural materials.
- Balance of free-play and adult-initiated small group work is very effective and transitions throughout the session are seamless.

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.