

# Summarised inspection findings

**Mile End Primary School Nursery Class**

Aberdeen City Council

17 December 2024

## Key contextual information

Mile End Primary School Nursery class is situated within the City of Aberdeen. It is located within Mile End Primary School and comprises of a large playroom area and an outdoor area. A maximum of 40 children can attend at any one time. There are currently 52 children registered on the nursery roll. Children are aged between three and those not yet attending primary school. The nursery is open for 46 weeks of the year, between 8.00am and 6.00pm. There is the option to choose half day or full day sessions.

The headteacher has overall responsibility for the nursery class. He has delegated strategic responsibility to the deputy headteacher. There are two senior early years practitioners who oversee the daily management of the nursery. There are five early years practitioners, two support workers and a modern apprentice who work across the week. Over the past year, there have been a number of staffing changes which has had an impact on planned improvements.

### 2.3 Learning, teaching and assessment

**satisfactory**

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

- Relationships are positive across the nursery. As a result, children are safe and secure. Children are confident in the nursery environment and make choices independently about their play. Children have access to the outdoors for most of the day. Ongoing work in the outdoor area has had a positive impact leading to improved experiences for children. Children have established friendships and play well together. A few children require support to engage appropriately with their peers and practitioners manage this in a sensitive manner.
- Children benefit from a range of resources on offer. However, practitioners now need to develop further the use of open-ended and real-life resources to enrich play experiences and encourage creative thinking. Children access a very limited range of digital technologies. Practitioners should increase their use of digital technologies to enrich and support children's learning.
- Practitioners talk to children about what they would like to see in the different areas of the nursery. This ensures children's voice is evident throughout the setting. Practitioners need to continue to develop how they use interactions, including questioning and commentary, to support, enhance and extend children's learning. Practitioners must support and encourage children to talk about their learning both in nursery and beyond. Most children would benefit from greater challenge and increased pace in their learning.
- During planned focus weeks, practitioners share observations of learning with parents. Practitioners now need to review their assessment cycle to ensure observations are recorded more regularly to support planning and target setting for individual children. Children's progress is shared with parents using an online digital platform. This includes photographs and

'moments' of children's learning experiences. The senior leadership team should work with practitioners to enhance their skills in observing and recording significant learning for each child.

- Individual children's progress is tracked using the wellbeing indicators and through developmental milestones. In addition, staff track their predictions as to when children may achieve early level in literacy and numeracy. Senior leaders must continue as planned to establish more robust ways to track children's achievements as they progress through early level. This will support them to identify individual children's progress and next steps in learning better and with greater rigour.
- A new planning format has recently been introduced. Children benefit from both intentional and responsive planning. Intentional planning allows practitioners to plan for coverage across the curriculum whilst responsive planning ensures the interests of the children are considered and explored. Practitioners must now look to link planning, tracking and assessment to gain a greater understanding of children's attainment and next steps.

## 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, areas for development have been agreed with the school and education authority.

### 3.2 Securing children's progress

**satisfactory**

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 satisfactory progress in early language and communication. Most children listen to stories well and join in confidently with nursery rhymes and songs. A few children are confident to mark make. However, all children require opportunities to develop their mark making skills across the nursery in a variety of imaginative and real-life contexts. Most children engage well in conversations with their peers and practitioners throughout their day. Children would benefit from more opportunities to engage in rich, learning conversations to ensure they are challenged and making progress in their learning.
- Children are making satisfactory progress in early numeracy and mathematics. Most children confidently count to five independently during play. A few children identify heavy and light. The majority of children use positional language correctly in their play. Children would benefit from developmentally appropriate experiences to develop their mathematical skills. For example, during real life experiences, such as baking, children would benefit from weighing the ingredients themselves.
- Children are making satisfactory progress in health and wellbeing. They are developing their gross motor skills by running, climbing and riding bikes in the outdoor space. Most children independently wash their hands and understand good hygiene practices. The majority of children identify emotions such as happy, sad and angry. Children are ready to learn about how they can regulate their feelings and emotions, and that their emotions can change throughout their day. Children would benefit from opportunities to take risks in their play to develop their own awareness of safety, for example, using real tools in the construction area instead of plastic resources.
- Practitioners are at the early stages of using a new tracker to ensure they gather more specific information about children's progress over time in literacy and numeracy. As planned, senior leaders must continue to support practitioners to track progress more effectively using new systems now in place. This will support staff to ensure appropriately challenging experiences are planned for all children.
- Practitioners provide meaningful praise to children when they are successful in their learning and activities. Children's achievements from home are shared with practitioners through an online learning platform, such as when children participate in dance and swimming lessons. Practitioners now need to use this information to track each child. This will support planning for individual children and demonstrate the child's wider achievements and the skills they have

developed.

- Children with additional support needs are supported well with individualised support plans to reduce barriers to learning. The recent partnership project is having a positive outcome on children's learning and development by ensuring children's needs are met. Practitioners know children and their families well and offer support to those who need it. As planned, children would benefit from knowing their own specific targets and next steps to suit their individual needs. This should support children to make better progress.

## 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.