

Summarised inspection findings

Carrbridge Primary School Nursery Class

The Highland Council

6 May 2025

Key contextual information

Carrbridge Primary School Nursery Class is registered to provide early learning and childcare (ELC) for a maximum of 24 children at any one time. It provides term time provision for children aged three to those not yet attending primary school. The nursery operates between 9.00 am and 3.30 pm Monday to Thursday, and 9.00 am to 1.00 pm on a Friday. Currently, there are 19 children registered to access ELC.

The nursery operates within the school building, accessed by a separate entrance. The nursery accommodation includes a small quiet room and a large playroom. Children have direct access to an outdoor play area. They also access the school building and wider school grounds.

The headteacher has overall responsibility and strategic leadership for the nursery. The nursery is staffed by two part-time early years practitioners and two newly appointed, part-time early years unqualified practitioners.

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

- All practitioners are very caring and nurturing in their relationships with children. Their positive, warm relationships support all children to feel secure and to settle well in nursery. The nursery environment is organised to allow children to select resources freely and to have ownership of the play spaces. Practitioners provide a range of real-life and natural resources that children use imaginatively to enhance their play. As a result, almost all children are motivated and engaged in their play and learning. Most children play very well together. They follow nursery routines and rules confidently and are respectful of the nursery environment.
- All practitioners know all children very well. They interact sensitively and thoughtfully with the children and listen attentively to what they have to say. This supports children to express their feelings and ideas confidently. Practitioners develop children's literacy and numeracy skills well through their interactions while children are engaged in play experiences.
- Children are beginning to develop their skills and confidence in using digital technology through their use of programmable toys and the interactive whiteboard. Practitioners should extend children's digital skills through the meaningful use of a wider range of digital technologies.
- Practitioners plan around children's interests and record and display these on the learning wall. This helps to make the learning visual for children. Staff use learning boxes to support children to talk about what they know and what they would like to learn. Practitioners make appropriate reference to the key skills and learning outcomes they plan to cover. Practitioners should now share these skills with children in developmentally appropriate ways. This will help to support

children's understanding of their learning further and help children to become involved in evaluating their learning.

- Practitioners ensure each child's learning journey folder contains photographs, observations of learning, milestone trackers and wider achievements. Practitioners record the key skills children learn through participation in planned experiences. Practitioners should now make more personalised comments about how well children are developing skills. This will help provide a clearer record of children's progress. Practitioners share learning journey folders with parents during stay and play sessions. They use an online platform regularly to share a snapshot of experiences children have taken part in each day. They should continue to develop this to consistently share the skills children are developing.
- Practitioners track children's progress well using developmental milestones. This enables them to identify children who require support or challenge with their learning and development. Practitioners track children's progress well in literacy. The headteacher should now support practitioners to develop systems for tracking progress in mathematics and progress for children who are more able. Practitioners should record the interventions they provide to support, or challenge identified children. This will help them to evaluate effectively the impact of planned interventions.

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

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
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- The majority of children are making satisfactory progress in communication and early language. Most children recognise their own name readily. The majority listen well to stories and confidently sing a range of songs and rhymes. Almost all children follow simple instructions well. Most children engage in mark making experiences and are becoming aware of the link between the written and spoken word. A few write their name independently. Most children engage in role play to develop imaginative storylines. Children would benefit from more provocations to promote creative, independent emergent writing.
 - The majority of children are making satisfactory progress in mathematics. Most are aware of how money is used to pay for goods or services. Most children count confidently and accurately to five and recognise numerals to five. A few children have a good awareness of number to 10 and beyond. Most children are developing mathematical language through play experiences to describe position, size and shape. Children should continue to extend their understanding of number and develop their information handling skills.
 - Most children are making good progress in health and wellbeing. They have an awareness of healthy foods and the importance of hand hygiene. They control their bodies well during physical play in the outdoor area and in the gym hall where they run, jump, climb and balance confidently. Most children are learning to manage their emotions, follow rules and cooperate with others. They are developing independence skills well as they dress for outdoors and serve their own food at lunch and snack times.
 - Overall, the majority of children are making satisfactory progress across all aspects of their learning and development. Practitioners should ensure all children are making the progress they are capable of through planning experiences that provide appropriate challenge and support. This will help to ensure children's attainment over time is enhanced accordingly.
 - Children's wider achievements are recognised and celebrated through star award, certificates and at assemblies. Practitioners should now track children's wider achievements. This should support them to ensure that all children have equal opportunities to experience the joy of success. It should also help them to identify the skills children are developing more effectively.
 - Children are developing an understanding of being a global citizen. They are learning about saving the planet and show an increasing awareness of recycling and saving energy. Through forest school experiences they are learning to assess and manage risks and are developing

their understanding of how to keep safe. All children have the opportunity to be a class leader and help to prepare snack.

- All practitioners have a sound understanding of children's rights. This underpins the inclusive ethos of the setting where all children are valued. Practitioners are aware of ensuring equity to support all children to participate fully in nursery experiences. All children have a care plan that supports practitioners to meet their individual care needs. Practitioners should ensure all plans have agreed review dates and are reviewed regularly.

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.