

Summarised inspection findings

Yester Primary School Nursery Class

East Lothian Council

28 January 2025

Key contextual information

Yester Primary School Nursery is located in the school building. The rural nursery is situated in the village of Gifford, East Lothian and serves Gifford and the surrounding villages of Garvald, Morham, Bolton and Long Yester. It comprises of a playroom and toilet area. The playroom has a kitchen/snack area and direct access to an outdoor play area.

Yester Primary School Nursery is registered to provide a service to 20 children aged between three years up to primary school age. At the time of inspection 25 children attended the nursery, 16 four-year-olds and nine three-year-olds. The nursery operates three models of attendance between 8.15 am – 4.30 pm, 48 weeks per year.

The acting headteacher has been in post since September 2024 and has overall responsibility for leadership within the nursery. He is supported by a senior early years practitioner, one full-time and one part-time early years practitioner and one early years support worker.

2.3 Learning, teaching and assessment	satisfactory
<p>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:</p> <ul style="list-style-type: none">learning and engagementquality of interactionseffective use of assessmentplanning, tracking and monitoring	
<ul style="list-style-type: none">All practitioners demonstrate well the nursery values and are caring and nurturing. They have established positive relationships with children and parents. Practitioners respond to children’s needs in a planned, individual manner. As a result, children feel valued, confident and happy. The majority of children engage well with their play and show sustained engagement. Practitioners now need to ensure that all children experience appropriate pace and challenge in their learning to sustain and extend their engagement. Practitioners should provide more learning opportunities that require children to discover and investigate using real life and open-ended resources.Practitioners work well together to extend their understanding of the needs of children who require additional support with their learning. This consistent approach ensures children are supported well to engage and play alongside their peers. Practitioners help children interact positively with each other. They offer support to children as they learn to express and understand their feelings. As a result, children are kind and caring towards each other during play.Practitioners offer quality interactions and most use open-ended questions successfully to support children in developing their thinking. They are responsive to children’s needs and interests. Practitioners should extend ways that children’s experiences and play can offer greater levels of challenge and opportunities. Practitioners capture children’s learning in their individual journals including practitioner’s observations, children’s comments, and interesting photographs. Children access these frequently, talking confidently and in detail about their learning and how much fun they had. Practitioners should enhance how they obtain and	

record children's views and opinions across the nursery. Children demonstrate independence as they get ready for outdoors and enjoy free flow play to the outdoor areas. Children have access to a good range of digital technologies to support in their learning both indoors and outdoors. For example, they take photographs to capture learning and plan for future experiences in the woods. Staff should provide additional opportunities for children to lead their own learning to further develop their skills.

- Practitioners know individual children well as learners. Practitioners capture and document children's engagement in learning experiences across a range of curricular areas. They record observations of individual children's learning in their personal learning journals. Practitioners should continue to ensure that observations consistently capture children's significant learning to identify the skills they are developing. Parents contribute to children's learning journals when they visit for termly stay and play sessions.
- Practitioners make use of opportunities available to them to meet to discuss children's experiences and learning and plan learning across the curriculum. Children would benefit from a better balance of adult-initiated and child-initiated play to enrich children's overall experiences. Practitioners use local authority tracking and monitoring tools to track children's learning in literacy, numeracy and health and wellbeing. Practitioners should continue to increase their confidence using these tools to identify the progress children are making since starting the nursery. The leadership team and practitioners should now work together to streamline the way they track children's progress. They should meet more regularly to discuss children's progress and achievement and find time to meet together.

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 early language and communication. Most children use a range of vocabulary to express themselves and answer questions confidently about their learning. They listen very well to adults and each other and have a positive attitude to books. They enjoy stories being read to them. A few children enjoy creating their own stories, which they confidently share using detailed drawings. Children mark make in a range of contexts including making posters and using digital technology. Practitioners should now increase children's progress in literacy by offering support and provoking interest in areas such as early phonics and pre-reading skills.
- Most children are making good progress in mathematics and numeracy. Most children can identify and recognise confidently numbers from zero to 10. The majority of children use one-to-one correspondence well to count a given number of objects to 10. A few recognise numbers to 20. Children use a wide variety of measurement and positional language in physical activity, using loose parts and block play. Most children are confident in linking personal events and daily routines to time sequences. They show an interest in shapes and match and sort by colour, size and shape. Most children regularly recognise pattern in a variety of learning contexts.
- Most children make good progress in health and wellbeing. They learn to manage risk when outdoors. Almost all children develop gross motor skills well, such as running, balancing and climbing during visits to the woods. They develop their fine motor skills successfully through threading, transient art and skilled use of the interactive white board. Most children are confident in hygiene routines and understand the importance of brushing their teeth and washing their hands indoors. They are encouraged to develop respect and responsibility for the care of toys and resources within their environment. Practitioners creatively and sensitively focus on supporting children to understand their qualities and uniqueness. Practitioners should ensure more regular opportunities for children to be independent at snack and lunch times.
- Practitioners celebrate children's successes and achievements through regular and appropriate praise and encouragement. They discuss these individually and in groups linked to the nursery values characters, to ensure children recognise their success. Children's achievements are recorded in their folios, monthly newsletters and through a secure social media site. Building on this, the team should seek ways to develop children's skills further through early leadership and citizenship opportunities within the local community.

- Practitioners promote equity well through their supportive and inclusive ethos. They provide sensitive, regular and valued support and advice. They know and understand the needs of children and families very 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.