

# Summarised inspection findings

**Ardeer Primary School and Nursery Class**

North Ayrshire Council

7 March 2023

## Key contextual information

Ardeer Nursery Class is based within Ardeer Primary School, North Ayrshire. The setting is situated on the Firth of Clyde, with children accessing two playrooms, outdoor space and access to wider school grounds and local beach. The nursery class can accommodate 32 children aged three years to those not yet attending school. At the time of inspection there were 23 children on the roll and 14 in attendance due to absence. The nursery implemented 1140 hours of funded entitlement in 2018 and benefit from refurbished premises. The headteacher has overall responsibility for the nursery class, which is managed on a day-to-day basis by an early years manager. Staffing consists of a senior early years practitioner, an excellence and equity lead and seven early years practitioners.

### 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 interactions
- effective use of assessment
- planning, tracking and monitoring

- Practitioners have created a warm, welcoming ethos, and as a result, children feel safe and secure. Relationships are positive and nurturing between practitioners and children, with children supported well during their settling in period. Children play well with their friends and are kind and respectful to each other.
- Almost all children are engaged in their learning throughout the day. Practitioners have created an attractive learning environment, where resources are well-considered and inviting. Resources offer children challenge which is appropriate to their age and stage of development. Children access outdoors daily, and a few spend prolonged periods of time in the well-developed outdoor space. They increasingly engage in risky play, with a range of open-ended and natural materials.
- A key worker system supports practitioners to develop positive and caring relationships. Practitioners promote children's confidence and self-esteem through sensitive interactions. They know children very well and respond to their interests and needs. Practitioners continually develop their knowledge and skills in early learning pedagogy. This is evident in practice. Practitioners use skilled questioning well to engage children in their learning, with most children responding confidently. They have implemented and continue to develop their skills in scaffolding learning well. Children access a range of digital technology to support and extend their learning.
- Practitioners have developed their observation skills effectively to ensure they capture significant learning for every child. They capture children's learning well through learning books, engaging floorbooks and attractive learning walls. Children enjoy reflecting on their learning through daily reflection time and engagement with their learning books. Practitioners use an online platform well to share children's engagement in experiences with home. Parents

contribute to the creation of next steps for their children in consultation with their child and practitioners.

- Practitioners effective approach to planning supports children's learning well across the key areas of literacy, numeracy and health and wellbeing. They capture child-led planning well within floorbooks and daily responsive planning.
- A robust system for tracking children's progress in literacy, numeracy and health and wellbeing is in place. The early years manager and senior early years practitioner collate tracking data effectively, which captures children's progress in learning. They share this termly with the headteacher. Practitioners are an integral part of planning and tracking meetings and continue to develop their knowledge and skills in collating and interpreting data. They engage in moderation opportunities and should continue to develop this as planned with the local cluster.

## 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

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
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- Almost all children are making very good progress in early literacy. Evidence of children's voice throughout the floorbooks demonstrates their listening, talking and questioning skills. Children engage in mark making as they write cards, address envelopes and copy letters, numbers and texts. Children use details in their drawings, with a few writing familiar letters and their name independently. Children read stories together and choose texts to help extend their knowledge.
  - Numeracy and mathematics are embedded throughout the environment. As a result, children are making very good progress. Children count, sort, match and demonstrate skills in early number concepts. They use problem solving skills as they identify shape and use measure to wrap parcels successfully. Almost all children use numeracy in their play, demonstrating counting to ten and beyond. Children use directional language in their block play as they build, 'trickier tracks' for their trains. They use tally marks confidently across different contexts of learning.
  - Children are making very good progress in health and wellbeing. They have leadership roles, for example, taking the lead in a yoga programme. Floorbooks demonstrate that children have been interested in learning about their bodies, what is healthy and how they can look after themselves. Children enjoy having a healthy snack and lunch, which is calm and quiet, providing a chance for children to engage in conversation.
  - Robust tracking procedures evidence effectively children's progress over time. Practitioners use tracking data very well to contribute to termly targets. They provide children with appropriate interventions to ensure differentiation for those requiring support and challenge in their learning. Parents participate in target setting for children and share their views about children's learning in a variety of ways. As planned, practitioners should continue to develop this further.
  - Practitioners recognise and celebrate children's achievements through certificates, the 'achievement tree' and on 'proud clouds'. Achievements include champions at rhyme time, helping friends and doing good listening. Practitioners should explore how parents can contribute to the 'achievement tree' along with their child. Parents share wider achievements from home on the news from home display.
  - Practitioners are inclusive and welcoming to all families and children. They support children with additional support needs well, using individual plans and regular meetings. The senior

leadership team make timely referrals to partner agencies, including health visitors and speech and language therapists. Practitioners take account of families cultural, socio-economic, and linguistic backgrounds and should continue to develop their focus in this area. They understand their role in promoting equity and provide sensitive and valued support and advice.

## 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.