

Summarised inspection findings

Kinellar School Nursery Class

Aberdeenshire Council

12 March 2024

Key contextual information

Kinellar Nursery Class is situated within Kinellar Primary School. There is one playroom, a cloakroom area and an outdoor area. The nursery serves the village of Blackburn and surrounding areas. Practitioners value the diverse community. Currently, all children are age three and above. The nursery is open from 8 am to 6 pm for 50 weeks of the year. Most children attend on a part-time basis and a few attend for full days. This enables children to access 1140 hours of early learning and childcare (ELC). Staffing consists of a recently appointed acting manager, lead practitioner and a team of practitioners.

2.3 Learning, teaching and assessment

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

- Children explore and engage well with the broad range of experiences available, both indoors and outdoors. They have freedom to follow their interests and make choices of where they want to play. Children select independently what they need from the accessible and well labelled resources. They have free flow access to the outdoor area which provides a range of worthwhile experiences and opportunities to embrace weather linked activities, for example, investigating ice and puddle play. Children engage well in sensory exploration and mark making using mud and water.
- Practitioners are nurturing, responsive and respectful in their interactions with children. The acting manager and professional learning sessions, continue to support practitioners to develop their knowledge and shared understanding of early years pedagogy. Practitioners have recently used professional learning effectively to develop the block play area. This area is resourced well and provides valuable space for children to work together. Practitioners should continue to ensure greater consistency in supporting and extending children's learning to offer suitable levels of challenge for individual children. In doing so, they should continue to work on providing a better balance of adult-directed, adult-initiated and child-led planning. Children, with the support of practitioners, use an interactive board and a tablet computer for research. They would benefit from using digital technology more independently for a variety of purposes.
- Each child has an electronic learning journal in which practitioners record their observations of children during play. Practitioners continue to develop their skills in using local authority progression frameworks to support their planning. This is helping them to identify children's skills and possible next steps in learning. The acting manager is currently introducing new individual trackers that will support practitioners to show children's progress over time more effectively. A few parents would like more information regarding their child's progress. To support this, practitioners could seek ways to increase the levels of parental engagement in children's learning journals.

- Over the past year, practitioners have been reviewing and updating their planning for children's learning. They involve children effectively in the process by seeking their thoughts and ideas and building on what they already know. Practitioners display photographs, observations and examples of children sharing their learning. They use a 'learning wall' to demonstrate clearly the breadth of children's learning in relation to specific areas of interest.
- Practitioners plan for individual children who require additional support with their learning. They should develop these plans further by setting out clear learning targets and strategies that will support children to continue to make progress.

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 that need to be addressed as a matter of urgency.

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

- In health and wellbeing children make satisfactory progress. Most children are becoming independent as they get ready for outdoors and help to prepare lunch and snack. Children are aware of the importance of handwashing before snack and lunch. The majority of children are developing gross motor skills outdoors and as they build complex structures with large blocks. A few children could demonstrate their understanding of different emotions and feelings. Most children would benefit from a wider range of resources to support them to explore and express their emotions.
- Children make satisfactory progress in early communication, language and literacy. The majority of children engage confidently in conversation with adults and their peers. A few children would benefit from consistent use of visuals to help them communicate their needs. The majority of children listen well during story time and share books with their peers. Children would benefit from a wider range of books that reflect the diverse world in which they live. The majority of children could be exploring and recognising rhyme more effectively through regular stories, songs and nursery rhymes. Most children could develop mark making skills further, with increased opportunities to 'write' for a purpose.
- In early numeracy and mathematics, children could be making better progress. They should have the opportunity, through play, to develop, apply and consolidate their skills more effectively. To support this, the quality and range of experiences, resources and interactions need to improve further.
- Senior leaders recognise the approaches to assessing, tracking and monitoring children's learning need to improve. As a result, they are at the early stage of introducing new trackers to identify clearly children's achievements and the progress they are making.
- Practitioners use praise meaningfully to encourage children in their everyday interactions. Practitioners use children's learning journals and an achievement tree to recognise and celebrate children's achievements from home. Children would benefit from opportunities to access their journals within the nursery to give them greater ownership of their achievements. Practitioners and children are beginning to develop awareness of children's rights.

- Senior leaders and practitioners know the social, cultural and linguistic circumstances of children and their families well. They have created an inclusive setting where all children and parents feel welcome. Practitioners identify children who may be experiencing barriers to their learning. They work with partners to provide extra support to reduce potential gaps in children's early communication and language skills. They now need to ensure that they demonstrate clearly the impact additional help is having on children's development and learning.

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.