

Summarised inspection findings

Noblehill Primary School and Nursery Class

Dumfries and Galloway Council

29 November 2022

Key contextual information

Noblehill Nursery is situated within Noblehill Primary School campus. The setting has two playrooms and an extensive outdoor area. The building also houses two primary one classes. A purpose built extension to the school will replace the nursery building in the near future. Children attend from the age of three until starting school. The setting is registered for 40 children at any one time. Currently, the roll is 40. Children can access 1140 hours of early learning and childcare (ELC) during term time. They can attend the setting on a part day or full day basis between the hours of 8 am and 6 pm.

The impact of COVID-19 has been minimal, although unsettling for practitioners and children. There have been significant changes to the staff team due to the implementation of the expansion to 1140 hours of early learning and childcare. These include the recruitment of a manager and depute manager. A principal teacher, from the primary school, supports the management and leadership of the nursery.

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

- Practitioners have very positive relationships with children and provide support and encouragement during play. As a result, children are developing confidence and settle well. For most of the session, children have free flow access to the outdoor area. Children enjoy being outdoors and access a wide range of open-ended and natural resources, which supports their play. They have a high level of choice and are able to make decisions about their play. Children have fun taking part in energetic play and cooperate well as they take part in imaginative play. Overall, most children are motivated and engage well in the interesting play experiences on offer. At times, a few children would benefit from adult intervention to extend their learning.
- Practitioners have a sound understanding of how young children learn. They interact well with individuals and small groups of children giving them time to think and respond. Sensitive questioning and commentary supports children to learn and extends their vocabulary. There is a positive ethos for achievement in the nursery. Children know that practitioners value them and act on their views when choosing snack and purchasing fruit from the local shop.
- Practitioners know children very well and identify where they are in their learning. They make use of their helpful observations to identify what children need to learn next. Children have detailed learning profiles, which document their learning and experiences in nursery. They are proud of their profiles and play an active role in documenting their learning. Parents contribute and value the insight into their child's learning the profiles provide. The manager should continue to support practitioners to develop their skills in identifying significant learning for individual children. This will help practitioners to develop focused learning targets consistently.

Practitioners are becoming familiar with the local authority toolkit to support identification of the stages of children's progress.

- Practitioners have developed approaches to planning in order to meet better the learning needs of children. Stimulating learning experiences provide an effective blend of adult and child led experiences that are responsive to children's needs and interests. They document learning with children in big books. These, together with, learning profiles enable children to talk about and reflect on their learning. Practitioners are implementing and evaluating the effectiveness of new processes to track and monitor the progress children make in their learning.

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

- There is a strong focus on the health and wellbeing of children. Most children demonstrate skill and confidence in physical play including balancing, jumping and throwing. They show well-developed skills while using wheeled toys, including balance bikes. Children manage risk well and confidently describe how to keep themselves safe. Almost all children demonstrate good independence in routines including snack, lunch and getting ready to go outside. Most children can describe their emotions and manage them independently.
- Most children listen appropriately and enjoy sharing stories with each other and familiar adults. A few children confidently recall and retell their favourite stories. They talk confidently about their experiences in nursery and at home. Most older children enjoy exploring letters and sounds with a few recognising the difference between upper and lower case letters. A few children confidently sound out their name and enjoy copying new words. Most children demonstrate increasing detail in their drawings.
- In numeracy and mathematics, most children demonstrate a good understanding of numbers in their play. The majority of children count in context and recognise some digits. A few children count confidently beyond ten. Most children use a range of appropriate mathematical language to talk about size, pattern and shape. The use of timers, for example to support sharing of bikes, is developing children's early awareness of time.
- Children are making good progress appropriate to the stage in the session across almost all aspects of their learning. Practitioners know children very well as individuals, and increasingly as learners. They recognise that the use of newly introduced approaches to tracking learning will help document the progress children make more clearly. This will also support them to plan for future learning that consistently builds on what children already know.
- Working with families, practitioners carefully capture and celebrate children's individual achievements. Children are proud of their 'star moments' and enjoy sharing them with others. Children demonstrate increasing responsibility and contribute to the life of the nursery. They are beginning to explore sustainability including the importance of recycling. Children show a sense of wonder about the natural world. They enjoy picking raspberries in the nursery garden and exploring the life cycle of sunflowers.
- Practitioners have created an inclusive and supportive ethos. They are proactive in identifying and reducing any potential barriers to learning. Practitioners are beginning to use sensitive and personalised interventions to secure positive outcomes for children. It will be important to

monitor the impact to support decisions about any future interventions. They should continue to develop the effective use of all data and information available, including that related to socio-economic context. This should ensure equity and promote the best outcomes for all children.

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.