

# Summarised inspection findings

**Nethermain Primary School Nursery Class**

Falkirk Council

29 April 2025

## Key contextual information

Nethermain Primary School Nursery Class is situated within Nethermain Primary School in the town of Denny, Falkirk. The setting comprises of one large playroom split into two sections and an outdoor area. The nursery provides early learning and childcare (ELC) for children aged from two until starting primary school. Currently, there are no two-year-old children attending. The nursery is registered for 66 children and the current roll is 31. The nursery operates from 9am – 3pm during term-time. Almost all children attend on a full-time basis.

Staffing consists of a senior early years officer (SEYO), five early years officers, one support for learning assistant, and two early years assistants who provide support during mealtimes. In addition, a pedagogue from the local authority provides support to the setting on a part-time basis.

### 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 enjoy positive relationships with practitioners. They are eager to come into nursery to explore the range of motivating learning experiences. Most children are confident within the nursery and make choices about where they would like to play. They engage well with the wide variety of open-ended and natural materials both indoors and outdoors. Children are curious and creative in their play when using blocks and recycled materials. They are confident to return to their creations and add more detail.
- Overall, most children play well together. A few children require support to help them play cooperatively with their peers. Practitioners have effective strategies in place for children who require additional support to regulate their emotions. Practitioners should develop further their use of restorative approaches to help children understand how their actions can impact on others.
- The quality of practitioners' interactions is good. They make effective use of visuals, signing or simple phrases to support children to communicate their thoughts and needs. Building on this, practitioners should develop further their interactions more effectively to deepen children's learning.
- All children have an attractive learning log which contains photographs, samples of their work and personalised observations. Practitioners use their observations well to plan for individual children's next steps in learning. Children enjoy looking at their learning logs and reflect confidently on their nursery experiences. To further strengthen this work, practitioners should now develop the language of skills with children. This will support children to talk about their learning in greater depth. Senior leaders monitor children's learning logs regularly and provide helpful feedback to practitioners to improve their skills further. Parents have regular

opportunities to talk to practitioners about their child's progress. Almost all parents are satisfied with the information they receive on their child's learning.

- Practitioners make home visits to support smooth transitions for children into nursery. They take good account of children's prior experiences and use this information well to design attractive learning spaces that reflect children's interests. Regular 'huddles' enable practitioners to plan together for children's learning. They use their observations of children at play, current interests and seasonal events effectively to plan meaningful learning experiences. Practitioners record this information effectively, including children's responses, in an attractive floorbook. Moving forward, practitioners could adjust their planning process to ensure there is a greater emphasis on the skills that children need to develop through play.
- Senior leaders and practitioners use a range of helpful trackers to monitor children's learning. Along with information held in children's learning logs, staff use the trackers to demonstrate the good progress children have made since starting nursery. Practitioners support children who require additional help with their learning well. When required, children have individualised planning with key targets and strategies to support them to be fully included in nursery experiences. As a result, they continue to make developmentally appropriate progress in their learning and development.

## 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

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

- In early communication and language, children are making good progress. Most children communicate confidently with adults and each other. They express their needs and share their thoughts well in their own way. During focused 'gather times', a few children ask questions to deepen their understanding of simple instructions. Most children listen attentively to familiar stories, sounds, and rhymes. They tap out syllables in their name and predict simple rhyme. As a result, they are developing their phonological awareness well. All children would now benefit from developing their skills further in mark-making through real-life contexts.
- In early numeracy and mathematics, children are making good progress. Most children count naturally during play and routines. They use relevant mathematical language to predict and estimate height, compare size, and explore volume. Most children investigate shapes and their properties through tabletop games and junk modelling. A few children recognise more complex shapes such as pentagons and hexagons. Children are ready to investigate number and number processes more frequently as part of their nursery experiences.
- In health and wellbeing, children are making good progress. Most children develop gross motor skills well during outdoor play. They manoeuvre energetically with confidence. A few children climb trees in the outdoor area skilfully and expertly transport water. Most children develop and strengthen their fine manipulative skills through various resources. For example, a few children demonstrate skill when using scissors and playing musical instruments. Most children are becoming independent as they serve themselves during lunch and get ready for outdoors. Children could benefit from developing an increased awareness of the language of national wellbeing indicators through relevant experiences. This should help to deepen their understanding and enable them to talk about how to be responsible, healthy, and safe.
- Most children continue to make progress in their learning and development from starting nursery. They are happy, independent, and curious learners. Senior leaders and practitioners demonstrate effectively, through a range of data, that children are making good progress. This is particularly evident in early communication and language.
- Practitioners value and record children's contributions and achievements. Documentation outlining "What matters to me" and "What matters to me now" demonstrates what is important to each child and their family. This enables children and families to celebrate regularly children's achievements and successes. Senior leaders and practitioners need to consider further ways of engaging with parents and carers to capture and celebrate all children's

achievements. Practitioners and senior leaders know their community well and have built positive relationships with parents. They encourage and help parents to access community services to support inclusion and well-being. All children who require additional support with their learning are making good progress. Practitioners provide comprehensive detail in trackers and use this information effectively to contribute to children's termly targets. These are reviewed with parents to ensure strategies continue to be successful for children. Practitioners' targeted focus on early communication and language is ensuring equity for all children. As a result, most children make positive progress in this area of 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.