

Summarised inspection findings

Lincluden Primary School Nursery Class

Dumfries and Galloway Council

3 October 2023

Key contextual information

Lincluden Primary school Nursery Class is situated within the town of Dumfries. The nursery is registered for 40 children at any one time. There are 50 children on the school roll. At the time of the inspection, the roll in the 3-5 room was 40 children. In the 2-3 room there were 10 children. Early learning and childcare (ELC) placements are available for children from aged two years to those not yet attending school. The nursery offers sessions between 8.30 am - 3.30 pm, five days a week, during term time. The headteacher has overall responsibility for the nursery and the early years manager has day-to-day responsibility for the running of the nursery, supported by an Equity and Excellence lead practitioner (EEL). There are also seven full-time early years practitioners and two early years support assistants.

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

- All practitioners are very warm and nurturing in their interactions with children and their families. They have created a calm, welcoming atmosphere across the nursery. They settle children well on arrival. As a result, there is a calm relaxed atmosphere across the playroom and outdoors. Children access the outdoors freely which offers a wide range of purposeful spaces to excite children's learning. For example, children are confident and independently access the tool bench and organise themselves to lead their own learning. Children can explore and engage in range of planned and responsive experiences such as the electricity and forces area and their work on investigating life cycles. Children feel safe and secure in moving around the playroom and outdoors and freely access all areas of the building independently and with confidence. Practitioners make good use of the local community and the local Popeye Field to provide real life and natural spaces to learn. Children also have weekly opportunities to develop their physical skills in the gym hall and the MUGGA pitch (Multi Use Games Area)
- Practitioners know children and their families well and respond to their needs effectively. They use this knowledge to support children's learning through planned experiences linked to the early level and providing activities that respond to their interests. They use questioning well to encourage children to engage in their learning. They effectively scaffold learning through quality interactions with children in their play. Practitioners provide children with consistent quality interactions across all playrooms and the outdoors. In addition, they encourage children to reflect on their previous learning. They take time to listen to children and help them explore their learning further. They have developed a well-balanced relaxed pace to the day where they make time to talk to children in depth. Practitioners differentiate the learning well through interacting with children at together time, when appropriate, and free play. Children are confident in talking about their learning. They have begun to develop children's understanding of their rights and what they mean to them.

- Practitioners work well together to plan effective learning. They have a good overview of the curriculum on offer across all areas of the nursery. They ensure children receive a broad curriculum across all areas of play. They plan for the development of key skills such as independence and curiosity across the playroom and outdoors. Practitioners meet regularly with the nursery manager to ensure children are making progress and that they are meeting children's needs effectively. They capture children's interests through formal and informal learning conversations and incorporate this into their planning. They work well with parents and other agencies to plan effectively for children who have additional support needs.
- Children use digital technologies independently including cameras and the smartboard. Practitioners support and extend this effectively encouraging children to use the internet to research information. For example, they looked for images of the Scottish flag to make decorations for the "Guid Nychburris rideouts"
- Practitioners share children's learning regularly with parents using an online tool. Children have a personal folder where practitioners record when children have achieved significant learning. Practitioners encourage parents and children to look at these and talk about their learning. These use these very effectively to show children's progress and to identify their next steps in learning.
- Practitioners assess children's learning well using quality observations. They use these well to fully inform the planning of day-to-day learning in the nursery. Practitioners meet daily to discuss wellbeing needs and children's progress. As a result, all practitioners know children well and can meet children's different needs effectively in the free flow play.
- Practitioners use the local authority "four stages of progress" to track individual children's progress in literacy, numeracy, and wellbeing. In doing this practitioner have a good understanding of children's progress through the early level.
- Staff in the under threes room have created a warm and nurturing environment and provide comfort for children throughout the day as required. They supply relaxing areas for children to rest or play when they need it. Children access the outdoor area with older children and play well, learning to take turns and listen to others. They are learning key skills of communication and social interaction from older children. They play well and are beginning to make friends. Staff plan and review learning regularly based on individual needs and interests. They encourage children to access snacks independently and to try new foods at lunch time.

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. At the time of the inspection, there were no identified areas for development.

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

- Overall, most children are making very good progress in communication, early language, mathematics and health and wellbeing. Children with additional support needs are making very good progress towards their targets.
- Children are confident in listening and talking across all areas of their play. They play well in pairs and in groups taking turns. They listen to others and ask and answer questions. Children are confident in expressing their opinions and ideas which are valued and acted upon. A majority of children benefit from targeted interventions to support the development of vocabulary and their listening and talking skills.
- Most children show a love of books and stories. They access a range of story areas both inside and in the outdoors. They are keen to hear stories and are confident in retelling stories and rhymes. They are making good use of the new literacy shed to enhance children's reading outdoors. Most children can identify familiar print in the environment and are able to find their own name. Practitioners have focused on developing songs and rhymes. As a result, children are showing increasing confidence in recognising patterns and rhymes. Children make good use of the literacy suitcases to develop further their love of books. Practitioners develop children's love of books at home through the free take home books at the entrance.
- Most children are developing their mark making skills well across the playroom and in the outdoors. For example, children were writing their name in the shaving foam. They were confident in mark making independently in the tent, the chalk boards and in the sand. Most children were confident in having a go at writing and recognising their name through signing in on arrival and at snack time. Children showed understanding of the need to write in a range of play activities such as the home corner, shopping lists and in the block play.
- Most children are making very good progress in developing their skills in early mathematics and numeracy. Most children recognise numerals to ten and are developing their understanding that numbers represent quantities. For example, children were using the wheelbarrows to move blocks with numbers to other areas of the nursery. They can recognise and copy simple patterns. A few children can subitise numbers. Most children can count confidently up to ten and a few can count beyond ten. They show confidence in using dice for games and can count back and count forward within ten. Most children can describe and compare lengths and heights using everyday language. Children showed confidence in measuring when investigating with water and in the mud kitchen.

- All children benefit from positive and nurturing relationships with practitioners. Children are developing a good understanding of their rights. Almost all children can express how they are feeling and can communicate their needs. Most children are able to discuss the wellbeing indicators in relation to healthy eating, safe play on the climbing frame and in using the real tools. Most children have well-developed social skills and they share and wait their turn. They are very independent in preparing snack and lunch. Practitioners give children responsibility for setting the lunch table for others and support them well with visual aids to do this independently. Children can create their own paint and make their own play doh using recipe cards. They carry out and understand well-established hygiene practices including handwashing and tooth brushing.
- Practitioners monitor and track children's progress well through the experiences and outcomes within the early level. They have regular meetings with the nursery manager to ensure that the assessment of children's progress is rigorous and robust and informs day to day learning. They keep robust up to date records of children's progress over time. This helps practitioners identify children needing extra support or interventions to improve their progress. For example, practitioners provide very effective targeted support for children with restricted vocabulary. They can demonstrate how their interventions are improving children's progress over time.
- Parents share information on children's achievements at home through an online platform and in discussion with staff. Practitioners celebrate these achievements and those from the nursery through their individual folders, certificates and displays. They provide children with praise and encouragement in their wider achievement. Children are proud of their achievements and most children can comment on the achievements of themselves and others. Practitioners work with parents well to help children achieve success. For example, they work with them to achieve dry nights and try new foods Practitioners encourage parents to be involved in their child's learning through the focussed stay and play sessions on football, woodwork and science. They plan to increase this further next session with book bug and further parent sessions.
- Practitioners know children and their families well and provide equity for all children. They can clearly demonstrate how they ensure accelerated progress for children adversely affected by their socio-economic circumstances. They have a good understanding of the challenges some families face and support them well. They signpost families to a range of services that can provide help when needed. They ensure that parents can access a range of activities in nursery with no cost.
- Practitioners plan well for children who are under three. They identify clearly, individual targets for children to ensure they make progress in their learning. They encourage children to increase their vocabulary through a variety of activities that meet their needs and interest levels. Children participate and enjoy songs, rhymes, and love listening to stories. Practitioners encourage children to identify their favourite stories and rhymes. Children develop well their gross and fine motor control through drawing, painting, and physical play. They are developing well their independence and confidence through helping set up snack. Practitioners work well with parents to support children's development and inform them of what they have been working on in nursery.

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.