

# Summarised inspection findings

**Rosebank Primary School Nursery Class**

The Highland Council

24 January 2023

## Key contextual information

Rosebank nursery class is situated within Rosebank Primary School campus. The setting is purpose built and has a large playroom, dining room and free-flow access to a large outdoor area. Children attend from the age of three until starting school. The setting is registered for 69 children at any one time. Currently, the roll is 54 with 17 children having a deferred year. Children can access 1140 hours of early learning and childcare (ELC) during term time. They can attend the setting between the hours of 8.00 a.m. till 4.00 p.m. Shared placements with other local providers are in place in the nursery.

The setting is staffed by a recently appointed senior early years practitioner (SP), seven early years practitioners and two support workers. The nursery is currently experiencing challenges recruiting staff.

### 1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The nursery team are working together to develop further the school values to ensure they are meaningful in the early years context. They should continue this process and involve children and families in creating an appropriate vision and aims to guide their work. This will help staff, children and parents to be clear about their purpose and identify what they want to achieve in the nursery.
- The depute headteacher oversees the work of the nursery and supports the team well. She works closely with the SP and provides helpful guidance to enable the team to understand their responsibilities. She is well-known to the children and families and plays an important liaison role between the nursery and primary school. The SP leads the nursery team effectively. She is supportive, consultative and has helped to create a very positive ethos within the nursery. All practitioners work well together as a team and are clear about their roles. The SP supports practitioners well and encourages them to take on leadership roles. Practitioners are starting to take responsibility for developing areas in the nursery and should continue to build on this positive work. Children take responsibility for carrying out risk assessments in the outdoor area. They will benefit from having increased opportunities to take on leadership roles, for example during lunch time.
- Practitioners are enthusiastic and take part in appropriate professional learning to continue to develop their knowledge and skills. This is helping them to support children more effectively to develop their speech and language. They are also developing a greater understanding of teaching children how to cope with their emotions.
- There is a strong culture of self-evaluation in the nursery. The SP meets regularly with the early years education support officer and is responsive to suggested improvements. The SP

works with the team to carry out improvements in a well-planned way. As a result of this work, they are making considerable improvement to the spaces used by children. This includes positive changes to the routines for lunch time and interesting developments in the outdoor area.

- Practitioners understand how they can contribute to areas of the school improvement plan. Moving forward they will benefit from identifying specific improvement priorities that are relevant to the nursery. They should start to involve children and parents in this improvement process and give them a greater voice in the life and development 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

- The learning environment is attractive and well organised. Children are able to select resources independently to enrich their play. There is a range of interesting real life and natural resources to motivate and engage children in their learning. Children show curiosity and creativity while using them. There is a calm, positive ethos in the playroom and most children engage actively throughout the day in their self-selected experiences. Practitioners use the morning welcome group session to talk about the learning experiences on offer to the children. They give children time and space to explore and follow their own interests.
- Practitioners engage sensitively with children in their play. They interact in thoughtful and responsive ways to promote confidence and wellbeing. This is establishing strong positive caring relationships. Practitioners use appropriate language, signing and gestures to help children to listen and understand. As a team, they are embedding strategies to provide consistent quality interactions. They are aware of giving children appropriate thinking time and using commentary and wondering aloud techniques to engage children in conversations. This helps to extend children's thinking. Practitioners listen effectively to children's thoughts and ideas and as a result children know their views are respected and acted upon.
- Practitioners involve children in planning for learning and use mind maps to consult with them. They make effective use of recorded observations to inform planning and to build on children's previous learning. The quality of observations is not yet consistent and practitioners will benefit from support to continue to develop their skills in this area. All practitioners know children well and identify appropriate next steps in learning for them in literacy, numeracy and health and wellbeing. Practitioners should ensure next steps in learning are specific and achievable and shared with the children.
- Practitioners track and record children's development using the local authority skills tracker. However, they do not clearly show children's progress. Practitioners should explore how they can plan more effectively for children who are on track to meet their milestones. They should consider how they can use National Benchmarks to ensure children are challenged appropriately.
- Children can reflect on previous experiences through looking at their floor books and their individual profile folders. They enjoy sharing their folders and talking about their photographs and drawings. Practitioners should encourage children to talk about their learning. This will help them to start to become more involved in planning their own learning and next steps.

## 2.2 Curriculum: Learning and developmental pathways

- The play based curriculum is responsive to take account of children's interests and has a strong focus on wellbeing. There is a balance of child and adult initiated learning experiences to ensure a breadth of learning across the curriculum. Practitioners have a good understanding of Curriculum for Excellence experiences and outcomes and skills for life, work and learning. This helps them to inform planning and evaluate learning. Practitioners have a shared understanding of play pedagogy and their role in supporting children's play experiences.
- Practitioners should continue, as planned, to re-establish the use of spaces in the local community to enhance children's learning experiences. For example, the nearby greenspace and orchard, the river and the beach.
- Children are developing digital skills using games on the interactive whiteboard. They take photographs to record their work using tablet devices. Children also have opportunities to use programmable toys.
- Practitioners communicate well with settings where children have blended placements to provide continuity in learning.

## 2.7 Partnerships: Impact on children and families – parental engagement

- Parents are unable to access the nursery at drop off times due to the congestion in the cloakroom. However, practitioners have found other ways to develop very positive relationships. They encourage parents to make contact whenever needed and use an online platform successfully to communicate with parents. Practitioners share information about children's experiences regularly with parents. As a result, most parents have a good awareness of what their children learn in the nursery.
- The SP encourages parents to volunteer as helpers for trips and seeks their views on areas such as transition. The nursery have created an interesting plan for parental engagement including 'stay, play and learn' sessions. They should continue to take this plan forward and explore ways to involve parents more fully in the life of the nursery and in children's learning.

## 2.1 Safeguarding

- 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.

### 3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Practitioners have a very strong focus on supporting children and their families' wellbeing in the nursery. This ensures children experience a consistent, caring environment where they flourish. Practitioners have a very good understanding that relationships lie at the heart of children's development. They work tirelessly to ensure their relationships with children and their families are open and supportive. Almost all parents are confident that their children are very well supported to settle in the nursery. All practitioners develop very caring, nurturing relationships with children. They treat children with respect and support their individual needs and preferences very well. As a result, almost all children settle well and develop their confidence. Practitioners show caring attitudes towards each other. They are supportive and work together very well.
- Practitioners display the wellbeing indicators very clearly across the setting. They refer to the indicators regularly in their conversations with children. This helps most children very well to talk with understanding about being safe, healthy and responsible. Children wear their wellbeing stickers with pride and can describe what they need to do to earn wellbeing certificates. Children display positive behaviours and are kind and caring with each other. Practitioners should continue with this very positive work and start to support children to develop an understanding of their rights.
- Practitioners are very clear about their statutory duties and recognise the importance of keeping children safe. They take part in regular training and everyone has a full understanding of how to respond appropriately to challenging situations. Practitioners are highly skilled at supporting children in any instances where they are upset. They employ sensitively a range of strategies to ensure all children remain included in all experiences.
- Practitioners are highly skilled at identifying children's needs. Prior to children starting nursery, they collect and record important information about each child. They use this information to ensure they meet the individual wellbeing needs of each child. The SP keeps very useful records of the needs of individual children and the interventions and strategies used to support their development. There are very strong relationships with other agencies. The SP works closely with them to put in place strategies to support identified children to make progress. All practitioners have a clear understanding of the shared approaches to supporting individual children. They meet the needs of each child very well which results in children making very good progress.



- There is an inclusive ethos throughout the nursery. Practitioners treat all children and families with the highest levels of respect. All practitioners show a very good understanding of children and families' individual circumstances and support them very well.

### 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
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- Most children are making good progress in their learning with a few children making very good progress. Most children talk confidently in play and group situations and are eager to share their ideas, thoughts and feelings. They listen well to instructions and join in very well with singing songs at group time. Most children recognise their name as they register their lunch choice and older children recognise the names of their friends. A few children enjoy looking at books in the story corner or the outdoor story den. Practitioners should, as planned, review the story areas to create cosier indoor reading spaces. They should also consider appropriate storytelling resources outdoors to encourage children to engage in reading and storytelling activities. Almost all children show progress in their mark making. Younger children are beginning to draw recognisable pictures and older children draw detailed pictures. Older children write their names on their drawings and paintings.
  - Most children know the number sequence to 10, count with one-to-one correspondence and recognise numerals 1-5. Older children confidently recognise the number patterns on dice and recognise numerals to 10 and beyond. Children use the language of measure to describe length and height. Practitioners should ensure there are opportunities for children to develop their skills and knowledge with time, money and information handling.
  - Almost all children are developing independence and self-help skills through the daily routine of going outdoors. They prepare and serve their own snack. There is daily free flow access to the outdoor play space where there are very good opportunities for physical challenges and risk taking. Most children are confident in their body movements and run, jump, balance, and climb competently. They are developing their fine motor skills through fun activities with playdough and craft materials and using tools at snack. Children learn about healthy eating at snack and lunchtime and enjoy the experience of eating together.
  - Children are learning to experiment, investigate and problem solve through experiences such as the multi-sensory area and outdoor water play. They are learning to recognise and talk about the seasons and the changing weather and festivals relevant to their community.
  - Practitioners recognise and celebrate children's achievements through the Wellbeing Star Awards and in their profile folder 'WOW' page. Practitioners should ensure that all children can experience success and celebrate their own achievements.

- Practitioners know families well and this allows them to identify any barriers to learning and to take account of the socio-economic backgrounds of families. They are proactive in sensitively and discretely seeking help and support for families to improve outcomes for 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.