

Summarised inspection findings

Currie Primary School Nursery Class

The City of Edinburgh Council

8 November 2022

Key contextual information

Currie Primary School Nursery Class is registered for a maximum of 64 places and has had 1140 hours status since August 2021. The current roll is 60 children aged three to five years of age. There are five different models within a 52 week provision. The setting offers AM/PM sessions, term time and full day sessions on a Monday/Tuesday and a Wednesday/Thursday with flexible Fridays. The implementation of the 1140 hours provision has resulted in significant staffing changes, including the appointment of two Senior Early Years Officers (SEYOs) who have day to day operational responsibility for the setting. The acting headteacher is the designated manager of the setting.

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

- Nursery practitioners, parents and children successfully updated the vision, values and aims using a collaborative approach. This reflects clearly the strong relationships within the setting and includes the values of 'nurtured; happiness; friendship and inclusion'. Senior Early Years Officers (SEYOs) lead the setting effectively. They model good practice and pedagogy to ensure the vision and values are embedded in the everyday life of the setting. SEYOs would benefit from increased strategic leadership from the designated manager.
- SEYOs are aware of what is working well and what needs to improve. They evidence this using national self-evaluation frameworks, environment self-evaluation toolkits and an annual monitoring calendar. All practitioners are increasingly involved with self-evaluation activities. This is supporting the SEYOs to manage effectively the direction and pace of change. Practitioners have plans to visit other settings to support improvements within the setting. SEYOs have correctly identified as a key priority the need to develop further a robust self-evaluation system to improve the planning and tracking of learning.
- Practitioners are empowered to lead improvement and the majority of practitioners effectively lead initiatives and improvements in the setting. These include lead practitioners for diversity and inclusion, physical activity, planning, literacy and numeracy. Practitioners would benefit from developing further their knowledge of research, guidance and of current thinking underpinning improvements. This would enable them to evaluate more accurately their pedagogy and practice.
- Practitioners are reflective and create informal opportunities to share information on children's learning with each other. They have ongoing discussions on how to improve further the learning environment. SEYOs monitor the impact of professional learning on practitioners' increased knowledge and understanding. They should now work with the whole team to record how professional learning is improving outcomes for children.

- Practitioners use 'vision boards' to plan for improvement and change. Children are involved in improvements to the environment and are capable and confident when sharing their views. They are included in whole school leadership groups including the pupil council and equalities group. Practitioners have identified as an improvement priority the need to engage parents further in the life of the setting. They plan to increase parental involvement in improvement of the setting through a partnership approach. Senior practitioners need to ensure improvement plan priorities include a focus on securing children's progress.

2.3 Learning, teaching and assessment

satisfactory

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 are happy, confident and independent within the calm, respectful and stimulating environment. They often focus for sustained periods in activities that promote curiosity, investigation and exploration. Practitioners have developed increasingly motivating spaces for children to explore and enjoy, indoors and out. As a result, children engage well in their play. Children are highly motivated and can talk about their learning. Most children are now ready for a curriculum that provides suitable challenge.
- Practitioners' interactions with children are warm, caring and nurturing. Most children have formed positive relationships with their peers. Practitioners listen to children and are responsive to their needs. Practitioners would benefit from further professional learning to ensure they develop and use skilled questioning. This will ensure they challenge and extend children's learning across all areas of the curriculum.
- Parents and carers access online learning journals which provide 'stories' of children's experiences in the setting. Parents and carers regularly post children's achievements. These include learning activities at home, on holiday and awards from clubs and groups. The journals include a few observations of children's individual learning. Practitioners will benefit from further training on the use of the 'story' and 'observation' functions of the learning journals. This would help them share learning with parents more effectively. In addition, they will benefit from further professional learning on how to observe significant learning. This will ensure they can more effectively plan next steps and progress in learning for individual children. The senior leadership team need to support practitioners to improve systems for tracking and monitoring. This should include children's individual progress across the early level of Curriculum for Excellence.
- SEYOs have reflected and updated curriculum planning, introducing intentional and responsive planning approaches. Responsive planning, using floor books is showing some early signs of success. The floor books document children's interests and their voices and knowledge through detailed drawings with adult commentary. They now need to include possible lines of development and next steps. Senior practitioners recognise the need to develop further approaches to intentional planning to ensure individual children reach their potential.
- Practitioners would benefit from further professional learning on the role of the adult to develop the cycle of observation, assessment and planning. They should continue to focus on developing more quality interactions and experiences for children. This will enable children to develop their ideas, interests and learning, in increasingly purposeful and creative directions.

2.2 Curriculum: Learning and developmental pathways

- Children benefit from an environment which is well resourced and they have a strong sense of ownership of the spaces provided. They interact positively with the resources and this leads to sustained engagement. The vision, values and aims reflect the team's understanding of their context. This supports and promotes strong nurturing relationships.
- Most practitioners are at the early stages of developing their understanding of how play and learning are linked to the early level of Curriculum for Excellence. Practitioners' use of early level progression frameworks would support their understanding of how this translates to the learning environment and children's play and learning. This should extend and develop children's experiences to maximise and sustain progress in their learning.
- Transitions from home to nursery are positive for children and parents, taking account of Individual needs. A clear plan detailing visits and experiences supports an effective transition from nursery to P1. Parents feel supported well at points of transition with practitioners phoning and being available for phone updates as needed. The 'Therapy Inclusion Programme' supports identified children develop a variety of key skills. These include communication, confidence, listening and social skills. Practitioners and teachers should continue to work together across the early level to ensure continuity and progression in learning for all children.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners are committed to involving parents further in the life of the nursery and seek their views and involvement in improvement through a partnership approach. Now that restrictions have been lifted, they plan to build on current practice in supporting parents and carers to contribute to their child's learning.
- SEYOs are at the early stages of implementation this takes the form of monthly challenges for families linked to different curriculum areas. The aim of this work is to reduce barriers to learning through partnership working with families and communities. All practitioners will need to monitor the impact this is having on children's progress.

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. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter of urgency.

3.1 Ensuring wellbeing, equality and inclusion

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 actively promote wellbeing for children and families based on mutual respect, honesty and trust. Positive relationships result in learners feeling safe and secure within the setting. All practitioners model behaviour that promotes wellbeing and encourages it in others.
- Senior practitioners share the wellbeing indicators with parents and carers when completing a child's personal information and consent form. Practitioners review these in line with legislative expectations. They use wellbeing indicators in real, meaningful and relevant contexts. For example, children are recognised as being responsible when they are looking after plants and vegetables. This is supporting children's understanding of the language of the wellbeing indicators throughout the setting. Older children are beginning to make use of wellbeing language to illustrate how they feel.
- All practitioners comply and actively engage with statutory requirements and codes of practice. Senior practitioners in the setting are aware of their responsibilities in relation to statutory duties. All practitioners, understand the setting's approaches to child protection and safeguarding to improve outcomes for children. Practitioners provide children with opportunities to share how to keep safe.
- Practitioners have an in-depth knowledge of children and their context, including the impact of the rising cost of living crisis. Their approaches to ensuring wellbeing, equity and inclusion result in improved outcomes for children. This has resulted in children feeling included, engaged and involved in the setting. Practitioners are aware and continue to develop their use of resources that value and celebrate age, disability, marriage and civil partnership, race, religion or belief. This is leading to the removal of barriers to participation for young children and their families.
- Practitioners support children effectively to overcome barriers to learning. They complete referrals to access partner agencies and support parents and carers to access services. Senior practitioners organise a child's planning meeting before a child with additional support needs attends the setting. They identify children's strengths and areas for development and links with the local authority support for learning team. Local authority staff support children with English as an additional language and their families. In addition, there is an established nurture group to support targeted children with their confidence, communication, listening and social skills. As a result, children with additional support needs are included well within the nursery and their needs are well met.

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

- Overall, children are making satisfactory progress in their learning. Staff, at the moment are unable to evidence individual progress through the early level. The improved environment provides children with a wide range of opportunities to develop and apply their early literacy and numeracy skills. A few children are able to demonstrate counting beyond 20, with a few rote counting beyond 50. Children use measuring sticks during block play and measuring cylinders at the water tray. Their literacy skills include mark making in a floor book with a few children writing common words and using texts to communicate meaning. Children create imaginative stories and enjoy sharing books with adults. Children participated in a programme developing their cycling skills, with a few able to ride pedal bikes independently. They work well together solving problems and sharing each other's ideas. A significant number of children could cope with more challenge in their learning.
- The key worker system in place ensures all children have a key adult responsible for their learning and wellbeing. Practitioners support children's health and wellbeing through developing positive nurturing relationships. As a result, children are safe and happy within the nursery. Practitioners should now build on existing practice to provide increased challenge and personalisation in learning across all areas of learning.
- Practitioners track and monitor children's developmental milestones. They provide verbal feedback to families and one another, on next steps identified. This is not recorded in order to evidence progress in development and learning. Practitioners could not accurately evidence or describe children's progress in literacy, numeracy and health and wellbeing across the early level. A significant number of children could be making better progress in their learning. Senior practitioners should now develop ways to provide parents and carers with regular updates on their child's individual progress in learning.
- Practitioners highlight children's achievements through displays and learning journals. They also celebrate achievements in the setting through appropriate use of praise, certificates and using the large interactive screen. Children are confident and are enthusiastic about identifying achievements they would like try. Practitioners should continue to build on children's achievements and prior learning, involving parents and carers as partners in their child's learning.
- Practitioners are inclusive and welcoming to all families and children. They celebrate children's different cultures and languages well using a range of resources. This includes a world map

showing the countries children and their families were born. They are developing children's awareness of themselves as global citizens. Practitioners provide effective support for children with additional learning needs. They make good use of individual plans and regular meetings to discuss children's needs. The senior practitioners make timely referrals to partner agencies, including health visitors and speech and language therapists. Practitioners understand the challenges children and families face. They are aware and recognise the potential impact these can have on this on children's wellbeing and learning. Practitioners understand their role in promoting equity and provide sensitive and valued support and advice. As a result, all parents feel comfortable approaching the nursery staff if they have concerns.

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.