

Summarised inspection findings

Kennoway Primary and Community School Nursery Class

Fife Council

23 June 2020

Key contextual information

Kennoway Nursery Class is located in Kennoway Primary School. It caters for children aged two years to those not yet attending school. The setting is registered for 75 children attending at any one time. There are currently 16 children aged under three years old and 91 children aged three to five years attending the setting. Fourteen children are currently accessing full-time places as part of a pilot for the 2020 expansion.

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

- Across the playrooms, relationships between practitioners and children and their families are very positive. This contributes to the positive ethos where children are valued and treated as individuals. Most children engage readily in the experiences on offer and make independent decisions about where they spend their time, both indoors and outdoors. A few children are not yet sustaining their play for appropriate periods. The use of a range of quality resources and everyday items provide interest to children. Learning environments provide all the core elements for a range of early learning activities. There are plans in place to expand provision which will provide an opportunity to review and refresh how learning environments are used. This should have a focus on providing a greater breadth and depth in learning for all children across the nursery. Practitioners plan learning experiences based on children's interests. This helps motivate and sustain their interests.
- Interactions between practitioners and children are responsive and nurturing. Most practitioners use a blend of commentary and questions in their interactions with children. The use of quality questioning is not yet consistent across the playrooms. The development of questioning across the nursery team should have a focus on promoting curiosity and deepening learning. All children have a key worker within the practitioner team. Practitioners should consider extending this important role. In doing so, they could provide children with planned, regular opportunities for small group activities and a meaningful context to review their learning.
- Practitioners make regular use of a range of digital technologies with children. These include interactive boards, use of the internet, programmable toys and talking tins and pens. Children enjoy exploring the different uses of technology, for example, developing positional language as they programme toys to move in different directions.
- Practitioners and senior leaders know children and families very well. Practitioners observe children as they play and use this information to plan future learning. They use observations to discuss aspects of children's development and progress. The quality and range of observations captured is not yet consistent. Practitioners should build on the existing good practice where observations clearly identify the significant learning of individuals. All children have personal

learning journals (PLJ), which record children's experiences and learning. A few children enjoy reflecting on photographs of their experiences and can recall events. Practitioners could use learning journals to talk to children about their learning more, including their next steps in learning. This should have a focus on developing children's language of learning.

- Practitioners have successfully developed the use of learning walls. These record what children already know and what they want to learn next based on their interests. This supports children's involvement in planning aspects of their own learning. Practitioners should continue to develop the use of this approach to ensure increased consistency across the playrooms. They should ensure planning for learning includes a balance of what children want, and what they need to learn, building on their prior learning, skills and knowledge. The team, supported by senior leaders, should continue to develop their understanding of the National Benchmarks to help them identify focused next steps in learning.
- Practitioners track the progress most children make in their learning using local authority formats and assessment tools. This helps identify children who may have barriers to their learning. Practitioners work very well together to reduce any barriers, tracking the impact of any interventions.

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

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

- Children aged two to three years are making good progress for their age and stage of development. Practitioners support children well to develop their early language and social skills. They engage well with practitioners and many confidently request to share storybooks. Younger children spend time filling and pouring in the water tray within a nurturing and calm space. A few children complete simple inset puzzles with ease.
- Overall, across the setting, children are making good progress in communication, early language, mathematics and health and wellbeing. The majority of children communicate well with their peers and adults as they play together and share their experiences. An increasing number of children are using subject-specific vocabulary in play contexts, for example, as they act out roles as police officers. A minority of children are at the early stages of developing and using expressive language well. The majority of children demonstrate a keen interest in books with a few seeking out adults to read to them. Their engagement with familiar books is supporting children to strengthen their understanding of common features. Most children recognise their names as they self-register at the start of the session. A few children are attaining beyond expected levels and now need more challenge in literacy to ensure they continually build on their learning. A significant number of children are well supported to develop basic literacy skills. Practitioners track their progress at regular points throughout the year to ensure this is having the desired impact.
- There are positive examples of children using number as part of their play. A few children have a good understanding of one-one correspondence to nine as they match numbers and quantities on the interactive board. Children require increased opportunities to apply their understanding of counting and recognition of numerals. A few children make use of a range of mathematical language in the course of their play, for example, as they explore volume in the water trough. Overall, children have a good understanding of two-dimensional shapes, however they are less confident in identifying three-dimensional objects. There is limited evidence of children building their skills in different aspects of mathematics such as money.
- Children are making good progress in health and wellbeing. They are developing their independence well as they serve themselves at snack and dress in waterproof suits for outside play. They enjoy daily access to their outdoor area. A next step would be monitoring this area to ensure all children are regularly accessing this space. Children respond well to each other and most share space and resources well with their peers. They display very well developed gross motor skills as they cycle, climb, run and balance in the outdoor area. Children are developing their fine motor skills in a range of contexts across the playroom.

- Overall, practitioners are building a picture of aspects of children's progress in literacy, numeracy and health and wellbeing and capture this in children's PLJs. However, for a number of children their PLJs do not display an accurate and up to date picture of their progress. There is a need for practitioners to evidence clearly the progress of all children over time to enable them to identify pertinent next steps and build on their learning.
- Practitioners encourage children and parents to share their achievements in the nursery and from home. These are celebrated in different ways, for example, in PLJs and on recently developed, attractive wall displays. Children are encouraged to develop important skills as part of their 'Kennoway Den' experiences. This includes an awareness of personal safety and the importance of working as part of a team. Children are benefitting from their involvement in the setting's intergenerational project. They are becoming confident as they engage with older residents, for example, as they sing and share familiar stories with them.
- Senior leaders and practitioners are committed to ensuring equity for all. This includes signposting helpful resources for parents and practitioners' engagement with a wide range of health professionals. Practitioners have respectful and trusting partnerships with parents, which enables them to intervene and support children and families at the earliest opportunity.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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|-------------------------|---------------|
| 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.