

Summarised inspection findings

Roslin Primary School nursery class
(primary school nursery class)

Midlothian Council

SEED No: 5545625

December 2017

Key contextual information

The nursery class is part of the new build Roslin Primary School, opened in August 2017. Since August 2017 the setting has increased its registration from 40 to 80 part time places for children aged from three years to those not yet attending primary school. Currently 28 children attend in the morning and 13 in the afternoon. The majority will transfer to school in August 2018. The new purpose built setting consists of a large playroom, kitchen area and nursery garden which provides free access to the outdoors. Children also make use of the school facilities: gym hall library ,expressive arts room and nurture area. The setting takes an active part in joining school events throughout the year.

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 setting opened within the new school building in August 2017. The headteacher is working closely with practitioners to ensure the setting is fully involved in the school community. At the time of inspection, most practitioners had been in post for less than three months. They have correctly focussed their attention on building positive relationships with children, parents and the school community. There are early signs that this is having a positive impact for all.
- The vision values and aims within the setting were developed as part of a whole school initiative led by the school leadership team. This process involved consulting with parents, practitioners and children. The motivated and enthusiastic practitioners are working well together to promote these whole school values. The motto of the setting 'Inspiring, Playful, Learning' underpins all that they hope to achieve for their children. As they move forward, practitioners should ensure that the vision, values and aims remain relevant to the group of children and families attending the setting and ensure engagement of all.
- Practitioners engage in regular professional dialogue and share their skills to help make improvements. A new self-evaluation tool has recently been introduced by the local authority support teacher. The aim is that this will involve practitioners more fully in discussing and reflecting on what is working well and what needs to improve in the setting. As correctly identified, practitioners would also benefit from further training in the use of the national guidance self-evaluation framework, How Good Is Our Early Learning and Childcare ?. Evaluations and information collated should then be used to focus the improvement agenda and to support well informed change.

- The school improvement plan for session 2017/18 includes key priorities for the nursery setting. These include roles and responsibilities for practitioners and they set out realistic timescales to take forward targeted improvements. As this develops, it will be important to demonstrate and evidence the progress being made and impact of change.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high quality learning experiences 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

- There is a respectful ethos and culture within the nursery setting which ensures that all children are treated equally and valued as individuals. Relationships are positive and this results in children feeling safe and secure. Children are increasingly confident in their new environment.
- Practitioners, children and parents have been fully involved in deciding how the setting would develop within the new school and on the provision of appropriate resources. The increase in natural open ended resources, loose parts and natural materials is supporting children's exploratory play. Practitioners acknowledge that continued use of national and authority practice guidance such as 'Quality Learning Environments' and 'Building the Ambition', will support them to explore further current best practice in creating quality environments.
- Children engage well with the range of experiences provided indoors ,outdoors and beyond. Most children demonstrate a level of concentration appropriate to their stage of development .Positive intervention from practitioners provides support for children to sustain their concentration for periods of time. Effective questioning techniques are used well by most practitioners to support and extend learning.
- Children are supported to move freely between the playroom and outdoors for almost all of their session. Practitioners offer opportunities for children to make their own decisions about where they will play and the resources they will use. Children are using the space well, developing independence in their learning.
- Children are consulted about planning for their own learning through the use of floor books. Their interests and ideas are used to make plans which are then shared with parents. Practitioners should build on existing consultation methods with children to further increase their understanding of their own learning and what they might learn next.
- Practitioners make observations of children's learning and can talk about their progress. Observations enable practitioners to provide learning experiences which are relevant to the needs of most children. The systems for recording this information could be developed further to provide a clearer overview of children's progress over time. As planned, practitioners should now work together to identify next steps in learning for all children.

- Children who require additional support with their learning are well supported. Practitioners work closely with a variety of support agencies and parents to implement suggested strategies and advice.

2.2 Curriculum: Learning and development pathways

- Practitioners plan a curriculum which is based on enjoyment and play. They are developing a shared understanding of Curriculum for Excellence and take some account of the experiences and outcomes in planning for children's learning. The curriculum design incorporates seasonal aspects, festivals and varying learning contexts over the year.
- Practitioners make daily use of the outdoor area to encourage children to explore and investigate during the course of their play. Children are enthusiastic about playing outdoors and were observed to be fully engaged in their play. As recognised by practitioners, care should also be taken to ensure meaningful literacy and numeracy opportunities are included in the development of outdoor learning.
- The setting's transition programme supports children well as they move on to school. This includes visits to the school classrooms and shared learning opportunities with older children in the school. Prior learning and the range of experiences offered within the setting is shared with primary one teaching staff. Teachers and practitioners from across the early level are working together to share expectations and their understanding of early learning pedagogy.

2.7 Partnerships: Impact on children and families - parental engagement

- Parents are confident that their children are safe, happy and learning in the nursery setting. Parents that we spoke to during the inspection confirmed that they felt practitioners worked in a positive partnership with them to care for and educate their child. A number of parents volunteer to support the setting. They help with the many outings children make to the local woodland areas.
- Regular communication offers parents and carers an opportunity to find out about their child's learning and progress and to offer their views about the service. Parents are encouraged to share information with practitioners about their child's learning out with the setting. This is displayed and celebrated.
- Positive links with a few partners in the local community are beginning to support children's wider experiences. Children make weekly visits to the fruit van to purchase snack items for the setting. This is helping the children to be aware of using money and raising awareness of skills for life. There is scope to increase the number of partners involved in supporting 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

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

- There is a strong sense of community and family within the setting. Practitioners are alert to the care and wellbeing of all. They have caring relationships with children and this is helping to promote children's emotional wellbeing.
- Children are happy, polite and well behaved. They are increasingly aware of the need to work together and to share resources. When required, practitioners intervene in a way that is restorative and encourages children to reflect on their actions. Practitioners respect children as individuals with their own personalities and strengths. However, they do not always have high enough expectations for all children. Care should be taken to ensure that whilst the needs of younger children are met, appropriate support is offered to older and more able individuals.
- Practitioners are aware of the importance of nurturing children's wellbeing in line with Getting it Right for every Child indicators. Children are starting to show an awareness of the wellbeing indicators and can talk about what it means, for example, to be safe and healthy. As discussed, practitioners should continue to explore and share the indicators of wellbeing with children and their families.
- There are a few opportunities for children to help make decisions about matters that affect them in the setting. They help to choose snacks and are currently planning the design of the new garden area. Consideration should be given to providing more opportunities for children to come together to contribute in discussions.
- The setting show a sound understanding of current legislation and national guidelines. This enables them to fulfil their statutory duties. Policies and procedures are in place to guide practitioners in their practice. In particular, practitioners are very clear of their responsibilities to keep children safe. They keep up to date with developments in early learning and childcare in order to improve outcomes for children.
- All children and families are treated fairly and with respect in the setting. Practitioners are aware of the need to promote learning about equality and diversity and are planning to explore ways to provide developmentally appropriate experiences to extend children's understanding in these areas.
- To reduce potential barriers to learning the setting has strategies in place to take careful account of children's individual needs. Where appropriate, practitioners have identified a

range of specialists to work in partnership to plan for individualised support. This ensures children are achieving their best.

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

- As a result of the focus on health and wellbeing within the setting, children are making good progress. Emotional wellbeing is nurtured effectively to build children's self-confidence and meet children's social needs. Children are learning to express their feelings and show awareness of the feelings of others. Most have a good understanding of healthy choices and how these affect their wellbeing. They can describe foods that are healthy and the importance of routines such as hand washing and tooth brushing.
- Children are developing their physical skills through use of the outdoor environment and a variety of physical resources. Regular access to the woodland area has led to children developing a good awareness of risk and taking increased responsibility for their own safety. They are able to clearly identify aspects of road safety.
- Children are progressing well in language and literacy. They are developing good listening and talking skills. Children are building their vocabulary through effective conversations with practitioners. They talk confidently about things they have been learning about. Children currently have a high interest in bugs and nature. Such experiences are used well by practitioners to extend children's vocabulary. Children enjoy looking at books for information, listening to stories being read by an adult and they listen well to and carry out simple instructions. They were observed having fun with rhyming words. All children are encouraged to self-register by both when arriving at the setting and at snack time. Most children are at an early stage of mark-making and have a developing understanding that writing has a purpose. They would benefit from real-life and imaginary contexts to apply their early writing skills across the curriculum. As planned, practitioners need to continue to track children's progress in literacy.
- In numeracy and mathematics the majority of children are making good progress. They sort match and count and a few demonstrate number recognition skills. Children recognise shapes, patterns and colours in the world around them. Most children use mathematical language with understanding to describe size and length when designing wooden dens and bridges outdoors. They are able to use real money when choosing and buying their snack at the fruit and vegetable van. There are however, some missed opportunities to develop numeracy and mathematics in a meaningful way for children in routines and activities throughout the day.

- Children show excitement and adventure being in the rich natural woodland environment, which is used effectively to promote children interests in nature and living things. While exploring, children are also developing investigation skills.
- From information gathered from during inspection activities, it is clear that children are making good progress across areas of the curriculum. Children's achievements are celebrated through appropriate praise. The achievement tree is a positive start to gathering children achievements from outwith the setting.

Setting choice of QI: 2.5 Family Learning

- **Theme 1 Engaging families in learning**
- **Theme 2 Early Intervention and prevention**
- **Theme 3 Quality of Family Learning Programmes**

- Practitioners are committed to the promotion, delivery and support for family learning. They value the contribution families make to children's learning and are developing trusting relationships. Parents spoke highly of the supportive relationships they have with practitioners.
- Almost all parents comment very positively about the new building. They report that their children are making progress and are settled and happy in the setting.
- Families are welcomed and encouraged to be involved in the setting. Parents and children have opportunities to share learning experiences. As part of this, parents are invited to stay and play sessions and to help with developments such as forestry walks. 'Drop in' sessions allow practitioners to share learning folders and floor books with parents
- The setting are developing Midlothian's Big Bedtime Read Initiative. This provides a positive link between the setting and home. Feedback is very positive and the setting acknowledges the need to begin to monitor and evaluate the programme to establish impact over time. This will support the development of future family learning strategies.
- The setting has developed good working relationships with a range of health and professional partners. This has supported families to gain appropriate help and advice to overcome barriers to participation.
- Working in partnership with partners and families there is now scope for the setting to reach a shared understanding of the wellbeing indicators and to include this as part of family learning.

Practice worth sharing more widely

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.

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