

Summarised inspection findings

Leslie Primary School Nursery Class

Fife Council

21 May 2024

Key contextual information

Leslie Primary School Nursery Class is based within Leslie Primary School, in the village of Leslie on the outskirts of Glenrothes. The nursery includes a large playroom with direct access to an outdoor area. There is a separate entrance, cloakroom and small, inviting nurture room. Children also access facilities within the school such as the gym hall. The nursery provides early learning and childcare (ELC) for a maximum of 54 children between the hours of 9.00 am and 3.00 pm. Children attend from the age of three until they start primary school. The current roll is 49. The headteacher of Leslie Primary has overall responsibility for the nursery. The depute head teacher has delegated responsibility for the leadership and management of the nursery. There have been staffing challenges in the setting in recent years. The team has experienced recruitment challenges to fill vacant part-time posts. Two of three vacant posts have now been filled. Temporary practitioners and local authority staff provide staffing cover to ensure there are sufficient numbers of practitioners. The team includes a part-time early years teacher, eight practitioners (four full-time and four part-time), and two pupil support assistants. A local authority development officer also provides periodic support with improvement projects.

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 nursery ethos is very welcoming and positive. All staff are nurturing and sensitive to the needs of children. Positive relationships between practitioners, children and their families mean that most children feel safe and secure. Practitioners carefully adapt routines and levels of support for individual children. This supports the minority of children who need extra help or time to settle into nursery. Most practitioners offer effective support to children as they begin to learn how to express and understand their feelings. A few practitioners should continue to develop further how they observe all spaces to identify opportunities to role model and praise positive behaviour. This should ensure all children develop further their understanding of how to share, take turns and resolve conflicts. The team have rightly increased the number and quality of sensory activities to better reflect children's stages of development. Practitioners have also increased the range of open-ended resources to support children's schematic play. Most children are engaged and concentrate well as they play alone, or alongside their friends in the water, sand, and home corner. Children enjoy taking photos and playing simple games on the interactive whiteboard. Practitioners should increase opportunities for children to apply their digital skills to enhance and develop their learning further.
- Most practitioners offer well-judged support as they join in with, or observe, children in their play. This supports children to develop their own ideas. Almost all practitioners have a good understanding of individual children's interests. They use audits to identify what is working well, and what they need to change. This has improved the variety and quality of resources in the indoor and outdoor areas. Most practitioners use open ended questions and commentary appropriately to encourage children to share their thoughts and opinions.

- Practitioners have made significant changes to how they plan for children's learning. The team are increasingly confident and enthusiastic about new approaches to planning responsive and intentional learning. Practitioners are supportive and co-operate well to implement and evaluate new ways of working. The nursery teacher and development officer regularly lead useful planning meetings to reflect on and take account of observations from all practitioners about children's interests and skills. There is now more responsive, child-led learning that takes better account of children's individual needs and stage of development. The team should now continue to build their confidence in planning for intentional learning opportunities. Practitioners frequently record short observations about what children can do or are interested in learning more about. The team share these with parents in children's individual folders and online platforms. Practitioners should continue to improve their skills and confidence in recording more specific and measurable next steps for children. The majority of children are aware of, and very interested in, their personal learning journals. A few children are ready to identify, and reflect on, their own next steps. This will support children and practitioners to use the language of learning together more frequently.

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

- Most children make good progress in early communication and language. They communicate their needs and interests using gesture, eye contact, concrete objects, and simple sentences. A few children, including children with additional support needs, would benefit from increased use of symbols across routines and learning experiences. Most children show a keen interest in mark making, with a few beginning to write their own name or a few familiar letters during role play. Children are proud as they recall experiences in their learning journals. A few children benefit from targeted small groups that aim to improve children's awareness of initial sound and rhymes. Children also develop further their confidence, listening and turn taking in this group, delivered in partnership with a speech and language therapist. Children would benefit from increased opportunities to listen to rhymes and explore characters and stories.
- Most children make good progress in numeracy and mathematics. Children develop their knowledge of capacity and volume as they explore the sand and water areas. Most children persevere and are independent as they complete simple puzzles or problem solve to construct towers. A few children confidently match quantities to numerals and count beyond ten. A group of children are independent and highly motivated as they apply their skills and measure ingredients in the 'ready steady bake' family learning sessions. A few children would benefit from more challenging opportunities to explore numeracy and mathematics concepts in their play.
- Overall, most children make good progress in health and wellbeing. Children develop their gross motor skills well through their daily outdoor play, community walks and weekly gym sessions. Children develop their self-esteem and resilience as they climb on tyres, balance, and jump from equipment. Most children are increasing their knowledge about how to keep themselves safe. A few children enjoy the responsibility of being a road safety officer. All children would benefit from a continued focus on sharing, turn taking, understanding, and expressing their feelings. This should support children, including those very new to the setting, to share space and resources.
- The majority of children confidently share their achievements from home and nursery with practitioners. Children, parents, and practitioners celebrate children's successes in their 'proud cloud', online platforms and personal learning journal folders. Practitioners should develop further how their knowledge of the skills children develop at home and in the community informs their planning of learning.

- All practitioners have a sound understanding of the local community, children's individual circumstances and the strengths and challenges for the local community. The team sensitively take account of the circumstances of individual children and families well. The team should now develop further their shared understanding of achieving equity for all children. This will support them to measure the impact of important targeted work makes on children's progress. Senior leaders and practitioners should continue to pay careful attention to children's attendance and time they leave the setting to maximise children's entitlement to ELC. This should ensure all children make the very best progress.

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.