

**HMIE**

His Majesty's Inspectorate of Education in Scotland
Luchd-sgrùdaidh an Rìgh airson Foghlam ann an Alba

Summarised inspection findings

Drummore Nursery Class

Dumfries and Galloway Council

19 May 2026

HM Inspectors gathered evidence to enable us to evaluate the ELC's work using three quality indicators from the Quality improvement framework for the early learning and childcare sectors. This document provides our summarised findings.

Key contextual information

Drummore Nursery Class is situated within Drummore Primary School in the village of Drummore in Dumfries and Galloway. The nursery serves the village of Drummore and surrounding rural area. It comprises of a large playroom and small cloakroom. Children have free-flow direct access to an outdoor area. Children access 1140 hours of early learning and childcare (ELC) between 8.30 am and 3.30 pm. The setting is registered for a maximum of 15 children aged two to those not yet attending primary school. There are currently five children on the roll. There are no children in their pre-school year on the roll.

The headteacher is a shared headteacher for Drummore Primary School and another primary school and nursery class in the local rural area. She has been in post for five years. The nursery manager is the registered manager of the setting. The staff team has one full-time practitioner and one part time practitioner.

All children who attend the nursery live in Scottish Index of Multiple Deprivation (SIMD) decile 4. No children who require additional support with their learning attend the nursery at the time of the inspection.

Curriculum	very good
This quality indicator highlights the importance of placing the needs, interests, rights and progress of children at the centre of curriculum design and implementation. <u>Curriculum</u> is defined as the totality of all that is planned for children from ELC, through school and beyond. It emphasises that children are entitled to a curriculum underpinned by the <u>principles of curriculum design</u> and enriched through meaningful learning experiences indoors, outdoors and within the community. It recognises the need for all children to experience opportunities to develop the interests, knowledge, skills, and attributes they will need to adapt, thrive and achieve in today's world. This quality indicator also recognises the importance of the curriculum supporting progress in children's learning as they enter the setting and at key points of transition. The themes are: • curriculum rationale and design • continuity and progression in the curriculum • partnerships • skills for life and learning	

- This session, staff sought the views of the current cohort of parents about the curriculum in the nursery. They used information gathered very effectively to develop a curriculum rationale which outlines a holistic curriculum, specific to the current cohort of children attending the nursery. The curriculum rationale is underpinned by children's rights and the unique rural context of the nursery. Staff make very effective use of local and national guidance to create motivating, engaging spaces and experiences which meet the needs of all children well. They ask children regularly for their opinions about what has worked well or what they want to learn in nursery. This helps staff to plan a curriculum which children enjoy and engage with well.

- Staff provide a wide range of motivating experiences and provocations for learning indoors, outdoors and in the wider community. This enhances children's learning very well across all curriculum areas. It also helps staff to ensure that children receive their entitlement to breadth, depth and progression across the curriculum. For example, children develop skills successfully as effective contributors and confident individuals as they perform with primary school children in the Christmas play. Staff use the local community regularly and effectively to deepen children's learning in new and relevant contexts. For example, children identify, describe and use a digital tablet effectively to record signs of spring, such as plant shoots, when on a village walk.
- Staff work with a range of partners successfully to bring learning alive for children when they work together. For example, children enjoyed learning about fire safety from a local firefighter. During visits within the local community, children learn important knowledge and skills for life which are relevant to the community in which they live. For example, they visit the local coastguard station to learn about the role of the coastguard. Staff encourage children well to ask questions of community partners about their life and work. This is helping children to develop effectively their confidence and important skills of communication.
- Staff use developmental milestones and progression pathways in literacy and numeracy, linked to Curriculum for Excellence (CfE), well to plan children's learning successfully. They plan all other areas of the curriculum effectively using an overview of CfE experiences and outcomes. This helps them to ensure children experience a broad and balanced curriculum across the year. They should now develop progression pathways for all curriculum areas to help them ensure children experience clear progression across all curriculum areas.
- Staff meet with parents prior to children starting nursery and offer a few visits for children with their parents. This helps parents and children to feel welcome and secure in nursery and helps staff to identify children's individual needs and interests. They use information gathered very well to plan experiences which are well matched to each child's needs and interests as they progress into nursery. This results in children settling into nursery quickly and happily.

This quality indicator focuses on how children benefit from access to high quality spaces and well-established routines that help them feel secure and ready to engage. It explores how children are supported to build positive relationships, regulate their emotions, and purposefully participate in a wide range of motivating learning experiences. It demonstrates the importance of staff having a high level of skill supported by strong pedagogical leadership. This includes a clear understanding of pedagogy, the concept of play, how children learn, children's rights and children's behaviour.

It places value on high quality relationships, consistent expectations, and skilled interactions that enable children to sustain engagement, follow routines, and build independence in their learning. This indicator highlights the importance of observing and interacting sensitively with children to plan and assess their learning. It recognises the value of involving children fully in planning their learning indoors, outdoors and within the local community. This quality indicator emphasises the importance of robust tracking and monitoring of children's progress to ensure practitioners know all children very well as learners.

The themes are:

- children's learning and engagement
- interactions to support learning
- planning and assessment
- tracking and monitoring

- There are very warm, respectful relationships between staff and children and among children. All children are happy and settled in nursery. Staff have created attractive environments, indoors and outdoors, in which children enjoy playing and learning very well together. Staff make highly effective use of the local environment to enhance children's learning. For example, children visit the local shop to buy resources for the nursery. All children sustain their engagement very effectively in the carefully considered, wide range of experiences on offer indoors and outdoors. They develop their curiosity and creativity skills very well as they play and explore resources. For example, older children build on their interest about magnetism and investigate forces by exploring objects in the wider community. The youngest children participate enthusiastically as they transport water from tap to the mud kitchen repeatedly to explore the capacity of a range of containers.
- All staff have a clear understanding of child development. They interact with children respectfully and sensitively. All staff ask questions to check children's understanding and questions which promote children's thinking skills effectively. Older children explain their thinking clearly and appropriately to their age and stage. Staff ensure they give children space and time to be curious and creative as they play and learn. All staff interact or provide commentary appropriately to extend children's knowledge and build on prior learning. For example, when looking at pictures with very young children, staff ask them to talk about the picture using known vocabulary. They then model clearly the names of objects children do not know to extend children's vocabulary and knowledge effectively.
- Children use a range of digital resources very successfully, such as digital tablets and interactive whiteboards, to enhance their learning experiences. For example, they use digital

tablets to scan matrix barcodes to access books and stories. Older children participated fully in an online meeting with a national validator for a digital learning award. This led to the nursery achieving accreditation in using digital technology to enhance learning. Children are developing important skills for life and learning through such rich experiences.

- Staff observe children carefully and record their observations of significant learning in children's personal learning profiles (PLPs). Staff use information from observations to identify successfully next steps in learning to ensure all children make effective progress. Staff use a range of intentional and responsive planning, linked to CfE experiences and outcomes, to plan children's learning effectively. Staff work with children well to record their interests in a floorbook to show what they already know and what they would like to learn next. This helps staff to ensure that they plan experiences which are well-matched to children's interests and needs. Staff should continue to ensure that they identify consistently, through their observations and planning, the skills children are developing.
- Senior leaders and staff meet termly to track and monitor children's progress towards achievement of CfE early level in literacy and numeracy. They also track children's progress against developmental milestones. They track children's progress in all other curriculum areas in PLPs. All staff make effective use of local authority progression frameworks to support their professional judgements about achievement of a CfE level. Together, they identify gaps in children's learning and development and plan ongoing targeted support. Due to the very small cohort attending the nursery they provide effective targeted support successfully as part of the universal provision within the nursery. This results in all children making very good progress in their learning and development.

Wellbeing, inclusion and equality	very good
This quality indicator highlights the importance of positive relationships and children's wellbeing. It recognises the importance of providing high quality, inclusive, and appropriate rights-based support. These approaches result in improved outcomes for children's learning, wellbeing and participation. It takes full account of children who may require additional support to access and benefit fully from their entitlement to high quality ELC. This includes identifying and assessing their learning and wellbeing needs in a timely manner and providing personalised and targeted support. This quality indicator recognises that strong, collaborative partnership working between those supporting children is essential. It highlights the importance of meaningful engagement with children and families to inform decisions about how children's needs should be met. This quality indicator emphasises the important role senior leaders play in ensuring all staff have relevant and worthwhile professional learning to meet the diverse and sometimes complex needs of children. The themes are: • positive relationships and wellbeing • universal support • Identifying and assessing learning needs and targeted support • inclusion and equality	

- All staff place children's wellbeing and children's rights at the centre of the life and work of the nursery. They know the socio-economic context of children and families very well and provide highly effective bespoke support for all children as and when required. Staff are very caring and nurturing in their interactions with children and, as a result, have developed strong positive relationships with all children. This is helping all children to settle quickly in nursery each day. Children are very happy and secure in the nursery and demonstrate this successfully as they play well together and share laughter and fun. Staff have robust processes in place to support children to attend nursery regularly. They support families sensitively through bespoke welcome arrangements to encourage all children to attend regularly.
- All staff support children very well to develop their knowledge of wellbeing and identify and manage their emotions. With discreet support from staff, children calm themselves quickly when they are experiencing big emotions. This results in all children playing together well and being kind and considerate to each other. Children are becoming aware of a few of their rights, such as the right to play. Staff reinforce this well with children when they encourage children gently to include each other in activities. All children use the nursery 'ARRCHI' values characters effectively to help them to be kind and respectful to their peers. For example, children identify proudly they are being 'Respectful Rocky' when they share resources and include others in their play. All children are beginning to develop their knowledge of the wellbeing indicators appropriately to their age and stage. For example, they explain clearly and use features of road safety very well when on visits in the local community. Children are highly inclusive of each other and actively invite others to join their play. Staff should continue to develop children's knowledge of children's rights and the language of wellbeing appropriate

to their age and stage of development. This should help children to articulate their wellbeing more effectively.

- All staff ensure the universal experiences on offer in the playroom and outdoors are highly inclusive and meet the needs of all children. All children can access quiet, comfortable space freely to be calm and quiet if they are overstimulated or tired. Children enjoy an unhurried lunch and are developing their skills of independence very well as they serve themselves and tidy up after their meal.
- All staff understand and fulfil their statutory duties relating to safeguarding, child protection, early learning and childcare, and supporting children who require additional support. There are currently no children identified who require additional support with their learning. Staff provide effective targeted support to meet the needs of all children on a day-to-day basis through effective interactions and the highly-inclusive universal offer. All children benefit from a clear care plan which is reviewed with parents every six months or earlier if required. Staff should continue to develop the language of children's targets to ensure they are specific, measurable, relevant and achievable within the timescale of the plan.
- All children participate in learning about festivals of a few cultures, such as Chinese New Year and Christmas. Children access a range of resources which represent cultural diversity such as dolls and books. This is helping children to begin to develop their knowledge and understanding of the diverse world in which they live.

Safeguarding

- The setting 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 setting and the education authority.

Explanation of terms of quantity

The following standard HMIE 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.

On behalf of His Majesty’s Chief Inspector of Education in Scotland.