

Summarised inspection findings

Longforgan Primary Nursery Class

Perth and Kinross Council

15 September 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

Longforgan Primary nursery class is part of Longforgan Primary School. It provides early learning and childcare (ELC) within the rural town of Longforgan on the edge of Dundee. It caters for children aged three to those not yet attending school. It is registered for 32 children at any one time. There are currently 19 children on the roll. The nursery is a term-time provision, and children attend between the hours of 9 a.m. and 3 p.m.

The headteacher of the school has recently been appointed and has overall responsibility for the nursery. Staffing includes, three early childhood practitioners, one part-time play assistant and a part-time family learning practitioner. A peripatetic support teacher attends the setting one day every two weeks.

The nursery consists of one playroom with direct access to an outdoor area. Children make use of part of the playroom for lunches.

Curriculum	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	

- Staff provide a curriculum which is firmly based on play and the principles of Curriculum for Excellence (CfE). Staff place high importance on wellbeing, outdoor learning and curiosity and have highlighted these in their curriculum rationale. Staff take part in a wide range of high-quality learning and use this to continually develop their curriculum for children. Staff make effective use of local and national guidance to further strengthen their curriculum. As a result, children are very well supported across the curriculum by a skilled staff team. Staff promote children's rights and provide age and stage appropriate play-based experiences. Most children confidently access the different areas of their setting as they explore and make choices.
- All children have access to a range of experiences which support them to receive their entitlement to a broad, balanced and holistic curriculum. Staff provide a wide range of open

ended, interesting and motivating experiences indoors and in the outdoor space. Staff are responsive to children's interests and developmental needs and ensure children experience learning across all curriculum areas. They are beginning to make use of their local area to enhance the curriculum they offer. For example, children enjoy exploring their immediate environment as they visit the local shop and park. As planned, staff should continue to strengthen their planning and assessment processes to ensure children experience increased depth and challenge across the curriculum.

- Staff ensure a flexible approach to visits when children transition into nursery. They offer opportunities to support children into the setting, for example, a literacy session where children sing songs and read stories together with parents and staff. Children have regular opportunities to be involved in the life of the school. They are supported well by the older children through a reading buddy approach and they have regular access to the P1 classroom. As a result, children are familiar with the school context supporting a seamless transition into P1. This helps to support children continuity and progression in learning.
- Staff work effectively in partnership with families and provide opportunities for them to share in their child's learning through family groups and stay and play experiences. Staff support learning in the home through the use of learning at home bags and curricular learning events. They make effective use of parents' experience and knowledge in the setting and encourage families to share their skills and interests, for example, a parent providing singing sessions. Staff communicate regularly with families through a termly newsletter and an online platform. This provides useful updates on learning and opportunities for parents to identify where they can enhance learning in the setting. Staff have established positive relationships with a few partners within the local community, including the senior citizens group and the local shop. They have also developed links with a university to access learning in science, technology, engineering and mathematics. As a result, staff are improving children's learning in these areas of the curriculum. Staff should build on this positive start and consider ways in which they could develop meaningful, sustained partnerships to enrich the curriculum for children.
- Children benefit from a wide range of experiences to develop skills for life and learning. Most children are confident, independent learners who follow routines well and lead their own learning. Staff have undertaken professional learning in digital literacy led by the digital champion. As a result, staff confidence in this area has grown and staff now plan effectively for children's experiences using digital technology. All children now have opportunities to develop their digital skills through a wide range of high quality, meaningful experiences. For example, children use video calls to communicate with the children in neighbouring nurseries. This supports children to connect with areas beyond their immediate experience.

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

- Staff have established a warm, nurturing and inclusive ethos where children and families feel valued and respected. All children benefit from positive relationships with staff and each other that contribute to a relaxed environment where almost all children play well together. Staff ensure clear, consistent routines and expectations which enable children to settle well, including those new to the setting. As a result, most children demonstrate confidence and independence in their learning. Transitions are flexible and well-considered to meet the needs of children and their families.
- Staff make very effective use of spaces available for learning, indoors, outdoors, in the school and in the community. They provide a rich selection of open-ended resources, including loose parts, real-life tools and natural objects. As a result, children experience a high-quality provision which promotes their curiosity and creativity. Children are motivated in their learning and most sustain their engagement in play for extended periods of time.
- Staff interactions are consistently warm and responsive to children's individual needs. These include a blend of modelling, questioning and commentary to support children's learning. Senior leaders should continue to support staff to strengthen the effectiveness and consistency of questioning across the setting. Staff should ensure all children experience interactions that deepen their understanding, promote their thinking and offer appropriate challenge.
- Staff use digital technology well to enhance children's learning across the curriculum. They make effective use of devices to support children's research of their emerging interests. Staff support children to use programmable toys to encourage mathematical thinking and interactive resources to communicate their ideas in meaningful ways. As a result, children use digital learning in real and relevant contexts.

- Staff record observations of children's learning through digital learning journals which are shared with parents. They should now develop this approach further to ensure that observations are more significant and focused on what individual children learn. Staff should highlight the progress children make and the impact on their developing knowledge and skills. This should help staff to plan more relevant and meaningful next steps for each child, enabling them to make steady, sustained progress.
- Staff use CfE experiences and outcomes well to plan a broad range of high-quality learning opportunities for children. They plan intentional experiences, with a storybook stimulus, which supports children's literacy skills well and encourages them to make connections across the curriculum. Additionally, they use responsive planning to follow children's emerging interests effectively. Staff use floorbooks to document children's learning, from both responsive and intentional planning. Senior leaders should now support staff to further develop floorbook planning in order to streamline paperwork. Staff should continue to support children to take ownership of their learning as they make decisions and reflect on what they have learned.
- Staff use local authority developmental milestone trackers to monitor children's progress over time. They use this assessment information well to identify groups of children who may require additional support with their learning. Staff should now synthesise the information they gather to create a clearer view of each child's progress across all curricular areas.

Wellbeing, inclusion and equality	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	

- Staff have warm and nurturing relationships with children and families. Children benefit from a supportive ethos which enables them to feel confident, secure and have a sense of belonging. Staff support children effectively to identify and manage their emotions through a range of helpful approaches. They use stories and the interactive ‘fizzy bottle’ to encourage children to take part in conversations about their feelings. As a result, most children engage in play for sustained periods of time. Staff have a strong understanding of the national wellbeing indicators and use these meaningfully with children and their families. They use wellbeing character toys to bring the indicators to life for the children, for example, Responsible Rosie. Staff support children in a developmentally appropriate way to understand the indicators, for example, learning to be responsible when looking after ‘Honey the Bunny’. As planned, staff should develop the use of wellbeing indicators with families to collect holistic information about a child when they transition into nursery.
- Senior leaders closely monitor attendance to ensure that any barriers are addressed. Staff work closely with families to provide one-to-one support from the family learning practitioner when this is required. They promote the value of early learning and childcare through parent learning sessions. The overall attendance at the setting is strong.
- All children are included well in the life of the nursery. Most children participate and share their ideas to support meaningful decision making. This includes, children voting on the digital resources they would like to have access to in their nursery. Staff gather children’s views in a number of ways, including, through children’s digital voice recordings and speech bubbles across the nursery. Staff use a range of approaches which support all children in their learning

and development. They have recently made use of an approach to support children with their talking and listening skills. As a result, most children listen well to their friends and take part in sustained conversations. Staff encourage all children to be active as they support children well to ride a bike safely within the school grounds. All children have development targets which are regularly updated. As planned, staff should now make use of progression pathways to ensure all targets are measurable, provide appropriate challenge for children and take account of the full curriculum.

- Children requiring additional support with their learning are identified early through observation and milestone tracking. Staff make use of specialised support, for example, the speech and language therapy service when required. They provide one to one or small group targeted support, for example, planned time to develop children's language and communication skills. As a result, almost all children communicate well with familiar adults and their friends. Senior leaders have a clear understanding of their statutory duties. They understand their responsibilities to keep children safe and ensure the care and wellbeing needs of all children are met.
- Staff know children and their families well and treat them with fairness and respect. Staff have a well-developed understanding of children's rights. They use these in an appropriate way with children through characters such as 'Beeanca Bee' and the right of the month. Staff have a developing understanding of diversity and are beginning to support children with these ideas. As planned, senior leaders should support staff to further develop their skills in this area. Staff have a very good knowledge of their families and use the role of the family learning practitioner effectively to offer appropriate support and effective signposting when required.

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 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.

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