

Summarised inspection findings

Edenside Primary School Nursery Class

Scottish Borders Council

4 February 2025

Key contextual information

Edenside Primary School Nursery Class provides early learning and childcare for children in Kelso, a market town in the Borders area. The setting has capacity for 63 children to attend at any one time from the age of two until they start school. There are 47 children on the roll. Children attend nursery term time between 8.50 am to 3.20 pm with an early finish on Fridays at 12.30 pm. A few children attend more than one setting across their week.

The headteacher has overall responsibility for the nursery class. The team includes an early years officer (EYO), part time early years teacher and a team of practitioners. There is one large playroom for older children and one smaller playroom for children aged under three years. Both playrooms have access to outdoor spaces. Children regularly access spaces within the school such as the gym and lunch hall.

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 setting respectful and nurturing relationships between practitioners, children and with families are a strong feature of the work of the whole team. Children feel highly valued and settle quickly to their play. Practitioners offer sensitive, well-judged support to help children and parents develop highly positive relationships with the staff team.
- Practitioners are welcoming, caring, and patient as they offer just the right amount of support to engage and sustain children in their learning. Children are highly motivated, increasingly confident and curious learners. They benefit from a good range of sensory and creative activities. Children care for their friends, frequently share resources and use all of their senses as they learn. Practitioners are gentle, kind and consistent as they role model and praise positive behaviour. As a result, children are secure, settle quickly and have a strong sense of belonging. A few of the youngest children would benefit from increased opportunities to explore the larger playroom more frequently.
- Practitioners interact frequently with all children in a supportive, interested way. They apply their strong understanding of child development to plan a wide range of interesting experiences. All practitioners listen attentively to children and frequently ask open ended questions to hear more about what they are interested in doing next. A few practitioners skilfully emphasise specific words to extend children's vocabulary. They make well-considered use of higher order questions to extend children's thinking. Most children frequently lead their own play. Practitioners should now ensure all learning spaces and experiences are directly influenced by children's skills and prior learning.

- There is an improving balance between adult-initiated and child-initiated learning. Together, the team are beginning to apply learning from professional dialogue and self-evaluation to improve how they plan for learning. The early years officer and nursery teacher have worked well with practitioners and colleagues from across the local authority to reflect on their practice. The team have made a positive start in implementing new approaches to track children's progress more effectively. They communicate well with one another to share information about children's needs, preferences and successes. All team members record valuable information about children's experiences using photographs, videos, snapshots and 'wow' moments. A few practitioners document significant learning for children skilfully. At present, most practitioners make general observations of children's engagement in learning experiences. Most practitioners would benefit from continued, specific feedback about how to improve their observations of significant learning. The team should continue to improve how they identify and document what children are ready to learn next.
- Practitioners plan effectively for children who face additional barriers. All team members understand and consistently implement agreed strategies to ensure children make good progress. The team leader, working closely with practitioners, parents, visiting professionals and the headteacher ensures plans are current, clear and support children's development well.

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

- Almost all children make good progress in communication and early language. Children take turns to listen to each other and talk, sharing their thoughts, ideas and feelings confidently with friends and adults. They increase their vocabulary as they enjoy stories, songs and rhymes in small groups. Children develop early writing skills as they access a good range of mark making opportunities. The majority are keen to explore the formation letters and words and a few write their names on drawings. Children are now ready to access a wider range of texts, explore environmental print and take part in a wider range of purposeful mark making.
- Most children make good progress in numeracy and mathematics. They have regular opportunities to investigate number patterns in small group times. Most count confidently forwards and backwards to 10 and demonstrate good recognition of numbers to 10. A few children notice missing numbers in a number line and sequence numbered objects to 12 correctly. Children are beginning to explore the use of a timer using a digital application to support practical activities. Children should now develop further their numeracy skills in real life contexts.
- In health and wellbeing, children make good progress in their learning. Most children are confident and develop their gross motor skills well as they balance and climb. They identify and assess risk appropriately in outdoor play and in their 'secret garden.' All children develop well their fine motor skills using scissors, tools at the wood bench and a wide range of construction materials. A few children, with support from practitioners, reflect on how to make positive choices to show kindness towards their friends. Most children would benefit from developing further their understanding of their own and other children's feelings and emotions.
- Children's progress and achievements are documented by practitioners in children's online learning journals using photographs, observations and stories. A few parents regularly contribute to these as they share children's achievements from home. Children also receive positive postcards which share their special achievements in nursery with their family at home. Families benefit from sharing in their children's learning through termly stay and play sessions. Practitioners, working with colleagues in the school have developed a new tracker to help document the range of opportunities for children's achievement. As planned, the team should use this information, alongside their analysis of gaps in children's learning to provide targeted interventions that provide additional support and challenge.

- Practitioners know families and their context very well. The staff team have a clear understanding of children's needs. All staff collaborate with parents and other agencies in a sensitive way to provide timely, practical support for children and families. This includes arranging meetings with specialist agencies charities or by sourcing practical items required by children. A parenting group offers opportunities for families of children who have not yet started nursery to develop highly positive relationships with staff and other supportive parents.

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.