

Summarised inspection findings

Torbain Primary School Nursery Class

Fife Council

20 May 2025

Key contextual information

Torbain Nursery Class is situated within the grounds of Torbain Primary School, in Kirkcaldy, Fife. The nursery is situated within the early years building where there are three large playrooms and a large nurture room. It also houses the P1 classes from the primary school. The nursery has a large outdoor environment and a new sensory garden. Children aged three to those not yet attending primary school attend the nursery. There are currently 82 children registered, with a maximum of 89 spaces. The nursery is open from 9.00 am to 3.00 pm, during term time.

The headteacher has overall strategic responsibility for the nursery. The deputy headteacher has responsibility for the day-to-day management of the nursery. The nursery staff comprises 14 early years officers, several of whom joined the nursery team recently. A peripatetic nursery teacher also visits the nursery on a regular basis.

2.3 Learning, teaching and assessment

very 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

- Practitioners demonstrate consistently warm, nurturing interactions with all children. They know children very well and are responsive to their needs. Children are happy, confident, settled and secure. There is an embedded approach to teaching and a strong focus on children's rights which is evident through the nursery's ethos and culture.
- Almost all children are engaged in learning across the environment which offers a range of high-quality attractive resources and provocations. Children's voice is captured well through learning walls, displays and floorbooks. As a result, almost all children are motivated and curious to learn through planned and spontaneous play experiences. Almost all children lead their own learning and are 'ambassadors' for Eco and World of Work. They are building friendships and are confident within small and large groups.
- Practitioners use sensitive and effective questioning techniques and comments during their interactions to extend children's interests and skills observed through play. For example, practitioners support children to build on prior knowledge and extend their thinking. All practitioners contribute to capturing the observations of children's learning. As planned, practitioners should continue to develop high quality observations with a focus on skills and next steps. Practitioners engage in daily meetings to discuss and share significant observations of children's learning. As a result, their approach to planning is responsive and supportive. Practitioners should now explore ways to further develop the effective use of digital technologies. This will support children to continue to develop digital skills.
- Practitioners use personal learning journals effectively to highlight each child's progress and achievements. Families have regular opportunities to make contributions to these and make comments on their child's learning. Children regularly and confidently reflect on learning in their

personal learning journals with peers and adults. They enjoy revisiting and sharing these learning experiences with their friends.

- Practitioners use national Benchmarks for literacy, numeracy and health and wellbeing to inform their planning. They use a range of robust systems and processes to track children's progress. Practitioners plan next steps within the tracking process well, including appropriate universal and targeted approaches for children who require additional support. Practitioners plan quality experiences which are developmentally appropriate and provide depth and challenge in learning. For example, providing real life experiences such as using woodwork to create a bird house. Practitioners make sound judgements about children's progress and respond appropriately to meet children's needs.

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. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter of urgency.

3.2 Securing children's progress

very 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

- Children are making very good progress in communication and early language. Almost all children are settled, happy and fully engage in rich communication with their peers and adults. Children confidently and successfully join in with daily literacy opportunities, such as developing their skills in rhyme. Children demonstrate a high level of interest in books and songs. They independently choose stories to read to themselves and have developed a strong love of books. Children confidently re-tell familiar stories to their peers. Children independently mark-make in a stimulating and creative environment. Most children demonstrate very good fine motor skills and can articulate their pictures very well.
- Children are making very good progress in early mathematics. Most children can confidently count to ten and beyond. Children measure, identify shapes, compare sizes and create patterns. Children use a range of mathematical vocabulary in their play. Children investigate and problem solve, for example, when planting and growing fruit trees and vegetables. A few children are challenged to extend their learning further. Children would benefit from more support to extend further their understanding of mathematical concepts.
- Children are making very good progress in health and wellbeing. Most children run, climb, balance and play games outdoors well. Almost all children take part in the daily running club and enjoy the experience of developing their fitness and stamina. Children understand the importance of keeping healthy and the benefits of being physically active. Most children are aware of good hygiene practices, such as regularly washing their hands and cleaning their faces. Children understand their feelings and emotions and confidently talk about why they feel certain ways, such as happy, calm and scared. Children keep themselves safe and have a strong understanding of risk in their play. They are actively involved in ensuring they keep themselves safe.
- Children's progress over time is very good. All children are learning the skills and attributes to be successful in the future. Children are confident, independent, resilient and able to take risks. Practitioners encourage children to develop their interests and ensure there is a strong focus on continued progress for all children.
- Children's achievements are recognised, captured and celebrated well within the nursery. Children feel valued and proud of what they have achieved through their achievements, which are reflected in wall displays. Parents contribute achievements from home, such as dance lessons and swimming, to detail the skills children have developed. Practitioners could now begin to track the skills children are developing through their wider achievements. This will help

them to gather an overall picture of each child, and support those who may need more opportunities or further challenge.

- Practitioners have created a highly inclusive, respectful and supportive ethos to ensure equity for all children. They fully take account of cultural, socio-economic and linguistic backgrounds of children and their families. Practitioners are highly skilled in ensuring information is accessible to all in a wide range of languages. They strongly encourage families to be involved in the life of the nursery, for example, coming to family engagement events and supporting with care home visits. Practitioners work closely with partners to support families to ensure positive outcomes for children, such as regular meetings and consistent strategies between nursery and home.

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.