

Summarised inspection findings

Guildtown Primary School Nursery

Perth and Kinross Council

27 May 2025

Key contextual information

Guildtown Nursery is based within Guildtown Primary School. There is one playroom, and an enclosed outdoor area. Additionally, children access the school facilities such as the library and gym hall. Children attend from the age of three until starting primary school. The setting is registered for 16 children at any one time. Currently, there are 10 children attending the setting on a full-time basis. The nursery is open during term time from 9am until 3pm, Monday to Friday. The acting headteacher has overall responsibility for the setting and manages the day to day running of the nursery. The nursery team comprises of one full-time early years practitioner, two part-time early years practitioners and one play assistant. The staff team receives weekly support from an early years support teacher (EYST). Throughout the past session there has been significant changes in staffing.

1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The nursery shares the same vision, values and aims as the school. Practitioners implement the agreed values of, support, togetherness, ambition and respect (STAR) in a developmentally appropriate and meaningful way. For example, some children use the language of the values as they play and are proud to be recognised as the 'star' of the week. The recently appointed acting headteacher visits the nursery regularly and includes the nursery practitioners and children in whole school events, such as weekly assemblies. As a result, all staff and children feel valued and included in the life of the school.
- Practitioners work together very effectively to create a warm, caring welcoming ethos for children and families. They ensure they seek ways to improve practice and therefore improve outcomes for children. Practitioners undertake a variety of professional learning opportunities that link well to the nursery improvement plan. For example, practitioners have engaged with high-quality training to support children's emotional wellbeing. This has had a positive impact on children's resilience and their developing understanding of emotions.
- Practitioners make effective use of a robust quality assurance calendar to support them in reflecting on their practice and planning for improvement. In doing so, they use national and local guidance to enhance the learning environment and their interactions with children. Moving forward, the acting headteacher and staff should continue to ensure that they have a systematic approach to self-evaluation. They should involve children and families more regularly in improvement planning processes. This will help practitioners to evidence, more robustly, the differences, changes and improvements are making to children's experiences and outcomes.
- All practitioners have a leadership role to support improvement. For example, practitioners lead in areas such as numeracy, communication and emotional wellbeing. They develop their own knowledge and understanding of good practice in these areas and share their learning with

each other. This is resulting in children experiencing a range of high-quality learning opportunities.

- Children have a few leadership responsibilities, for example, setting up for lunch. They are capable of further opportunities to be leaders in their learning. The acting headteacher should ensure practitioners continue to plan high-quality leadership opportunities for all children. This would support children in developing their independence and taking more ownership of their nursery.

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

- Practitioners are positive role models for children and provide a calm and nurturing learning environment. As a result, relationships in the nursery are very positive. Children play well together and most share resources enthusiastically. Practitioners use sensitive interventions skilful to support children to regulate their behaviour.
- Practitioners know children very well as individuals. This helps children to feel confident, motivated and independent as they explore their learning indoors and outdoors. Practitioners ensure the learning environment is inspiring, stimulating and promotes creativity and curiosity. Children have access to open ended natural resources. This is encouraging them to sustain their enthusiasm for imaginative play. However, a minority of children would benefit from further challenge in their learning. Children use the interactive whiteboard and internet well to gather information. Practitioners should now develop further, children's digital skills.
- Practitioners interact sensitively with all children in a respectful and supportive way. The majority of practitioners use commentary and questioning well to support children with their learning. Practitioners give children time and space to follow their interests. They should now consider how interactions can be used more effectively to support children to deepen and extend their learning.
- Practitioners plan fortnightly using local and national guidance across all areas of learning, ensuring that children's rights underpin all their learning experiences. Practitioners plan experiences which are responsive to children's interests. They track children's progress in literacy, numeracy and health and wellbeing. They have a good understanding of how well children have achieved developmental milestones and what their next steps are. Children are encouraged and supported to set targets for learning. Practitioners now need to ensure that individual targets support and challenge children in their learning more effectively.
- Practitioners observe children during play and record examples of their learning in online journals, displays and floor books. Practitioners should now ensure that they record clearly what individual children can do and their next steps in learning. This should support practitioners to ensure that they plan learning that effectively meets the needs of all children to help them make the best possible progress.

2.2 Curriculum: Learning and developmental pathways

- Practitioners have effectively created a stimulating learning environment which allows children to experience learning across all areas of the curriculum. All children have a strong sense of ownership of play spaces inside and outside the nursery. These spaces are well resourced and support children well to play and learn in a variety of ways.
- Practitioners have a sound understanding of Curriculum for Excellence and individual children's milestones. They implement a flexible and progressive curriculum very well. The curriculum is linked to seasonal changes and festivals at key points in the year and is based on children's ideas and interests. Practitioners deliver the curriculum through a broad range of interesting experiences. They use the local community effectively to enhance children's learning. For example, they regularly visit the local woods, the library van and the post van. This helps children to learn about their local environment in meaningful ways.
- Practitioners support children well as they start nursery. Children have the opportunity to visit the setting, and key workers have dedicated time to speak with parents to gather information about their child's learning and care needs. This helps practitioners to know children well and to build trusting relationships with them and their parents. Practitioners have a planned programme to support transition for children moving on to primary school. Practitioners and school staff meet and share key information to support continuity of learning for children. This ensures that children are supported effectively to settle into P1 quickly.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners have trusting and respectful relationships with all families and they welcome parents warmly into the setting. Parents share their children's achievements out with nursery with staff and practitioners display these proudly on the "achievement wall".
- Practitioners share key information on children's learning with parents in a variety of ways. This includes informal chats at drop off and pick-up times, online journals, floor books, photographs and parent's evenings.
- Parents attend a range of experiences in the nursery including stay and play sessions, "Book Bug" and "craft sessions". These events support them with strategies on how they can best support their children's learning at home. The setting offers story sacks to support parents' understanding of children's learning. Practitioners should build on this good work and continue to explore further how they can provide regular opportunities to involve parents fully in their child's learning.

2.1 Safeguarding

- 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.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Practitioners understand the importance of strong nurturing relationships to ensure wellbeing and place this at the heart of the work they do. They encourage parents to share wellbeing information about their child each day as the child enters the setting. As a result, practitioners support children's needs very well and children settle quickly to play and learning. Across the setting, there are very positive, trusting and respectful relationships between children and practitioners. Practitioners model behaviour which promotes care and respect of each other. They support children effectively to be aware of their emotions and the strategies to use if they feel upset or angry. Practitioners speak sensitively with children and help them to identify how they can resolve issues. As a result, all children make good choices when they disagree with others and resolve issues well between themselves. Children make good use of the 'Nurture Neuk' to rest and relax and be offered assistance to manage their feelings. This supports children very well to interact positively and show consideration for others. As a result, all children behave well and maintain positive relationships with each other.
- Practitioners support children to feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Children are developing very well their understanding of the wellbeing indicators in age-appropriate ways. They talk about how to be safe, healthy and responsible when playing indoors and outside. Almost all children assess risk appropriately as they climb and run safely outdoors. Most children demonstrate their understanding of including others in their play. They are developing well an awareness of how their actions can affect the emotions of others. Children understand the importance of making healthy choices at snack time. All children benefit from unhurried, calm lunchtime and snack experiences. They develop their social skills well during these times as they chat with practitioners and other children. In order to develop children's independence skills further, children would benefit from greater opportunities to help prepare the snack and serve the lunch for their peers.
- Practitioners have a clear understanding of their roles and responsibilities regarding statutory requirements and their professional responsibility in fulfilling these. Regular opportunities for professional learning with regard to keeping children safe and well, enable practitioners to keep their knowledge up to date. They meet with parents and other agencies to develop individual plans to support children who require additional support with their learning. Staff need to ensure targets are more specific and measurable in these plans. Children's progress in relation to planned targets should be reviewed and measured more regularly with parents and partners. This should help staff to identify, with greater rigour, which interventions are effective and are leading to improved outcomes for individual children.
- Practitioners have created an inclusive ethos which ensures that all children and their families are treated fairly, equally and with respect. However, staff need to now support children to understand diversity and challenge discrimination. The staff team celebrates some seasonal

festivals but should do more to promote children's understanding of the wider world. As a next step, children would benefit from developing further their awareness of different cultures.

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

- Overall, children are making good progress in early communication and language, numeracy and mathematics and health and wellbeing. However, a minority of children are capable of making increased progress.
- Most children communicate well with practitioners and peers and enjoy sharing ideas as they explore learning spaces within the setting. Most children show a keen interest in mark making and writing. They contribute their thoughts and ideas to floor-books. They enjoy listening to stories and are beginning to talk about the key features of stories. To develop children's early communication and language skills further, practitioners should continue to regularly assess the learning environments to ensure they offer rich language and communication learning opportunities.
- Most children demonstrate their understanding of numeracy and mathematics as they play and learn across the setting. Most children continue to develop their understanding of number within 10. A few children explore numbers beyond this. Most children order objects by size and demonstrate their understanding of measure particularly whilst using block play resources. Children are developing well their understanding of data and tally marks. They investigate different ways data can be presented, for example by creating pictograms.
- Most children share confidently how they are feeling and use a range of language associated with wellbeing during emotion 'check-in' conversations. They play cooperatively with friends, sharing, turn taking and developing teamwork skills. Most children demonstrate confidently their skills in running, jumping and climbing. They are developing their fine motor skills well through a range of high-quality creative activities. For example, children use tweezers, paintbrushes and scissors as part of their play, and experiment with these at the discovery and exploration table.
- Overall, most children are making good progress across all aspects of their learning and development over time. This is evidenced in daily observation records, floor-books and on learning walls. Practitioners should ensure all children are supported to make the progress they are capable of, through planning experiences that provide increased challenge.
- Children's wider achievements are recognised and celebrated at assemblies and during the nursery day. Children enjoy receiving stickers and certificates for successes within the playroom. Practitioners should now track children's wider achievements. This will help to

ensure all children have equal opportunities to experience the joy of success and help to identify the skills children are developing.

- Practitioners have created a strong sense of community where children and their families are valued, respected and included. They have created a supportive and inclusive ethos that promotes equity. They know the socio-economic context for children and families and use this knowledge well when planning activities. Practitioners are proactive in reducing potential barriers to learning and work closely with a range of partners within the community to ensure that children and families are well-supported.

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.