

**HMIE**

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

Summarised inspection findings

Tannadice Primary School Nursery Class

Angus Council

23 June 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

Tannadice Primary School Nursery Class is situated within Tannadice Primary School, which is located in the rural village of Tannadice in Angus. Children attend from the age of three years until they start primary school. The setting is registered for 24 children at any one time, and the current roll is seven. The nursery is open 39 weeks of the year. All children attend a full-time place. The nursery delivers 1140 of early learning and childcare model of Tuesday to Friday 8.30 am till 4.30 pm. All children live within Scottish Index of Multiple Deprivation deciles 6 -10. The nursery comprises one large playroom, cloakroom area, and an outdoor play space.

The headteacher is the registered manager for the nursery. The staff team comprises a senior early years practitioner an early years practitioner and an early years assistant. The headteacher took up post in April 2025. In the past few years, the team has experienced staffing changes. Recently, staffing has become more consistent.

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	

- Senior leaders and staff have collaboratively with stakeholders to refresh the curriculum rationale. The revised rationale provides a clear, child centred approach grounded in the United Nations Convention on the Rights of the Child. The curriculum is strongly aligned to the setting’s vision, values and aims, with a clear emphasis on wellbeing.
- Core values of friendship, responsibility, teamwork, kindness and respect are embedded effectively across the setting and shape its positive, nurturing ethos. As a result, children experience a broad, inclusive curriculum that promotes positive relationships and supports their emotional security, helping them feel safe and ready to learn. Staff should continue to refine the curriculum rationale to more explicitly demonstrate how high-quality play drives children’s curiosity, creativity and self-expression.

- Staff ensure that children experience breadth of learning across the early level curriculum. They place appropriate emphasis on the rural context of the setting by utilising local green spaces. Staff plan opportunities for children to explore and learn about the natural world. They make effective use of developmental overviews and increasingly, make use of progression pathways in literacy and numeracy. This is beginning to help them build a more holistic picture of the child as a learner as they grow and develop. As planned, staff should continue to develop progression pathways in all areas of the curriculum.
- Children benefit from the positive relationships staff have developed with parents, carers and the local community. Staff provide parents and carers with stay and play sessions. These enable parents to participate in the life of the setting and engage with their child's learning. The nursery has a close relationship with the wider school and regular participation in whole-school events such as health week and world book day. Staff should continue to reflect on whole-school experiences to ensure that all children have access to the correct balance of adult planned and child-initiated learning.
- Staff have developed positive partnerships with the wider community. These partnerships enhance children's learning by providing relevant experiences that support children to connect with the world beyond their immediate personal community. For example, visits by the local fire brigade, library bus and the active school's sports co-ordinator help children to develop their life skills and confidence to interact with people beyond the nursery.

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

- Across the nursery, staff ensure all children experience a calm, positive and welcoming ethos. Strong, secure relationships are evident between staff and children. This is a key strength of the nursery. Children benefit from consistently warm and nurturing interactions with staff, which support their emotional wellbeing effectively. Staff work well together and have established clear expectations and well-embedded routines. These routines help children to feel safe and secure, while promoting their independence, confidence and development of key life skills. All children take on leadership roles with enthusiasm. For example, children set up for snack or lunch. They are developing well their skills for life and building important capacities such as being an effective contributor. Children are rightly proud of the jobs they do in the nursery and feel a sense of achievement when they finish them.
- Children's play is unhurried. Transitions across the playroom are sensitively supported by staff and carefully planned to minimise disruption to children's play. Almost all children enthusiastically make use of the free-flow access the carefully planned outdoor spaces. They engage in a wide variety of play experiences that effectively support the development of their gross motor skills, curiosity and investigation skills. For example, children observe and learn about nature and ride bikes successfully across a variety of surfaces including grass, paths and mini hills. Staff have carefully considered their indoor and outdoor spaces and have spent time auditing these areas to enhance the learning opportunities provided. As a next step, staff should observe children's engagement across indoor and outdoor environments. They should ensure that provocations match children's interests and learning behaviours and promote greater engagement in continuous provision to support children's play and development.

- Staff respond skilfully to children's individual needs and interests. They know their children and families very well. Staff interact effectively with children to promote purposeful learning. This includes using open-ended questions and commentary which supports, enhances and extends children's learning. All children confidently interact with staff and can communicate their needs and interests effectively. Staff should continue to support a few children to progress from parallel play towards playing cooperatively with others. This will support these children better to progress their playful language and social communication skills and help them to share ideas, take turns and develop meaningful social connections.
- Staff are beginning to use a wider range of information to inform planning. All staff discuss children's observed learning at weekly meetings which helps them to inform future spaces, experiences and interactions. Staff record high-quality observations of significant learning which include adult and child-initiated experiences on an online platform. Most children are beginning to access their own online learning journal through Matrix barcodes. The majority of children use digital devices effectively to take photographs to record their own learning. Staff plan children's learning experiences over different timescales. Their long-term planning demonstrates an appropriate breadth and coverage across the curriculum. Staff's short-term planning is predominantly focused on providing coverage of Curriculum for Excellence experiences and outcomes. Staff now need to ensure that planned learning takes appropriate account of the knowledge and skills children already have and ensure they build consistently on prior learning.
- Staff use local authority developmental overviews well and are increasingly using curricular pathways to track and monitor children's progress. Senior leaders have introduced a new tracking system which is beginning to help staff recognise children who are on track with their learning and those who need support. As staff continue to improve the robustness of the tracking system, they should ensure that they capture more fully what children are capable of doing. Staff celebrate children's wider achievements through praise and a 'proud cloud' wall display. They now need to consider how to effectively track children's wider achievement to inform their knowledge of individual progress across the wider curriculum. Staff use floor books to capture children's learning, comments and planned experiences and these are beginning to demonstrate children leading their learning.

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	
■ Staff create a welcoming and nurturing nursery environment through respectful, interactions that meet children's needs very well. They model positive relationships and listen carefully to children's ideas, encouraging them to try new experiences with confidence. Children feel safe seeking comfort and support from adults and know they are listened to and valued as part of the nursery community. Staff sensitively guide children to resolve any disagreements, helping them develop kindness, turn-taking and sharing skills. As a result, children show care and respect for one another and build positive friendships with peers as they play. ■ Senior leaders and staff have introduced a helpful whole school and nursery approach to developing children's understanding of their wellbeing and emotions. Staff increasingly use the language of the wellbeing indicators and are introducing children to recognisable wellbeing characters. This is better supporting children to comment on their wellbeing such as linking their wellbeing to physical activities such as running and riding bikes. ■ Staff support children well to understanding what it means to be safe. Children are gaining confidence in risk assessing situations for themselves through focused and responsive opportunities. Children engage enthusiastically in the role of risk assessor as they review the indoor and outdoor spaces for hazards. As a result, children are increasingly able to identify and mitigate risks more independently and at a developmentally appropriate way. For example, children put on helmets before cycling and stop, look and listen for cars when walking down the road. Children demonstrate being safe during visits to the local forest and play within safe boundaries.	

- Staff encourage regular patterns of attendance at nursery, Overall, children's attendance at nursery is very good. Senior leaders monitor attendance and support families as required.
- Staff are aware of their statutory duties in relation to early learning and childcare. All children have helpful personal plans created as part of their transition into nursery that are created with parents. These plans detail, children's health, care and development needs. Staff review children's personal plans with parents regularly and work to improve any identified areas to support children's wellbeing and development. Staff should now ensure these plans show more clearly their knowledge of children. The plans should provide more details about the key skills children have coming into nursery as well as more detail about their motivators, likes dislikes and needs. Greater detail would better support staff to baseline children's progress against developmental milestones and their planning of next steps.
- Children benefit from an inclusive nursery environment that meets their individual needs and preferences well. Children access a wide range of motivating indoor and outdoor play experiences, enabling most children to make good progress in their holistic learning and development. A small number of children require more additional support. Staff provide effective support through the use of clear, targeted plans which include relevant strategies. Staff review these plans regularly with parents and, where appropriate, partners to ensure children are making expected levels of progress. When needed, staff deliver more targeted interventions, helping these children to make the best possible progress in line with their developmental stage.
- Staff provide families with meaningful opportunities to be involved to in the life of the nursery through unhurried pick-up and drop-off times, stay and play sessions and parent meetings. This helps parents and carers to understand how they can support their child at home. Parents value the formal and informal opportunities they have to engage with staff and find out how well their child is developing thought their time at nursery.
- Staff work effectively with parents to gather and regularly update information about children through care plans and My World Triangles. Staff understand children's individual and family circumstances well and respond appropriately as children develop. Staff support children well to recognise and talk about similarities and differences between themselves and others. This helps children to develop a positive sense of identity and respect for others. Staff respond sensitively to changing family needs and celebrate significant events, supporting children to feel valued and included. Staff should continue to broaden children's learning through exploring other world festivals. They should provide children with a wider range of books, resources and experiences to give children a greater awareness of diversity beyond the nursery.

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.