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

Summarised inspection findings

Broughton Primary School Nursery

The City of Edinburgh Council

24 November 2026

HM Inspectors gathered evidence to enable us to evaluate the ELC's work using two quality indicators from the Quality improvement framework for the early learning and childcare sectors. This document provides our summarised findings.

Key contextual information

Broughton Primary School Nursery is situated within Broughton Primary School in The Edinburgh City Council. Children attend from age three until they transition to primary school. The nursery is registered for 71 children, with a current roll of 59. It operates 52 weeks per year and offers a flexible range of placements, including term-time, morning, afternoon and full-day sessions. The setting provides funded early learning and childcare from 8.00 am to 6.00 pm, Monday to Friday.

Most children live within Scottish Index of Multiple Deprivation deciles 8-10, with a few residing in deciles 4 and 5. A few children require additional support with their learning. Around 34% of children have English as an additional language. The nursery community is linguistically diverse, with more than 13 languages spoken by children, families and staff. The nursery comprises two large playrooms, a multi-purpose room, a cloakroom and hall area, toilets, an office and a large outdoor learning space.

The headteacher is the registered manager of the nursery and has been in post since 2019. The leadership team consists of a depute headteacher, two senior early years officers and two early years officers. The wider staff team includes 10 early years practitioners, four early years assistants, two domestic staff and a clerical assistant.

Learning, teaching and assessment	**good**
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	

- All staff foster warm, nurturing relationships with children and their families. They work effectively as a team and have established a calm, welcoming ethos across the setting. As a result, almost all children are happy, secure and settled in their learning environment. Children benefit from spacious, thoughtfully designed learning spaces where resources are well

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organised and readily accessible. This supports almost all children to make confident choices about where and how they learn. Children sustain engagement positively in areas that reflect their interests. Staff provide well-planned opportunities to develop early literacy.

- Children benefit from free-flow access to a well-developed outdoor environment throughout the extended day. They confidently access outdoor learning and engage positively in a variety of experiences. Staff provide a range of purposeful outdoor spaces, including a mud kitchen, sand area and reading nook. These spaces support children's developing literacy, numeracy, and wellbeing. Staff should now create more natural opportunities for mark making, creativity and gross motor development outdoors.

- Staff ensure a calm and purposeful learning environment through high-quality pedagogy that supports children to engage deeply in their learning. As a result, children lead much of their own learning. Staff respond sensitively to children's interests and interactions, extending learning through responsive engagement. With appropriate support, children demonstrate increasing responsibility for caring for resources and their environment. Most staff use questioning effectively to encourage children to think, explore and develop their own ideas. Children demonstrate creativity, resilience and problem-solving skills as they engage in experiences such as woodwork, loose-parts play and large-block construction.

- Staff provide an appropriate balance of child-led and adult-led learning. Children influence effectively the experiences on offer with their views and interests reflected in both responsive and intentional planning. Children's learning is enriched through a wide range of experiences in the community, including visits to museums, parks, a nearby care home, and woodland areas. These experiences deepen children's understanding of the world and help develop their confidence and social skills. Staff should now increase opportunities for children to engage with digital technology as part of their learning.

- Most staff record high-quality observations of children's learning, particularly in literacy, numeracy and health and wellbeing. These include relevant detail about children's progress. A minority of staff capture children's views and identify clear next steps in learning. This helps staff understand children's progress and respond appropriately through play and learning experiences. Senior leaders should continue to support all staff to consistently record high-quality observations across all areas of significant learning. This should provide a clearer picture of the holistic progress children are making.

- Staff are developing well their understanding of progression pathways in literacy and numeracy. They use helpful local authority tracking to track children's progress and identify next steps in learning. Staff share observations and children's achievements with families through an online learning platform. Most families engage well with this approach. Staff take proactive steps to support those who do not yet access the platform regularly. Children would benefit from greater involvement in reflecting on and discussing their learning using the online platform.

- Senior leaders and staff meet regularly to review and discuss children's progress. Senior leaders analyse progress data effectively to identify children who have achieved or exceeded expected developmental milestones. They should now make greater use of this information to identify children who require additional support or further challenge. This will help ensure all children make the best possible progress and build consistently on prior learning.

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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 warm, nurturing environment where children feel valued, listened to and respected. As a result, children settle quickly, feel safe and grow in confidence as they engage purposefully in learning. Children share their ideas confidently, knowing staff will respond positively. They behave very well and show kindness and respect towards others. Staff support children skilfully to resolve disagreements, helping them develop strong turn-taking, sharing and cooperation skills. Consequently, children form positive friendships and engage confidently in play with others.

- Senior leaders and staff are developing effective approaches to support children's understanding of wellbeing and emotions. They use daily check-ins and wellbeing characters effectively to help children recognise and name their feelings with increasing confidence. A few children are beginning to explain the reasons behind how they feel. Staff should build further on this work to deepen children's emotional literacy.

- Children are encouraged to take responsibility through meaningful roles such as lunchtime helper. Unhurried mealtimes support children very well to develop independence through serving food, making choices, using cutlery and pouring drinks. Through these experiences, children demonstrate confidence, responsibility and self-help skills.

- Staff support children very well to develop a strong understanding of how to keep themselves safe. Children act as risk assessors and confidently identify and manage risks within the nursery and the wider community. As a result, children demonstrate increasing independence and responsibility for their own safety. Children take home a nursery toy which shares this learning and supports discussions about making safe choices with families.

- Children benefit from a highly inclusive and stimulating environment. A broad range of indoor, outdoor and community-based experiences encourages children to be active and develop

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physical confidence. Staff have rightly identified the need to strengthen opportunities for gross motor development. They should continue to enhance experiences which support balance, coordination and movement skills.

- Overall attendance is very good. Senior leaders promote the importance of regular attendance effectively through induction processes and ongoing engagement with families. Staff understand barriers to attendance and work well with families and partner agencies to provide appropriate support. These approaches have improved attendance for a few children. Senior leaders should continue to evaluate and refine interventions to secure sustained improvements for all targeted children.

- Staff have a strong understanding of their statutory responsibilities and ensure children are safe, supported and protected. Staff create detailed personal plans in partnership with families. Staff track children's progress accurately through regular reviews. They identify next steps and plan effectively for children's holistic development. This is contributing to positive outcomes in wellbeing and learning.

- Staff provide highly effective targeted support for children who require additional help with their learning and wellbeing. Staff work with parents and partners to plan and review appropriate strategies to support children. This ensures support remains responsive and focused on improving outcomes. As a result, these children make very good progress, with a few demonstrating accelerated development, particularly in social communication and sustained engagement with peers.

- Senior leaders and staff know children and families very well and respond sensitively to individual circumstances and significant life events. They support children very effectively to recognise and value similarities and differences within their diverse community. As a result, children develop a positive sense of identity, feel included and experience a strong sense of belonging.

- Staff use their many spoken languages very effectivity to support new families feel welcomed and understood. Cultural celebrations broaden children's understanding of others and promote respect. Staff should continue to extend resources, books and experiences that deepen children's understanding of protected characteristics, diversity and the wider world. Children develop empathy, citizenship and a sense of contribution beyond the nursery through intergenerational work with a nearby care home.

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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.

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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.

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