

Summarised inspection findings

Tulloch Primary School Nursery Class

Perth and Kinross Council

16 September 2025

Key contextual information

Tulloch Nursery Class is situated within Tulloch Primary School. Its staff team provides early learning and childcare to 66 children at any one time, from the age of two to those not yet attending primary school. At the time of the inspection the roll was 66. The setting is open during term time, from 9 am until 3 pm. Children have access to a large indoor play space and an outdoor learning environment. Children access the school gym and quiet rooms regularly.

The acting headteacher, who has been in post since November 2024, has responsibility for leading and managing the setting. A newly appointed headteacher will take up post in August 2025. The wider staff team is comprised of a nursery teacher, two part time senior early childhood practitioners, nine early childhood practitioners, three play assistants and a pupil support assistant. An early years family learning practitioner joins the team two days per week.

1.3 Leadership of change	satisfactory
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	

- In previous years, senior leaders and practitioners created a vision for the nursery, which the current team have refreshed recently, including through engagement with families. The vision, to ‘give children a roaring start and help them to come on leaps and bounds’, is underpinned by the values of courage and compassion. Practitioners weave the theme of tigers throughout the setting to help them discuss with children their successes and achievements. It also helps them to feel connected to the vision of the wider school community. Practitioners would benefit from exploring the vision, values and aims further with families to ensure these are appropriate for young children. and reflect the voices of all.
- Practitioners use the vision, values and aims as a basis for developing and improving their practice. They consider relevant current thinking in the school community to help them identify and plan changes they want to make for their setting. The acting headteacher is highly supportive of the work of the nursery team. Due to her limited time in post, she has not yet had time to develop pedagogical leadership across the setting. Senior leaders and practitioners would benefit from revisiting early years national practice guidance Realising the Ambition: Being Me. This will support them in ensuring their vision for improvement reflects current thinking and best practice in working with young children.
- Practitioners work well together as a team to support each other. They meet regularly to discuss and evaluate their practice and the ways children are responding to the learning and routines they provide. As a result, practitioners make adaptations to the playroom environment to better meet the learning needs of children. The acting headteacher and nursery teacher work closely with the practitioner team to plan for continuous improvement. The nursery teacher uses a comprehensive range of monitoring activities to provide regular feedback to practitioners on many aspects of their practice. This guides practitioners in understanding what, as a team, they feel is working well and identify what needs to be improved further.

Practitioners now need to ensure they act on the aspects which need to be improved. Senior leaders and the staff team need to work closely together to bring about greater consistency in the quality of learning, teaching and wellbeing approaches for all children.

- Practitioners are enthusiastic and want to make a difference to the outcomes for children and families. They take on leadership roles which they find motivating. This encourages them to look beyond their own setting and to engage with colleagues locally. Practitioners selected thoughtfully the projects they lead on to ensure these reflect the learning needs of children. For example, they are beginning to improve children's listening and talking skills through small group activities. Practitioners are methodical in their approach and use self-evaluation well individually to measure the positive outcomes for children as a result of their work. Practitioners now need to ensure they share this learning with each other more effectively. They need to put into practice what they learn about the most successful strategies from their small group activities. This will help to ensure children get the consistent support they need in all learning spaces. Children need this support to secure their progress further through learning experiences they choose for themselves.
- Children have the opportunity to take on leadership roles through 'Tulloch Nursery Special Helpers.' For example, they can be eco warriors, helpful heroes and lunch lieutenants. As this approach develops, children should have further opportunities to practice their leadership roles and embed these in their daily routines. This will ensure they have a stronger voice in the life of the setting.

2.3 Learning, teaching and assessment

satisfactory

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

- Children benefit from a warm welcoming ethos which enables them to settle quickly in their setting. The majority of children are engaged and have fun when taking part in free play. However, a few children are not sufficiently engaged in learning experiences for extended periods of time. Practitioners need to offer well-timed consistent support to help children regulate their behaviour, make choices and sustain their interests.

Children aged two to three years

- Children enjoy using their own play space within the large playroom. They are learning to make choices and talk with practitioners and their peers about their preferences. Practitioners understand children's care needs well through their discussions with families. Practitioners should ensure that planning is developmentally appropriate to reflect children's learning needs.

Children aged three to five years

- Children make independent choices from the play resources available both indoors and outdoors. Practitioners should continue to make sure that all play spaces and experiences meet children's developmental needs and offer appropriate challenge. Children need a wider range of experiences and play resources that promote curiosity, investigation and exploration. This will support them to engage in activities more fully and for sustained periods of time. Children require further support to lead their own learning.
- Practitioners and children enjoy warm and overall, respectful relationships. They have an appropriate understanding of children's care needs. The majority of practitioners make effective use of interventions, commentary and questioning to maintain children's interests as they play. Practitioners miss opportunities to extend children's learning as they respond to events and the daily routines of the playroom, which in turn interrupt children's learning. Practitioners should continue to review the frequency and content of small group times to ensure that all children are engaging in appropriate and meaningful learning experiences.
- Practitioners use online learning journals to record observations about each child's progress. These include photographs and descriptions of children's learning experiences. There are significant weaknesses in practitioners' skills in observing, identifying and consistently recording significant evidence of children's learning. As a matter of priority, practitioners should undertake professional learning to ensure they make more accurate judgements about children's individual progress. This will help them build on children's prior learning and plan for appropriate next steps. Practitioners regularly provide parents with updates on children's progress during stay and play sessions, parent contact meetings and informal conversations at pick up time. At present, children are not using the electronic journals to comment on their learning due to limited internet connectivity in the playroom. Practitioners actively encourage families to share children's achievements from home.

- Practitioners meet fortnightly to discuss and plan for children's learning. Children, with the help of practitioners, capture their thoughts and ideas about their learning in a floor book. Practitioners now need to respond to children's interests more effectively and develop opportunities to deepen learning. Practitioners support groups of children through a range of planned interventions. They need to use information from the monitoring and evaluation of these planned interventions to determine relevant next steps for all children more accurately.

2.2 Curriculum: Learning and developmental pathways

- Practitioners provide an early years curriculum based on play. They should review the balance of responsive and intentional planning. Children need increased opportunities to lead and direct their own learning. Practitioners should continue to use national practice guidance to review and develop their curriculum. This will help them to consider spaces, experiences and interactions to support all ages and stages of children's development. Practitioners need to become more confident in understanding the progression of children's skills. In particular, practitioners need to better understand progression in learning within early language and communication and early mathematics.
- Practitioners plan transitions into the setting which are responsive to each child's needs. Children who would benefit from additional time to settle have bespoke plans to help them to adapt. Families appreciate the flexibility of care which the setting offers. Practitioners provide a well-planned transition for children as they move through to the primary stages. Practitioners now need to strengthen the evidence they gather of children's significant learning and use this information to enhance the continuity of learning across early level.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners work hard to build trust with families and engage them in their child's learning. They continue to encourage families to contribute to children's electronic learning journals and to share achievements from home. Practitioners provide 'stay and play' sessions to share learning with families in the playroom environment. They offer thoughtful resources for families to take home to help children to talk about their wellbeing, rights and learning.
- Practitioners and an early years family learning practitioner warmly invite families to participate in a wide range of groups designed around the needs of the young child. They offer bespoke programmes of activity to support families to build strong relationships at home. Practitioners help families gain confidence and understanding about how they can support their child's learning at home.

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

satisfactory

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

- Children enjoy friendships and a few demonstrate close bonds where they sustain play with fun and humour. However, children's relationships do not consistently add value to their play and wellbeing. A minority of children demonstrate that they find relationships with other children more challenging. They are not yet experienced in treating their peers with respect by sharing and taking turns and at times this leads to upset and distress. Practitioners need to be more consistent in how they support children to be kind, thoughtful and respectful with each other.
- Practitioners and children benefit from warm, caring relationships overall with each other. Most children have a close bond with their keyworker and feel a sense of identity with their group. The majority of children approach practitioners for comfort and support when they are upset. Practitioners use the national wellbeing indicators and children's rights to underpin their relationships with children. They help them talk about their emotions and understand their feelings. Practitioners need to ensure these activities are developmentally appropriate. This will help children to demonstrate their learning as they play and learn alongside their peers. Practitioners need to be more consistent and responsive when supporting children who display dysregulated behaviour toward their peers and adults.
- Children enjoy being outdoors in warm weather and know how to stay safe through applying sunblock and hats. They have fun negotiating the climbing frame and making boats with large loose parts. At times, children need more challenge to develop their gross physical skills. Children make choices about when they would like snack but could be more involved in preparing their food. All children brush their teeth and benefit from regular reminders from practitioners to wash their hands. Children are knowledgeable about keeping themselves safe whilst travelling to the Westbank Outdoor Centre. They benefit from the extended period outdoors at the centre where they have valuable opportunities to lead their own learning alongside their friends.
- Practitioners are aware of their statutory duties in protecting children and keeping them safe. They undertake appropriate training and have clear policies and approaches in place. Practitioners work closely with families and outside professionals to ensure children have appropriate support in their care, health and wellbeing. Practitioners now need to ensure they update children's personal information within care plans regularly to reflect the views of families. Senior leaders and practitioners work closely with outside professionals when children need additional support in their learning. They create appropriate individualised plans in partnership with families. Overall, practitioners review these plans regularly. The headteacher ensures appropriate plans are in place when children make the transition to the primary stages.
- Practitioners use the national wellbeing indicators well with families as children transition into the setting from home. This helps practitioners to have a deeper understanding of what is important to children and families, and aspects of care and learning children may need support

with. Practitioners treat families with respect and work hard to ensure they feel included. They are sensitive to challenges families may face and support them well in celebrating achievements. Practitioners work in close partnership with the early years family learning practitioner. This strengthens the wellbeing of families and helps them feel more included in their child's learning.

3.2 Securing children's progress

satisfactory

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 aged two to three years

- In order to protect the anonymity of the very small group of children, no comment will be made about their progress.

Children aged three to five years

- The majority of children are making satisfactory progress in communication and early language. Most children talk confidently to adults and each other about their experiences. Their vocabulary is gradually increasing as they learn new words from stories they have shared. Children explore early mark making using the materials available. Most children are attempting to write familiar letters and numbers. Children would benefit from developing their listening and turn taking skills further, particularly during small groups and story activities. They are capable of using their early mark making skills more extensively in real-life contexts.
- The majority of children are making satisfactory progress in early mathematics. Most children are using numbers to count during play and in routines. They can recognise small value coins when visiting local shops and paying for snack as part of role play. Children would benefit from experiencing and understanding a broader range of mathematical skills and concepts through a wider range of playroom and real-life contexts. This should include measurement and information handling.
- The majority of children are making satisfactory progress in health and wellbeing. Children recognise the importance of handwashing, healthy eating and toothbrushing. Most children are learning to talk about their feelings and about their rights. A few children need to develop appropriate skills in regulating their emotions when sharing equipment and playing with others. Most children are developing gross motor skills for balancing, running and jumping when they access outdoors. Children would benefit from developing increased responsibility as they care for the resources they use.
- The majority of children are becoming increasingly confident, resilient and independent in their learning. Practitioners use praise well to encourage and support children in their play. They capture aspects of children's achievements in profiles and on displays. Practitioners need to improve their current processes for documenting children's individual learning. They need to make better use of children's learning journals to help them to understand and plan more effectively for children's next steps in learning. In doing so, this should help practitioners to demonstrate children's progress over time more effectively.

- Practitioners know and understand the varying needs of children and their families. Families recognise the supportive, welcoming and inclusive ethos. Practitioners plan interventions to support children with their development. They should evaluate these fully to help understand the impact which has been made and to support planning for future interventions.

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.