

Summarised inspection findings

Logierait Primary School Nursery Class

Perth and Kinross Council

25 August 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

Logierait Primary School Nursery Class is situated in Logierait Primary School in the village of Logierait. The setting comprises of a playroom, nursery garden and access to woodland grounds shared with the school. Children have free-flow direct access to the outdoor areas. Children access 1140 hours of early learning and childcare (ELC) between 9:10 am and 3:10 pm during term-time. The nursery is registered for a maximum of eight children at any one time. Children aged two to those not yet attending primary school can attend. There are currently nine children on the roll.

The nursery is staffed by one full-time early childhood practitioner (ECP), a part-time play assistant and one peripatetic early years support teacher (EYST) who visits once a fortnight. The headteacher has overall responsibility for leading and managing the nursery. The ECP takes day-to-day responsibility for managing the nursery.

Curriculum	very 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	

- All staff embrace the whole school curriculum rationale, which is underpinned by core principles, nursery values and rooted in play. This allows staff to plan and adapt experiences to meet children's age and stage of development. Staff know children very well. They have trusting relationships with families and use their robust knowledge of children and their context to shape the curriculum. Staff embody the nursery values of respect, kindness and achievement. They acknowledge and celebrate children's successes in everyday interactions. All staff have a very clear understanding of the unique context in which children live. Staff place children's voice at the centre of their planning, drawing upon their knowledge of children's interests and needs and the local context. This ensures children's experiences are highly relevant and linked very well with the curriculum. Staff weave citizenship through children's play to ensure children develop a wide range of transferable skills. This motivates and engages children very well and supports them to develop confidence in a wider range of contexts.
- All staff plan effectively for literacy, numeracy, health and wellbeing and the wider curriculum. They use local authority progression pathways linked to Curriculum for Excellence (CfE) experiences and outcomes along with developmental milestones to support their planning. This helps ensure children make connections and experience progression across the curriculum. Staff provide detailed verbal

accounts of children's skills, interests and next steps during points of transition. Staff enhance children's transitions beyond the setting using local authority tracking data. They share this information with staff in the school. Staff should consider how they streamline the wide range of valuable information about the progress children make across the curriculum. This should support staff to build in further opportunities to revisit and extend children's learning.

- Staff have developed highly effective partnerships with parents and local businesses to extend and enrich children's experiences across the curriculum. Staff seek out connections that enable children to experience real-life and meaningful learning. Children are highly motivated by a curriculum built upon outdoor learning and the natural world. This helps children to develop skills for life and learning such as their communication skills. Children develop a strong understanding of sustainability through their 'farm to fork' learning experiences. Staff make positive partnerships with local farmers and businesses to enable children to experience this learning actively. As a result, children develop important knowledge and practical skills through the blend of experiences in the nursery and in the community. Parents are highly positive about the communication between home and nursery. They appreciate the personalised support, online journals and opportunities to visit the nursery to see what their child is learning. Staff run a 'stay and play' for children under three years old in the community. This approach builds community relationships and partnerships with families before children start at the nursery.
- Staff build in opportunities for children to use digital devices successfully across the curriculum. For example, children use devices independently, or supported when required, to record their learning or capture interesting items on their woodland walks. Staff respond appropriately to technological advances, using professional learning from partners to enhance children's learning through programmable robots. Staff balance well child-led experiences and intentionally planned experiences to ensure children experience challenge, make decisions, problem solve and make connections with the wider world. Children demonstrate resilience and confidence in the nursery as a result.

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	

- Staff have created a welcoming and relaxed ethos. As a result, all children are settled and ready to learn in the nursery. All staff prioritise positive relationships with children and families. Staff know children well as individuals and as learners. Children benefit from a range of high-quality outdoor spaces including wider school green spaces and local woodlands which develop curiosity, investigation and problem-solving skills. There is a sense of joy throughout the nursery and children and practitioners have fun together.
- All children are highly engaged in a wide range of play opportunities including sensory, imaginative and physical play across indoor and outdoor spaces. Staff support children effectively to develop positive relationships across the wider school. They provide children with regular opportunities to share play spaces and learning experiences including participation in assemblies, whole school topics and weekly outdoor learning sessions. Staff have developed purposeful well-planned experiences, utilising partnerships across the school and local community. This supports very well children's learning and understanding of their school and wider local community. Staff use well established routines effectively to develop children's independence and social, emotional and physical development. Staff respond sensitively to children's changing needs over the course of the day, providing opportunities for calm and rest. Children feel secure as a result of these procedures.
- Staff work very effectively with parents, children and local businesses to develop the engaging and inviting outdoor spaces. Children enjoy moving freely between different spaces, making choices about their play and experiencing challenge through the spaces and equipment on offer. Staff consider carefully the resources on offer which ensures children experience a broad and balanced curriculum regardless of where they play.
- Staff respond skilfully to children's individual needs and interests. They use open-ended questioning effectively to extend children's thinking, deepen their understanding and sustain their engagement in play. Staff intervene sensitively to support children to express and manage their emotions and

behaviour appropriately. Consequently, children play cooperatively, develop positive relationships and demonstrate respect for their peers.

- Staff encourage children to access a range of digital technologies to enhance and support their learning. This includes accessing digital devices to take photographs and explore early coding skills through programmable robots. Practitioners have engaged in a variety of professional development opportunities to extend their own knowledge and strengthen practice. There is scope to extend this further by introducing matrix bar codes to enable children to independently access audio books and interactive online learning experiences.
- Staff's document observations through online learning journals which capture children's achievements and appropriate next steps in learning. They record individual next steps across literacy, numeracy and health and wellbeing through next-step books. Together, these provide useful information about children's progress across the curriculum and help inform future planning. Staff should work together to streamline documentation. This should support staff to provide a clearer narrative of each child's learning journey and reduce unnecessary duplication. Staff's planning takes effective account of children's observed interests, with staff designing purposeful learning experiences across the early level curriculum. These experiences build on and extend children's interests through relevant and engaging contexts for learning. Staff use floor books well to document planned learning, making clear links to the curriculum and evidencing children's voice.
- Staff use observations and local authority trackers appropriately to record individual progress. While tracking systems do not yet consistently demonstrate children's holistic progress over time, the headteacher has introduced regular meetings with staff to discuss children's progress in learning. As these processes become more established, leaders and staff should continue to refine the evidence used to demonstrate progress and evaluate the impact of planned interventions.

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 have developed highly positive relationships with children and families and know them very well. This supports children's attendance at nursery which is very positive. Currently attendance sits above 97%. Staff work very closely with families to support smooth transitions into the setting. Families value the nursery as an important part of the community and children want to attend. Staff have a strong knowledge of children's individual abilities, needs and interests. They work together with children and families to ensure everyone contributes to supporting children's wellbeing. Staff use a consistent approach to developing children's vocabulary and understanding of their wellbeing. This links very well with approaches used within the school to support the smooth and progressive learning for children. The nursery has gained national awards for their work in developing children's understanding of their emotions and wellbeing and presented their journey to colleagues from across the local authority. This is supporting colleagues in other establishments to know about successful approaches which help children's wellbeing.
- All children settle quickly into the nursery each day and are supported very well by consistent and familiar routines. This helps children feel safe and secure. Staff manage the flow of the day very well. They know when children need calm and settled play, exploratory and physical play as well as times together for discussions and singing. Children as a result have a strong sense of belonging to the setting and confidently participate in all aspects of nursery life. This includes children new to the setting who build quickly their confidence and engagement in the nurturing and supportive space. Children benefit from the calm, unhurried social experience of snack and lunch times. They show independence as they help prepare snack for their peers, with staff modelling appropriate use of utensils.
- Staff use very well the language of the wellbeing indicators, nursery values and emotions language throughout the day to support children to talk effectively about their wellbeing. Staff are highly attuned to children's communication needs and adapt to help children build their resilience and ability to regulate their emotions. All children share daily how they are feeling through simple images and props. Staff then support children to revisit and talk about their feelings with helpful support. They

interact respectfully with children, modelling, where required, appropriate responses or actions to help children interact positively with their peers. Staff think carefully about the environment to support children's wellbeing. Children benefit from cosy and quiet spaces as well as apparatus to support their physical development.

- Staff ensure there are no barriers to children's participation in nursery experiences. They work very well together, linking with professional partners where appropriate, to tailor strategies and supports to meet individual children's needs. This includes using and reviewing care plans regularly. Children have individualised targets and next steps which they confidently talk about with visitors. Staff gather a deeper understanding of children's strengths and needs using professional wellbeing and learning toolkits to identify accurately children's next steps. This supports staff very well to embed approaches into their practice to meet the needs of individuals. Staff work closely with families to ensure they are fully involved in their child's experiences. In addition, they seek the advice of professional partners when identifying appropriate strategies to support individuals. The headteacher and staff should now capture the very effective approaches taken to support children's individual needs. This should help them to demonstrate the strong progress children make as a result of their nursery experiences.
- Staff use their knowledge of the nursery and community context very effectively to support children to increase their understanding of the wider world. Staff build in regular opportunities to learn beyond their setting to build children's confidence in a range of contexts. For example, staff utilise the natural opportunities for children to play with older peers from the school to help children learn from one another. Children are supported very well to risk-assess as they engage with woodland walks which builds their skills to manage risk in their local environment. Children benefit from an intergenerational partnership, building relationships with older members of the community. They engage with service users in joint experiences such as storytelling. This helps children to develop their communication, listening and turn taking skills. This meets very well the needs of children, building their confidence and understanding of life beyond their experiences. Staff exemplify the whole school values very well in the setting, sensitively meeting the needs of all children and families. They have created a respectful and inclusive ethos, providing well-timed and considered support.

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. At the time of the inspection, there were no identified areas for development.

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.