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

Summarised inspection findings

Fossoway Primary School Nursery

Perth and Kinross Council

24 November 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

Fossoway Primary School Nursery is registered to provide funded early learning and childcare (ELC) for 30 children, aged from three to those not yet attending school. Staffing currently allows up to 24 children to attend at any time. There are 26 children on the roll. The nursery has designated space within an open plan area that also accommodates two infant classes. Children attending the ELC have direct access to a large, enclosed outdoor space and toilets. The headteacher is the registered manager. Staffing comprises two full-time practitioners and two practitioners who job share across the week. They are supported by a play assistant who works part-time hours over five days. The team have worked together since the start of this academic session. A nursery teacher supports the nursery approximately one day each week and a family learning practitioner also supports families. The nursery provides ELC from 9.00 am to 3.00 pm, daily during term-time. Children attend different patterns ranging from one day to five days each week.

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 established a nurturing, inclusive ethos which is firmly underpinned by the whole school values of friendship and respect. Positive relationships among children and between children and staff are a key strength. Staff know children well and respond sensitively to their emotional needs, using personalised approaches very effectively to support children's wellbeing and emotional regulation. Children demonstrate high levels of trust in adults and confidently seek reassurance, comfort and support, when required. Staff respond with warmth, empathy and care, helping children to feel safe and secure. Almost all children play well alongside and with others. They are very well supported by staff to resolve minor conflict when it arises. As planned, staff should continue to refine the flow of the day. This should

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ensure that learning, play and care routines are more seamlessly connected and support sustained engagement in high-quality learning.

- Children have free-flow access to both indoor and outdoor learning environments. This supports them to make independent choices about where and how they learn throughout most of the day. As a result, children are developing confidence and increasing ownership of their learning. As a recently established team, staff are beginning to thoughtfully develop further the learning environment. They should now build on this work to maximise learning, creativity and challenge across all spaces and experiences for all children. They should also consider opportunities to introduce increased opportunities for learning in literacy and numeracy.

- In the majority of interactions, staff model rich vocabulary, provide meaningful commentary and use open-ended questioning to extend conversations. This successfully builds on children's interests and ideas in the moment. As planned, staff should build on their very nurturing interactions to consistently extend and challenge children's thinking. Staff have identified the need to develop further children's skills in using digital technologies. This should provide opportunities to enhance learning experiences.

- Staff seek children's views and encourage them to share what they would like to learn about. Moving forward, it will be important for staff to notice the rich learning potential in questions children ask. They should develop further approaches to responsive planning which follow children's exciting lines of enquiry facilitating experiences which provide depth and challenge.

- Staff observe children carefully and create individual online learning journals which capture aspects of children's learning and experiences. They use a range of assessment approaches effectively to identify children's strengths and areas for development. This is increasingly informing the identification of learning targets. Staff should increase observations of significant learning of individual children. This will help provide robust information, alongside that provided by assessment, about how children apply their developing skills and understanding.

- Senior leaders, the visiting teacher and staff work well together to monitor children's progress. They track and monitor children's progress against local authority developmental milestones, and where appropriate, Curriculum for Excellence national Benchmarks. They use a wide range of information to make informed professional judgements about the progress children are making. They use this information helpfully to inform planning for activities and plan targeted interventions for individuals and groups of children. This is supporting children to make continued progress in their learning and development. Staff also use assessment evidence well to inform improvement priorities, including their current focus on supporting children's attention.

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Children's Progress	good

This quality indicator reflects the extent to which children are making meaningful progress in their learning and development over time. It focuses on the holistic nature of children's learning and development. It ensures these foundations are secure to achieve future success and attainment. It requires a clear and shared understanding of early learning pedagogy and child development, supported by strong pedagogical leadership. It reflects the integrated way children learn and the importance of high-quality interactions, experiences and spaces. It emphasises that high-quality early learning and childcare (ELC) contributes to closing the attainment gap and ensuring equity for all.

This quality indicator has a strong emphasis on the use of data and meaningful evidence to inform future planning and to report to parents/carers about their child's progress. It recognises the vital role of early learning and childcare in closing the poverty-related attainment gap and ensuring equity for all children.

The themes are:

- children's progress over time
- overall quality of children's achievements
- ensuring equity for all children

- Most children are making good progress in their learning as a result of their nursery experiences. All children, including those new to nursery, are becoming increasingly confident, with most already demonstrating independence and resilience as they navigate the environment. They are very well supported, on an individual basis, when they start nursery. Children who require additional support with their learning are readily identified. They are progressing well and benefit from very sensitive, attuned interactions with adults who know them well.

- All staff have a strong focus on developing children's understanding of health and wellbeing. As a result, children make good progress in being able to identify and describe their emotions and are increasingly able to self-regulate. They confidently describe how they can keep themselves safe, including, for example, the reasons they may need to wear hi-visibility vests. Children enjoy tasting and discussing new, healthy foods at snack. Children make good progress across most aspects of literacy and numeracy. They enjoy exploring books and are able to retell familiar stories. A few children spend extended time exploring early writing, for example, creating postcards to send to family members. Most children use numbers confidently in their play and routines. As they play outdoors, children explore measure, for example comparing capacities of containers and lengths of dinosaur 'bones'. Staff should support children to make increased progress by encouraging curiosity, creativity and developing skills and understanding through real-life, meaningful contexts, across the curriculum.

- Senior leaders work very closely with staff to monitor children's progress. They use professional judgements, with their observations and other available data, to make informed decisions about children's progress. This important information influences future planning for children's learning and the support they offer to individuals and groups of children. Staff using information for a wide range of observation, should share more information about children's progress with parents. This may help them better understand, share and celebrate, the

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progress their children are making. As part of a calendar of parental engagement events, staff recently provided a helpful workshop for new families. The focus of this event was to promote a shared understanding of how children learn and make progress in nursery. Staff should extend this further by delivering planned workshops on the development of digital skills and early writing.

- Staff provide meaningful praise and encouragement naturally in their interactions with children. They value the strengths and achievements of all children. Staff encourage parents to share achievements from home, for example, in learning journals. Children enjoy sharing their successes with staff and their peers. They enjoy helping in routines such as setting up for lunch. Staff should provide further, meaningful, opportunities for children to contribute to the life of the setting, the wider community and beyond. This should help children develop a range of skills for life and learning, across the four capacities.

- Senior leaders and staff know children and their families very well. They take very good account of the cultural and socio-economic context in which children live. Working with partners and using a wide range of data, they respond sensitively to minimise any potential barriers to children's learning and development. Where required, staff develop individual plans and targeted support to ensure all children receive the support they need to make progress. Senior leaders carefully monitor children's attendance and support families to realise the benefits of ELC. As a result, children's attendance is very good.

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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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