

# Summarised inspection findings

**Wormit Primary School nursery  
class (primary school nursery  
class)**

**Fife Council**

**SEED No: 5426022**

**20 March 2018**

### Key contextual information

Wormit Primary School Nursery Class is registered for 30 children aged from 3 years to those not yet attending primary school. The service is available five mornings a week. At the time of the inspection there were 25 children on the roll, 24 of whom were in their final year of early learning and childcare.

### 1.3 Leadership of change

very good

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.

- Practitioners in the setting demonstrate very good leadership. They are motivated, work very well together and demonstrate a strong commitment to improvement. The shared vision, values and aims reflect the aspirations of all involved in the setting's community. They aspire to provide a positive learning experience where the aim is that each child is nurtured in a safe, enjoyable and respectful learning environment where everyone matters. The headteacher regularly meets with practitioners to discuss the work of the service. We have asked the headteacher and staff to consider the benefits of maintaining a regular overview of how all children are progressing in learning across the setting. We discussed with the headteacher and practitioners that a regular agenda item to provide an overview of children's learning would highlight the overall progress of children in the setting.
- Practitioners demonstrate a commitment to keeping abreast of current thinking and research in early years practice and identify necessary changes through on going self-evaluation. In recent years there have been important changes to the team structure. Aply supported by the local authority, practitioners embrace change, take on leadership roles and support and inspire others to develop their practice. By developing the skills and talents of team members they are seeking continuous improvement to ensure positive outcomes for children. Creativity is valued and by auditing creativity across the setting practitioners identified areas for future development.
- The setting's improvement plan is based on self-evaluation and provides clear guidance for practitioners to take forward aspects of their work. They closely audit agreed areas, identify gaps and plan accordingly. Progress with key areas for improvement is systematically monitored, evaluated and evidenced in practice. Recording of progress includes wall displays and floor books. Impact of such improvements is evident particularly in the quality of learning experiences and adult interactions with children, the development of creativity, and increasing children's voice.

- Practitioners feel empowered to take change forward and talk confidently about improvements in practice and in particular their understanding of early years pedagogy. There is a strong focus on providing opportunities for children to lead their own learning. Children's ideas and interests form the basis for planning.
- Practitioners value the regular meetings with the headteacher who appreciates their enthusiasm and commitment to change. She should now take a more rigorous approach to monitoring the work of the setting to support the team further in their work in providing a high quality service to children.

## 2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high quality learning experiences 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 engage very well with the range of high quality learning experiences provided both indoors and outdoors. Learning experiences are developmentally appropriate with a suitable level of challenge. Almost all children confidently explore all areas of the setting to support their play and learning. They are interested, motivated and supported to lead their learning. They are independent and make choices and decisions. This includes making plans and identifying the resources and tools required to support and extend their ideas.
- Practitioners are respectful of children's rights and strongly believe that children have the right to have their views and ideas listened to and acted upon. Children have a strong voice within the setting. There are many meaningful opportunities for children to share their ideas, influence planning and contribute to improvements. Individual 'mini' floor-books are created for individual children who wish to pursue a specific interest. This supports children to recognise that their contributions to the life of the setting are valued.
- Relationships between children and practitioners are positive. Practitioners are nurturing in their approach. They skilfully interact with children and use questions to deepen children's thinking and learning. They support children's curiosity very well and use a range of approaches to support children to sustain interest in specific learning contexts. This includes use of reference books and the internet to increase children's knowledge and awareness of specific points of interest.
- Practitioners know children very well as learners. They make very effective use of their observations of children's learning, and use this information to plan future experiences for individuals. There is a clear focus on recording significant learning within children's 'personal learning journals'. These journals contain a range of evidence to demonstrate the progress children are making which includes information on prior learning. We discussed with practitioners ways to develop further how they involve children in identifying what they might learn next. Regular professional dialogue provides opportunities for practitioners to discuss individual children's achievements. The setting has recently introduced individual trackers to monitor children's progress more closely.
- Practitioners involve children very effectively in the planning process. The responsive and flexible approach to planning gives children time and space to follow their interests. Children use their learning journals, floor-books and the setting's 'learning wall' to reflect on and talk about their experiences and learning. It will be important to continually review the balance of adult supported and child-initiated experiences to more widely share significant learning and achievements.

## 2.2 Curriculum: Learning and development pathways

- The setting very effectively builds on prior learning. Most children arrive at the setting with well-documented personal learning journals from the local playgroup where they traditionally spend their first year of early learning and childcare as three year olds. Carefully planned transitions include weekly visits from nursery practitioners. Visits to this setting ensure young children are familiar with adults and the environment. This helps them to quickly settle and benefit from the learning experiences on offer.
- There are supportive plans in place to ensure effective transitions from the setting to P1. These include support from P5 buddies, opportunities to visit the P1 class and play times with older children. A more open approach to closer working with P1 would help to enhance seamless progression and continuity of learning through the early level. Similarly, a greater involvement in whole school activities would enhance children's experiences and support progression.
- The setting offers the essential aspects of early learning ensuring children's wellbeing as they promote curiosity, inquiry and creativity whilst embedding the core aspects of literacy and numeracy. Children's needs and interests form the basis for planned learning with practitioners ensuring breadth and balance across the curriculum. Practitioners make good use of design principles to evaluate planning.
- Weekly visits to the nearby woodland enhance learning opportunities and creativity for children. Children explore, investigate and role play as they play and learn whilst developing an awareness of the how seasonal changes affects the trees and wildlife in the forest. They are becoming familiar with the local community through walks and outings to the nearby shoreline. Visits from members of the local community, including parents, enhance children's learning.

## 2.7 Partnerships: Impact on children and families - parental engagement

- Parents are kept well informed about their children's learning and experiences in the setting. Weekly updates and termly newsletters keep them up to date with what their children have been learning and what learning is planned for the following week.
- Regular opportunities to stay and play and help with outings to the forest, beach and beyond provide valuable opportunities for parents and carers to take part in the life of the setting. Parents' meetings throughout the year ensure parents are fully aware of children's progress and help to agree their next steps in learning.
- Led by practitioners, Parent Early Education Participation (PEEP) and 'Book Bug' sessions encourage parents and carers to work with their children and provide ideas for activities to support their development. To extend this further, practitioners could now support parents by sharing ideas as to how they can support learning at home.
- The setting actively involves parents and partners to support children's learning by sharing their experiences and knowledge for example, by exploring the work of guide dogs. Parents share their job experiences and skills which supports the Developing the Young Workforce (DYW) agenda and encourages an early understanding of the skills required for life, learning and work.

## 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

very good

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.

- Practitioners model positive, respectful interactions with parents/carers, children and each other. These mutually positive interactions promote wellbeing and encourage it in others. The team has a shared understanding of the wellbeing indicators of 'Getting It Right For Every Child' (GIRFEC) and support all children to feel safe, healthy, active, respected, responsible and included. They demonstrate what these indicators look like in practice in the setting and effectively use them to support children. Practitioners should now continue to develop children's understanding of their own wellbeing and the language with which to express their experiences. Practitioners could consider using real-life experiences to achieve this.
- Positive behaviour is promoted very well throughout the setting. Most children show consideration for each other in their play. Practitioners focus on supporting children to build positive relationships with each other and helpfully model this in their interactions. When necessary, they intervene calmly and support children to reflect on their actions. For example, a planned group experience supports a few children to explore their feelings and consider how their actions towards others can be hurtful. Importantly, children are able to articulate what they might do to resolve a situation and make others feel better.
- Each child is considered as an individual with their own needs, rights and interests. The positive relationships and enabling learning environment create a climate where children feel confident to share their ideas. They know these will be taken seriously by practitioners who will encourage and extend their interests through a range of developmentally appropriate activities. Children's interests are used to influence learning experiences. A helpful reminder floor-book supports children to be responsible and respectful within the setting. They would benefit from more opportunities to take responsibility and make decisions about aspects of life in the setting. For example, being involved in school groups, such as the Eco group and Pupil Council would also help children to develop as confident individuals and responsible citizens.
- Practitioners are very reflective about their practice and are keen to continue to improve outcomes for children and families. They keep up to date with important developments in early learning and childcare and attend relevant training in order that they fulfil their statutory duties. Where children require additional support with their learning, practitioners work closely with school staff, parents and external agencies as appropriate. They ensure individual support plans are used to provide focused interventions for children who require additional support with their learning.



- Children and families are supported in a way that encourages participation and promotes inclusion. Practitioners have a very good understanding of the individual circumstances of children and use this knowledge to support them in their learning and help them to make sustained progress. They also have a very good understanding of their responsibility to promote inclusion and equity through their work with families. They understand, value and celebrate diversity. For example, the setting has consulted with parents to seek their views on which celebrations and festivals are important to them as a family. This helps ensure that cultural and religious aspects of children's experience are relevant and valued. An audit of inclusion and diversity resulted in a review of the library books to reflect 21<sup>st</sup> century society. As a result, practitioners have begun to explore ways to challenge gender stereotypes through stories. As planned, practitioners should continue with this work to expand children's awareness of equality related issues.

### 3.2 Securing children's progress

very good

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.

- Overall, most children are making very good progress in their learning. Practitioners' knowledge of how young children learn, and early years pedagogy, are having a positive impact on children's learning. Evidence within journals, floor-books and displays demonstrate that children continue to make progress in their learning. As identified previously in this report it will be important to have a more rigorous approach to monitoring children's learning and achievements to ensure all make the best possible progress.
- In health and wellbeing, most children are making very good progress. Children demonstrate an understanding of keeping safe during visits within the local community. They carefully consider and manage risk very well. Most children understand the importance of hygiene routines to keep themselves healthy. Their fine motor skills are developing through a range of challenging resources and experiences. This includes using woodwork tools and manipulating a range of intricate objects. All children engage in energetic play. They develop physical skills such as balance and co-ordination when climbing trees and negotiating different terrain during outdoor learning sessions.
- Most children are making very good progress in early language and literacy. They are confident and articulate communicators and readily engage in extended conversation with their peers and adults. Children recognise that their 'writing' has meaning and purpose. They demonstrate their understanding when creating captions and signs within the setting. A range of available books encourage children to find out information on specific interests. Children enjoy stories and can retell familiar stories and rhymes. A few are able to sequence events to create a story. Most children are exploring letter sounds. There is scope to increase opportunities to support children's phonological awareness.
- In numeracy and mathematics, most children are making very good progress. Children develop their understanding of number through a variety of experiences. They practice counting skills naturally through play and everyday routines within the setting. Children order numbers within ten correctly and can identify the missing number on a number line. A few children are beginning to do simple addition and subtraction when using familiar materials. Children are encouraged to recognise numerals through real-life experiences such as monitoring the outdoor temperature and recording timings of experiments. They use a range of appropriate mathematical language relevant to the context. This includes

directional and positional language when using electronic toys. A recent focus on money has supported children to recognise and use coins during play and real-life experiences, for example, setting up a nursery shop to sell apples.

- Children are enthusiastic learners and demonstrate a high level of interest in learning experiences. They are inquisitive as they explore the outdoor environment and try out experiments. Children ask relevant questions to support their learning about the natural world. Most children enjoy expressive arts. A few confidently plan, design and create models using their own thoughts and ideas. Using musical instruments, children are encouraged to keep to the beat when singing songs and familiar nursery rhymes.
- The positive ethos within the setting ensures children's contributions and achievements are celebrated instinctively. Children know their work is valued. Practitioners use praise and encouragement appropriately to develop positive attitudes to learning. 'Star moments' and 'family time' sheets enable parents to share children's achievements from home.
- Practitioners are nurturing, inclusive and respectful and work hard to do their very best for children. They work closely with children and families and are proactive in identifying possible barriers to learning. When required, they work with partners to plan and implement appropriate strategies to support children's development and learning.

### Setting choice of QI 3.3: Developing creativity and skills for life and learning

- **Developing creativity**
- **Developing skills for life and learning**
- **Developing digital skills**

- The setting promotes creativity through a range of approaches and high quality experiences. This is supporting children's open-ended play and developing their problem solving skills. Practitioners make very good use of national guidance and professional learning to develop their knowledge and continually improve their practice. They recently carried out a creativity audit which identified strengths and areas for improvement. As a result, practitioners have been proactive and have made a number of improvements to learning and teaching. Children now have increased opportunities to explore, investigate, problem-solve and use materials more creatively to enhance their play.
- Children are encouraged and supported to follow their interests and make choices and decisions about their play. Children develop early teamwork skills as they work together in the forest to make dens and 'rescue' each other as they negotiate a steep hill. They are independent and confident learners. Practitioners are skilled in their use of questions to support and extend children's thinking and deepen learning.
- Children are confident to share their ideas and can explain what they need to support their play or to complete a task. Almost all children persevere and sustain their play for extended periods of time. Children work well with their peers to solve problems and create models using natural and recycled materials. Practitioners scaffold children's learning well to support them to think through solutions and engage in sustained play.
- Children are developing resilience, independence and confidence through a range of interesting and stimulating learning experiences. Practitioners continually seek ways to enable children to develop skills for life. This includes opportunities for children to take responsibility for preparing snack orders and phoning a local supplier to place the order. A relevant focus on DYW is supporting children to develop skills for life, learning and work.
- Practitioners are responsive to children's questions and ideas and they make good use of books and the internet to support children to research and deepen their learning. They recognise that there is scope to develop further children's digital skills.

## 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.

## **Education Scotland**

Denholm House  
Almondvale Business Park  
Almondvale Way  
Livingston EH54 6GA

**T** +44 (0)131 244 4330  
**E** enquiries@educationscotland.gsi.gov.uk

[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

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