

# Summarised inspection findings

**Cramond Primary School Nursery Class**

The City of Edinburgh Council

20 August 2024

## Key contextual information

Cramond Primary School Nursery Class is located in Cramond, in the northwest of Edinburgh. The nursery is custom-built on site. The nursery is registered for 50 children aged 3 years to those not yet attending school. There are currently 48 children on the roll who attend a full-time placement, during term time. There is one large playroom with access to an outdoor area and the Butterfly Garden.

The headteacher of Cramond Primary School has overall responsibility for the nursery class and has recently delegated strategic leadership to the acting depute headteacher. There are two early years officers who work part time who support with the daily management of the setting. There are three full time and four part time early years practitioners and one practitioner who supports P1. There are three early years assistants to support over lunchtime.

### 2.3 Learning, teaching and assessment

good

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

- Practitioners have created a positive and respectful ethos. They value children as individuals and support them well to play across a range of indoor and outdoor environments. Most children are settled and happy and enjoy their time in nursery. Children have time and space to follow their interests and display collaboration and problem-solving skills as they interact positively with each other. All practitioners use questioning effectively to extend children's learning.
- Children engage well in their play for extended periods of time. Children's experiences are enhanced positively through playing and learning in the Butterfly Garden, which includes natural wooded areas and a pond. Children demonstrate well-developed gross motor skills when climbing trees and playing with large loose parts. Most children enjoy participating in risky play and practitioners support them well to risk-assess how to stay safe as they play. A next step for practitioners is to consider ways to enhance children's learning through a range of digital technologies.
- Practitioners observe children effectively, individually and in groups during play and benefit from regular opportunities to share and discuss children's learning. Practitioners record stories and observations of children's learning using a digital platform and use this well to share children's learning journey. Parents value this communication and use the digital platform to share news and learning from home. Practitioners should continue to enhance their observations of children's learning focusing on individual children's skills and significant learning.
- Practitioners use local guidance well to monitor children's progress across a range of developmental milestones. As planned, staff should continue to use this assessment

information to develop further their shared understanding of children's progress over time. This will better inform planning of next steps in children's learning, particularly in literacy and numeracy.

- Most children talk confidently and enthusiastically with adults about their learning. They incorporate early language and mathematical skills effectively in their play through counting, measuring and mark making. Children benefit from access to a wide range of high-quality texts throughout their learning environments and demonstrate an interest in reading and sharing stories with peers and adults.
- Practitioners listen to children carefully and plan for learning in response to children's interests. They are responsive to children's requests for specific resources and activities. Practitioners should continue to develop their approaches to planning children's learning. This will help ensure there is breadth, depth and challenge across the curriculum. Further opportunities to explore the local area would enhance children's understanding of their role in their community.

## 2.1 Safeguarding and child protection

- 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.

### 3.2 Securing children's progress

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

- Children are making good progress in early communication and language. The majority of children use sophisticated language during interactions. Children listen attentively to stories and use props to retell stories and rhymes. Children are keen to mark-make. A few are interested in the letters within their name and would benefit from further opportunities to develop mark making skills. For example, writing their own name using formal symbols and letter formation.
- Overall, children are making good progress in early numeracy. Most count confidently in daily routines and play, for example, when supporting the set-up of snack. A few talk confidently about large and small numbers and can recognise and order numerals to 10. Children are developing their confidence in mathematical concepts, such as having an awareness of shape, time and measurement in real-life contexts.
- In health and wellbeing, most children are making good progress. Most play well together, sharing resources and collaborating in play. They are beginning to develop an understanding of their emotions through the daily wellbeing 'check in spoons'. All children develop physical skills well. The majority use small tools with precision. Most children demonstrate independence at snack by selecting their food, serving themselves and tidying after eating. Children's awareness of the wellbeing indicators is developing well, as part of the settings journey in understanding and promoting children's rights.
- Overall, most children are making good progress in communication, health and wellbeing, early language and numeracy and mathematics in line with their stage of development. Senior leaders should continue to enhance existing processes to support practitioners to track and analyse data. This will help to ensure appropriate pace, challenge and continued progress in children's learning.
- Practitioners recognise and share children's individual achievements. Children are confident in talking about their achievements and sharing their successes from home and at the setting. Children value positive relationships and celebrate kindness in their groups using their 'kindness jar'. Parents are kept informed well about children's progress and achievements.
- Practitioners have created a supportive and inclusive ethos in the setting. For example, children explore world foods during 'tiny tastes' activities. This is helping children to develop a growing awareness of diverse cultures. Most practitioners know children, families, and their

individual circumstances well. They take good account of barriers to learning, such as the cultural and linguistic backgrounds of children. Practitioners work in partnership with a range of professionals to ensure plans for additional support are in place. Senior leaders should now develop further their use of data to enhance approaches to monitoring children's progress. This will ensure appropriate and measurable targets are set for individual children.

## 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.