

# Summarised inspection findings

Jedburgh Grammar Campus

Scottish Borders Council

20 June 2023

## Key contextual information

Jedburgh Grammar is an all-through school for children aged from two to 18 years. Jedburgh Nursery is part of the school campus and provides early learning and childcare for up to 127 children. The current roll is 105 children. The nursery serves Jedburgh and the surrounding rural areas. The campus was established in April 2020 and opened in August 2020. The nursery consists of one large playroom and a large outdoor area. The nursery team comprises two nursery teams from different settings coming together. In addition, a few new staff have been employed to work 50 weeks per year.

Children have various patterns of attendance. Most children attend for full days during term-time and others attend for the full year. A few placements are available for parents to purchase for wraparound care. The nursery operates between 8.00 am and 6.00 pm.

The headteacher is the designated manager of the ELC, although one of the depute headteachers has strategic responsibility for it. Staffing within the nursery consists of a senior early years officer (SEYO) and three other early years officers (EYOs). A team of 18 practitioners supports them. In addition, the team is supported by a local authority early years teacher and an excellence and equity lead (EEL).

At the end of the academic year in 2022, the Care Inspectorate inspected the nursery. In addition, the school welcomed a recovery visit from His Majesty's Inspectors of Education.

### 1.3 Leadership of change

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

- Since the HMIE recovery visit and Care Inspectorate inspection, senior leaders have had a determined focus on improvement. They provide strong support and guidance to the practitioner team which is valued. To assist this further, the team have created a 'staff charter'. As a result, expectations are clear for all staff and the team work well together to ensure the smooth running of the nursery.
- Practitioners model the values of kindness, respect, achievement, wellbeing and learning, positively through their relationships and interactions with children. Practitioners should continue to support children to become aware of the language of the values in a developmentally appropriate way. Senior leaders and practitioners recognise that they now need to ensure that all stakeholders are aware of the vision and values.
- Practitioners along with senior leaders benefit from a range of professional learning. These opportunities have developed further practitioners' knowledge, skills and confidence in order to make well-judged improvements within the nursery. Professional learning includes access to training, communities of practice and visits to other settings. These opportunities are now beginning to impact positively on the quality of learning spaces and children's experiences. In

addition, practitioners benefit from guidance and encouragement given by the EYOs, EEL and local authority early years teacher. This is supporting practitioners to continue to develop their skills and understanding of self-evaluation and the role of the adult in children's play.

- Increasingly, practitioners are developing their leadership skills by leading on key areas of work within the nursery. Senior leaders recognise that they now need to increase opportunities for all practitioners to develop leadership skills. This would support the development and implementation of future key improvements within the nursery.
- The improvement plan sets out two key areas for improvement. These are learning, teaching and assessment and inclusion. In this last year, senior leaders and practitioners have implemented a number of changes. Senior leaders manage the direction and pace of change very effectively. Practitioners engage in a range of self-evaluation activities to support the continuous improvement of the nursery. This includes audits of the learning environment and mealtimes, which has resulted in improved experiences for children. Senior leaders monitor closely the work of the nursery and provide helpful feedback to staff. They recognise that they now need to embed these changes and self-evaluation as an integral aspect of practice. In doing so, they should help practitioners to reflect critically on the quality of their provision. This should help them to identify and demonstrate clearly the impact that change is having on children's learning and outcomes.

## 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

### Children under three

- Children are curious and active as they enthusiastically explore the small and larger play spaces. Practitioners are sensitive and responsive as they provide well-judged levels of support. The team use strategies such as signing effectively to enable children to express their needs. The team adapt interactions and vocabulary appropriately to suit children's individual stage of development. Practitioners should continue to enrich and develop further spaces and experiences. Currently, a few resources are not yet matched to children's developmental needs.

### Children three to five

- Children engage well and are highly motivated in the interesting and well-planned indoor and outdoor learning spaces. They concentrate well on their chosen activities and are absorbed in their play throughout most of their day. Across the large nursery, most children are familiar and secure in the nursery routines. Practitioners should develop further their initial positive changes to ensure spaces and interactions support children to explore their interests in more depth. A minority of children would benefit from more challenge in their learning.
- Practitioners notice, anticipate, and respond quickly to children's questions and preferences. Their improved shared understanding of their role, alongside important changes to how they plan for children's learning, means interactions are improving. Practitioners apply learning from coaching and evaluation activities to observe, commentate, or interact sensitively with children in their play. The team is beginning to use observations of learning more effectively to influence their planning of experiences. They should continue to work together to make sure there is a consistent approach across the team. Practitioners should continue to build on prior learning to ensure children make the best possible progress in their learning.
- Practitioners cooperate well to act on guidance from senior leaders and visiting specialists to try out new ways of working. The team participate well in termly progress meetings. They are beginning to use developmental overviews and trackers more effectively to build a record of children's progress. Feedback from senior staff supports practitioners well when they are recording specific observations of children's learning. All practitioners should continue to develop their skills and confidence in creating focused next steps. The team should ensure children, practitioners and families understand the purpose of, and fully contribute to, children's next steps in learning.
- The team record detailed information about children who may be experiencing barriers to learning. Senior leaders and practitioners promptly identify children who require additional help. The depute headteacher and SEYO use their in-depth knowledge of children and families very well to advocate for services to meet their needs. Practitioners implement agreed strategies

effectively. They should continue their work to introduce the use of developmental milestones for children with complex needs. This should enable practitioners to capture the progress of children who have additional support needs more effectively.

## 2.2 Curriculum: Learning and developmental pathways

- Practitioners provide a curriculum that is play-based and increasingly responsive to children's interests. Improved planning of spaces, experiences and interactions include recent focused attention to literacy. Practitioners have facilitated a few experiences with colleagues in the campus to offer opportunities in science and woodwork. The team should develop further shared working across a wider range of curricular areas to develop their curriculum further. The team is aware that the recently produced 2-18 curriculum rationale does not yet fully reflect the approach across the early level. Senior leaders should continue to review the rationale with staff, parents and children. They should ensure all stakeholders understand how the rationale reflects the work of the nursery.
- Practitioners plan initial, personalised transitions into the nursery in partnership with families very well. The team is sensitive to the individual needs and temperaments of individual children. Practitioners and parents have close, trusting relationships. This enables them to share important information about children's learning and development. Practitioners implement a well-planned programme of activities that support children as they move into primary school. Enhanced transition help children who find change more unsettling. Teachers visit the playroom to observe children's strengths and interests and discuss progress with practitioners. This informs teachers' planning. Practitioners and teachers should continue to work together to increase shared learning opportunities across the early level to continue to ensure continuity and progression in learning.

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

- Practitioners have increasingly, since the pandemic, been encouraging parents to become involved in the life of the nursery. This includes spending time in the playroom with their child and attending groups. These opportunities enable parents to play alongside their child and access support on key issues relating to health and children's development and learning. Weekly themes include healthy eating and children's early communication and language skills. Practitioners work well with a range of partners, such as community learning and development and the home-visiting teacher, to promote and encourage parents to join parent groups. This helps parents to access adult learning opportunities and, for a few, gain accredited qualifications.
- Practitioners use social media, newsletters and email to share key information with parents. They use an online tool well including 'parent postcards' to share information on children's learning and progress. This includes snapshots of key achievements, next steps and ideas to support children's learning at home. A few parents would like to hear about nursery information and their child's progress more frequently.

## 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

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

- Within Jedburgh Nursery, children and families' wellbeing is paramount and central to the work of practitioners. The team strive to ensure outcomes for children improve as a result of their nursery experience. Practitioners' strong relationships with children along with the calm and nurturing ethos is impacting positively on children's wellbeing. Most children feel safe, secure and happy during their time in nursery. Practitioners know children's circumstances very well and respond respectfully with care and consideration to each child's needs.
- Practitioners are good role models for children and as a result, most children demonstrate care and kindness to their friends. They co-operate well with each other during play and are developing friendships. Practitioners use approaches that are sensitive and effective to help children regulate their emotions. This enables children to share how they feel and helps them to understand how their actions can impact on others. At times, practitioners use the language of the wellbeing indicators during meaningful contexts and routines. Senior leaders recognise that this needs to become consistent across the team.
- Practitioners have continued to review and adapt children's mealtimes to ensure lunchtime is calm and relaxed. This approach develops children's social and independence skills. Very recently, the local authority has provided additional help from catering staff, which has enhanced the quality of experience for children. Practitioners are now able to give their full attention to supporting children effectively at these times. It will be important to continue to ensure children have the highest quality lunchtime experience.
- Practitioners are aware of their statutory duties in relation to ELC. They access appropriate professional learning to ensure they understand their roles and responsibilities in keeping children safe. Practitioners support children who require additional help with their learning well. Senior leaders across the campus should continue to review the levels of support for children to maximise the development and learning of all children within the nursery. Recently, practitioners have made improvements to how they plan for children who require additional help with their learning. The plans now identify clear strategies. This is helping all practitioners to implement strategies consistently. There is scope to review a few children's individual targets to ensure they are more specific and measurable within appropriate timescales.
- Practitioners recognise and value each child as an individual. Regular meetings with senior leaders enable practitioners to discuss any potential barriers to inclusion and children's development and learning. The team use effective strategies to reduce such barriers. For example, practitioners use visual prompts to support children to communicate their needs and access all experiences. Practitioners provide a few experiences to develop children's awareness of cultural diversity. They recognise they could promote diversity more effectively by ensuring relevant resources are available that reflect the diverse world in which children live.

### 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 under three

- Children are happy and curious as they move resources across the playroom and explore force and speed in water play. They enjoy filling and emptying containers with sand. Children develop a highly positive sense of self as they join in familiar stories and songs. They would benefit from increased opportunities to explore, investigate and engage in creative play opportunities. This should support the youngest children's stage of development more effectively.

#### Children aged three to five

- Children make good progress in communication and early language. Most children predict, re-tell and join in with stories in small groups. They frequently access books and magazines independently. Practitioners should continue to develop further children's interest and love of stories by increasing opportunities for children to develop, tell and document their own stories. Most children recognise their name as they peg their name to their drawings or mark make on the smartboard. Children frequently attempt to form letters as they write their name. Children would benefit from increased opportunities to write for a purpose.
- Children make good progress in numeracy and mathematics. They develop an awareness of shape and length as they build in the construction area or use loose parts to create large structures. A few children use mathematical language with understanding as they make cakes from playdough. Most children would benefit from a wider range of opportunities to develop further their skills in numeracy and mathematics. This should include information handling and exploring time and measure.
- Almost all children play together well, particularly during imaginative play in the home corner. Children develop their gross motor skills well as they navigate slopes, move over and under tunnels or challenge themselves to balance on ramps they have made.
- Practitioners support and encourage children and recognise their achievements well. Children are proud as they help to look after their outdoor area and play materials and help practitioners to prepare snack for their friends. Practitioners should continue to increase leadership roles for all children.
- Senior leaders monitor children's progress termly. Improved approaches to recording and evaluating termly literacy, numeracy and health and wellbeing shows positive initial impact.

The team have improved their understanding of the progress individual children make. They have planned a pilot of using two-dimensional barcodes with children to access online profiles. This provides an interesting opportunity for children to have increased involvement in documenting and evaluating progress towards their personal targets.

- Practitioners recognise the challenges families may face. The team works well with the excellence and equity lead to identify and provide support to children. This includes well-attended parents' groups, individual support and an enhanced offer by the whole team to target improvements in children's listening skills. The team work very well with partner agencies to ensure equity for all children and families. Practitioners are beginning to be more involved in gathering data to assess the impact of this support on children's progress.

### 1.1 Nurturing care and support

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore we evaluated this quality indicator as very good.

Children experienced a high level of nurturing care from a staff team who understood the importance of caring supportive relationships with children and developing relationships with parents and families. Children's care was delivered with kindness and respect by a staff team who knew the children in their care very well.

Children's overall wellbeing was supported through the effective use of personal planning. Keyworkers had collected, recorded, and updated a range of information that enabled them to meet the care needs of children effectively. This was carried out in partnership with parents and was used to promote consistency of care.

Where children needed additional support with aspects of their development, these strategies had recently begun to be recorded in more detail. They were regularly assessed to ensure that there was progress or to change plans to better meet individual needs. Staff had developed positive and proactive relationships with external agencies and professionals to promote positive outcomes for children.

Children's safety and wellbeing was supported through very good procedures for the administration of medication. Where children had allergies or food preferences these were recorded and shared with staff to ensure continuity of care and safety. Arrangements for sleeping met good practice guidance and children experienced warmth, care, and emotional security at this time. Staff had a firm understanding of child protection and safeguarding procedures. They had carried out training which was regularly refreshed to ensure ongoing confidence and understanding in this area of practice.

Improvements had been made to the mealtime routine and, overall, it provided children with a social experience where opportunities were provided to develop independence, chat with friends and staff and learn life skills. Staff sat with children and assisted them where necessary. They encouraged children to eat well and ensured that they had a drink at this time. Staff needed to continue to assess the lunch experience and carry out planned work with parents regarding healthy packed lunches. Younger children ate in the playroom to provide them with a family meal experience. The meal was very well supported by staff who ensured that children had a relaxed and social experience.

**Care Inspectorate grade: very good**

### 1.3 Play and learning

We evaluated this quality indicator as good where several strengths affected positively on outcomes for children and clearly outweighed areas for improvement.

Children were having fun as they engaged in their play and learning. They could choose where they wanted to play, allowing them to be independent and confident. Many children were engaged in their play and sustained their interest in activities for significant periods of time.

Consideration had been given to the layout of the playroom to provide learning zones, which were well resourced and supported by staff who were consistent to that area. The youngest children had their own play space as it was recognised that some children needed the quieter group to establish firm attachments and develop their confidence. Children in this group also had significant access to the wider playroom environment and outdoor space. This provided them with a broader range of play and learning opportunities. Staff had a good understanding of Schematic play, and this could be further used to support younger children in their play and learning.

Staff were observant during children's play and were developing their skills in supporting learning through their interactions with children. This helped to support social development such as turn taking and sharing. Many staff used appropriate questioning and discussion to help children problem solve and make decisions.

Children were able to access the outdoor area for significant periods of the day. They enjoyed this area where they had many play opportunities to develop their gross motor skills. There were resources for play with water, sand and mud and they could use open ended resources to create and problem solve. Staff had identified further development of the outdoor area to increase the opportunities for numeracy and literacy.

Children's learning was enhanced by staff who had a very good understanding of child development. They were using this knowledge to assess children's progress using local authority tools. Each child had an online learning journey which contained observations of their play and development. These were added to regularly and gave parents a good overview of their child's learning and their time in nursery.

**Care Inspectorate grade: good**

## 2.2 Children experience high quality facilities

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore we evaluated this key question as very good.

Children benefitted from a well-furnished, bright, and well-ventilated setting. Careful consideration had been given to the layout and use of space to ensure that it provided an interesting and comfortable place to play and learn. Restful, quiet areas had been thoughtfully designed to offer children space to relax during the day. These areas were well supported by staff and used throughout the session.

The well organised play areas supported children to begin leading their own play and have fun with their friends. The range of play resources were age appropriate, well presented and maintained to show children that they mattered.

Children had free flow access to the outdoor area, which was secure and appropriately staffed to ensure children's safety. Staff recognised the positive impact being outdoors had on children's overall wellbeing. Outdoor opportunities were enhanced by using local community areas for walks and outings.

Children took part in the risk assessment process for outdoor play and some indoor activities such as the woodwork bench. Children were learning about risk and their place in a social world through conversations during play. For example, staff asked appropriate questions to prompt children's thinking about how risky a play situation was, and how they could minimise the risks for themselves, and to consider their influence or impact on others.

The environment was clean and infection prevention and control procedures were embedded in practice. Food hygiene and handling procedures were followed for the making and serving of food. Handwashing was carried out by staff and children at appropriate points during the day. Nappy changing followed good practice guidance and promoted dignity for each child. These practices promoted children's safety, health, and wellbeing.

Information gathered about children was kept securely in line with good practice. Staff had a very good understanding of confidentiality and appropriate information sharing to ensure that children's right to privacy was maintained.

**Care Inspectorate grade: very good**

### 3.1 Quality assurance and improvement are led well

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

High quality care and support was achieved by effective quality assurance systems including in depth self-evaluation. The senior team had involved staff in the self-evaluation process which had enabled a shared vision for children's outcomes to be established. The priorities of the improvement plan were known to staff and were regularly discussed and assessed as part of the reflective practice. This shared responsibility with staff was leading to continuous improvement.

Record keeping, such as medication and learning journals, were well monitored. Auditing of accidents and incidents took place regularly as did the review of risk assessments and safety procedures.

A shared vision created a settled and welcoming ethos in the service, promoting a positive atmosphere for children to play and learn. The positive ethos had enabled staff to be proactive in taking shared responsibility for change. This meant children benefited from a staff team who were motivated and responsive to meeting their needs.

The senior team and staff understood the importance of parental involvement. Staff had increased the use of social media and the Showbie App to share nursery life with parents. To provide support, information, and opportunities to be involved in the life of the nursery there were a range of groups such as the PEEP groups and stay and play sessions.

The child's voice was recorded through the floor books, which noted children's views, comments, and suggestions. The layout of the play spaces took direct account of children's needs and wishes. During our visit we heard staff asking children's general opinions and there had been some examples of children directly influencing the self-evaluation process.

**Care Inspectorate grade: very good**

### 4.3 Staff deployment

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.



The team worked well together, which created a positive atmosphere, where staff were courteous and respectful to each other. This provided a happy, safe and relaxed environment for children. Staff displayed warmth and kindness which enabled children to feel valued, loved, and secure. Staff were enthusiastic about their roles and spoke positively about their work, highlighting that children were at the heart of everything they did. They were committed to providing high quality care and support to children and families.

Children benefitted from a staff team who had a range of skills, knowledge, and experience. Staff were proactive about learning through reading, courses, peer discussion and visiting other settings. To support their professional development some staff were leading on learning activities or parent groups.

Staff communicated well with each other and worked together to ensure children were safe and engaged in quality experiences throughout the day. This allowed key tasks and responsibilities to be carried out whilst ensuring children were appropriately supported and outcomes for them remained positive.

The senior team recognised and valued the importance of ensuring that the service was appropriately staffed at all times. Staff were flexible and breaks were planned to minimise impact on children whilst making sure staff had time to rest. Recent improvements had been made to the deployment of staff to ensure that staff were not removed from the playroom to set up tables for mealtimes. This enabled more staff to be available for group time and the busy transition to the dining area.

Staff supported children well and the presence of additional staff during the inspection enhanced this level of support. We have asked the senior team to consider staff deployment to ensure that there are a suitable number of staff to meet individual needs of children.

### Care Inspectorate grade: good

During the previous Care Inspectorate inspection, the setting had one requirement and four recommendations. These requirements and recommendations have been met. As a result of this inspection, there no requirements and no areas for improvement.

## 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.