

Summarised inspection findings

Glenburn Primary School Early Years Centre

South Ayrshire Council

2 June 2020

Key contextual information

Glenburn Early Years Centre (EYC) is based in the main primary school building. The setting has one playroom and children have daily access to a secure, enclosed outside area. At the time of the inspection there were 58 children attending the EYC with 15 children attending full time.

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

- Senior leaders value the EYC as an integral part of the whole school community. Practitioners meet together regularly and work collaboratively. They are supported well by the depute headteacher. This allows practitioners to feel valued and an important part of the process of change and improvement.
- The EYC shares the same vision and values as the primary school. All practitioners demonstrate a strong commitment to securing positive outcomes for children, 'To Be the Best That We can Be' which is reflected in their everyday practice. The aims are specific to the EYC, agreed, and shared with parents and carers in a variety of ways including newsletters and a display in the setting. Practitioners are supporting children well to understand and talk about the values and aims in meaningful ways using appropriate language.
- Practitioners access a wide variety of professional learning opportunities across the cluster and local authority. Practitioners value the opportunity to visit other settings and look outwards to improve their practice. Senior leaders should continue to support practitioners to reflect on how these opportunities impact on their pedagogy and build upon their individual skills and knowledge. Senior leaders and practitioners should measure the impact of professional learning to ensure it leads to improvements and positive outcomes for children.
- All practitioners have leadership roles, for example mentoring modern apprentices and developing further approaches to family learning. Senior leaders, as planned, should continue to support practitioners to build on existing strengths to improve further their leadership skills. This should focus on curriculum knowledge and develop further practitioners' expertise. Children are capable and keen to undertake more meaningful leadership roles that build upon their interests and skills. This should include opportunities to be part of learner participation groups.
- The EYC team are reflective and strive for continuous improvement. A whole school improvement plan outlines priorities relevant to the EYC and includes links to national and local priorities and guidance. Practitioners are involved in the review and evaluation of the plan, contributing effectively to discussions on the progress towards achieving the priorities.

- Senior leaders have established systems for self-evaluation. Practitioners have a clear understanding of the process and benefit from a manageable pace of change to secure improvements. Senior leaders carry out a range of monitoring activities, including reviewing planning and observations in the EYC. Practitioners are at the early stages of undertaking peer observations. They are building their skills and confidence in this approach and senior leaders are supporting the team to develop this aspect of their self-evaluation approaches. Individualised feedback should support practitioners to measure changes and improvements they make in their practice.

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 work well together to ensure all children and parents feel welcome, valued and included in the EYC. As a result, children are happy, feel secure and quickly choose where to play. Children are motivated and engaged as they decide where to play. Caring, supportive relationships between children, practitioners and families are a key feature of the setting.
- Practitioners know and understand children, their interests and stage of development well. The team rightly combine small and large group times with longer periods of free play. Group times are short, focused and adult directed. Most children concentrate for extended periods of time as they explore the texture of foam or transport water along pipes in the outdoor area. A good range of open-ended resources supports children to independently mix paint and create rockets. Most children engage purposefully in play with the reassuring presence of an adult. A few children find it difficult to deepen or extend their learning independently. The team should continue to provide opportunities for children to be inquisitive, identify and solve problems and take risks in their learning.
- The team are consistently caring and attentive in their interactions with children. All practitioners tailor their vocabulary well to children's stage of development. There are a few good examples of practitioners using open-ended questions well. As planned, senior leaders should support practitioners to develop higher order questioning skills to help children to explore their thinking in more depth. Practitioners need to ensure all experiences offer an appropriate level of depth and challenge. This should support children to build on and develop further their prior learning.
- Children use the computer to play digital maths games, draw and print pictures and capture photographs of their work. Practitioners should continue to develop further the use of digital technologies to enhance learning.
- Practitioners listen to, value and respond to children's ideas and interests. They use mind maps to record children's ideas and what they already know. As planned, the team should continue to develop ways to enable children to consistently lead and direct their own learning. Practitioners should reflect on the balance between adult directed and child led learning. A few practitioners reinforce the language of learning well with children. Most children need support to think about what they already know, can do and would like to learn next.
- Practitioners meet weekly to share, discuss children's progress, and think about how to plan learning. There are clear processes and structures that support keyworkers to plan for children's development and learning. Practitioners formally observe and record children's engagement in learning each term. The team use this information to make a few appropriate changes to the learning environment.

- Keyworkers regularly review children's progress at helpful termly progress meetings with the depute headteacher. Practitioners reflect on, and plan for, children's progress with parents during reviews of care plan targets. The team moderate their judgements of children's progress with other settings in the local area. As a team, this means they have a shared understanding of the progress children make towards agreed targets. Senior leaders and practitioners create targets for children who are experiencing barriers to learning. These should be reviewed, assessed and updated as required to ensure needs are being met fully.
- Children proudly access, share and reflect on experiences and learning using attractive, personalised 'FAB books'. These books contain a range of good information about children's progress and development over time. Practitioners plan time with individual children to talk about their experiences celebrated in the books. Parents contribute to and share these 'FAB books' regularly with their child. This offers parents a window into their child's experiences in the EYC as they celebrate achievement of key milestones.

2.2 Curriculum: Learning and developmental pathways

- The EYC team provide an appropriate breadth of learning experiences. Senior leaders recognise the need to create a curriculum rationale for the EYC. This should provide the EYC team with an opportunity to be clear about their shared pedagogy and focus on challenge and depth of learning. The process of creating a curriculum rationale should support a shared understanding and increased use of the local context.
- Practitioners use local authority progression frameworks for all curricular areas. Practitioners are developing their knowledge of new local authority approaches to track progress in learning.
- Practitioners make effective use of the local community through activities such as world of work events, health weeks, walks in the local community and visits to care homes. They should continue to build on these experiences to promote children's application of skills and knowledge in real life contexts and support children in learning further about skills for learning, life and work.
- Children's transitions into the EYC are flexible and take account of their individual needs with enhanced transition visits offered as required. The EYC's arrangements for children moving to P1 ensure children feel confident and familiar with their new learning context. Across the early level, staff should, as planned, continue to work together to develop a shared understanding of play based learning to support continuity in the curriculum and learning for children.

2.7 Partnerships: Impact on children and families – parental engagement

- Parents and carers are welcomed and active partners in the life and work of the EYC. The team have established highly positive relationships with families due to their inclusive and open approach. As a result, most parents regularly attend a good range of meetings, for example workshops and events where practitioners share information about children's interests and curriculum areas. Parents and carers attend care plan meetings within appropriate timescales and have regular informal and formal opportunities to share information. Most parents report this supports them to develop better relationships with practitioners and feel able to ask questions about their child's learning and development. Practitioners provide a range of communication including newsletters, home link activities, 'coffee and chat' meetings, the school website and social media. Almost all parents report that they feel well informed about the work of the EYC.
- Practitioners, senior leaders and outside professionals work very well together to establish and develop positive relationships with families. The EYC team, in partnership with the local authority family learning team offers a wide range of parental engagement opportunities. This includes stay and play sessions, family baking sessions and workshops to help parents and carers support children's learning at home. Most parents report that this gives them a better understanding of the activities and learning their child enjoys at the EYC. The EYC team consult regularly with children and families and respond to feedback, ideas and suggestions to inform future activities. Children, parents and partners should build on this positive collaborative approach to evaluate the impact of learning together on children's progress.

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 That We can Be' and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Senior leaders and practitioners have strong relationships with children and families. They work very well with families to establish effective links in order to support all children. The ethos of the EYC is nurturing and respectful. As a result, children are confident, happy, secure, safe and enjoy their time at the setting.
- Practitioners use the language of wellbeing very well during learning experiences and in information shared between home and the EYC. Children's rights are promoted across the EYC. Practitioners recognise the need to develop further children's understanding of their rights in order to help them talk more confidently about their own wellbeing needs.
- Children are safe as they identify risks with practitioners during walks in the local community and visits to local woodlands. They reflect well on how to manage risk within the indoor and outdoor EYC environment using a benefits and risks assessment approach. The nurturing environment created by the EYC team results in an ethos where children feel respected and included in the learning experiences. Children's views and ideas about what they would like to learn and what they already know are regularly gathered. Practitioners work well together to develop an independent, accessible approach to learning in the EYC. Children are articulate, observant and demonstrate clearly that they are able to play an even greater role in leading aspects of the EYC.
- Practitioners plan for snack with children, taking into account their comments about snack choices. All children have an active role as they take turns to plan, prepare and enjoy a range of healthy snacks. Practitioners support children very well to develop their skills including cutting, spreading, pouring and social interactions with their friends. Most are willing to try a range of unfamiliar foods. All children take part in a daily tooth-brushing programme. This supports them to understand why it is important to keep their bodies healthy. Children attending the EYC for a full day benefit from eating socially during lunch times in the school dining area. Children are happy and confident both indoors and outdoors. Outdoor learning supports children to be healthy and active as well as developing their physical skills using balance bikes and weekly visits to the gym.
- Almost all children play together cooperatively and are developing important friendships. Practitioners model positive behaviours and assist children to talk through and resolve conflicts together. Children's behaviour is very positive in line with their age and stage of development.
- Practitioners meet statutory duties through effective communication and a good range of monitoring and audits overseen by senior leaders. Practitioners undertake effective professional learning to ensure they are up to date with their responsibilities and support children well. Practitioners ensure records of children's needs are up to date and regularly

reviewed. Sensitive, appropriate use is made of records about children's needs such as 'All About Me' sheets and personal care plans.

- Practitioners know their children and families very well. Practitioners are aware of the key role they have to support children to understand equality and diversity. The strong ethos of inclusion created by the EYC team in line with the vision, values and aims ensures that all children and families are treated with fairness and respect. They follow advice and guidance from partner agencies, such as speech and language therapy and other health service professionals to bring about improvements for individual children and their families.

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

- Almost all children are making very good progress in early language and communication. Children are enthusiastic, articulate and confident communicators. Almost all children enjoy re-telling and sequencing familiar stories with an adult. A few children enjoy making their own books with support from practitioners. Almost all children independently explore a good range of fiction and non-fiction texts throughout their play. Children communicate their own ideas very well as they mark make throughout the playroom and outdoors. A few children ask to write signs in the outdoor area. Most children need to become more experienced in applying their early literacy skills in real life contexts.
- Almost all children are making very good progress in early numeracy and mathematics. Almost all children count frequently throughout their play in the playroom. A few children enjoy exploring larger numbers. A few children are beginning to add and subtract during their group welcome time, and when working in a small group with an adult. Most children show a good understanding of volume as they fill and empty containers in the mud kitchen. Parents and children enjoy exploring number together at home as they explore quantities and create number charts. A few children are ready to develop further a broader range of early numeracy skills in play and real life contexts.
- Almost all children are making very good progress in health and wellbeing. They laugh and are comfortable and relaxed as they move freely between the indoor and outdoor space. Children cooperate, take turns and help one another as they follow their own EYC rules. Children are proud of their increased independence as they get ready for outdoor play or tidy up. Children increase their confidence, self-esteem and knowledge of their local community as they spend time with residents in a local care home. Most children make good progress in developing their fine motor skills as they help make playdough. Almost all children make very good progress in improving their gross motor skills through a good range of activities in the school gym and outdoor area.
- Children's progress in meeting key milestones is tracked well by keyworkers through useful, focused termly meetings with the depute headteacher. Tracking information includes literacy, numeracy, health and wellbeing. Children's progress with care plan targets and in other curricular areas such as expressive arts is celebrated. As a result, children make very good progress over time from their own unique starting points.

- Children are confident and successful learners as they share their creations from home. A few children give one another feedback as they share their views about one another's drawings. Children develop a sense of achievement and positive self-esteem as a result of well-judged praise and encouragement from practitioners. Children, parents and practitioners celebrate children's achievements such as in swimming, drama and independence skills on their 'proud clouds'. Children need opportunities to build on, and develop further, their achievements from home linked to their learning in the setting.
- Children who require additional or specific support are identified promptly, well supported and make good progress. The whole team know children and their individual needs very well. They make good use of 'All About Me' and care planning meetings to build a full picture of the child, their family and their unique needs and interests. Children benefit from small group and targeted support to meet their specific individual needs. Children who need personalised support to communicate, access resources or concentrate for longer periods benefit from clear, specific strategies implemented effectively by the whole team. Parents, practitioners and colleagues from other agencies communicate regularly and work well together to agree and review clear targets.

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.