

# Summarised inspection findings

**Kinneil Primary School Early Years Campus**

Falkirk Council

24 March 2020

## Key contextual information

The early years campus is based in Kinneil Primary School in Bo'ness and caters for children from birth to aged five. At the time of the inspection, there are 59 children aged three to five years on the roll, 16 children aged two to three years and eight children aged from birth to two years. The campus is open from 8am-6pm daily. There are three playrooms with free flow access to the outside. Children access a forest in walking distance of the campus.

### 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 teaching
- effective use of assessment
- planning, tracking and monitoring

- Across the early years campus, relationships between practitioners and children are warm and caring. As a result, children are safe and secure in their environment. Children arrive at the campus enthusiastic and motivated to learn. They have access to a wide range of good experiences, both indoors and outdoors, and independently make choices and decisions about their play. Most children are engaged well in their learning during child-initiated and adult-led experiences. For example, they play in the home corner in the two to three room and build ships using blocks in the three to five room. As planned, practitioners should continue to increase the frequency of child-initiated experiences. There is scope for practitioners to build on children's positive engagement in learning by continuing to develop their language of learning.
- Interactions between practitioners and children are caring and responsive, resulting in a positive and welcoming ethos for children and families. Children interact positively with each other, displaying respectful and considerate behaviour to their peers. This welcoming ethos has been supported by home visits by key workers before children begin attending the early years campus. Practitioners make appropriate use of questions and commentary to extend children's learning. They should continue to embed these skills further with the support and feedback of partners. The senior leadership team, as planned, should continue to monitor the levels of engagement between children and practitioners. Practitioners are able to identify most of the time where children require further support or challenge in their learning. They should now continue to develop more consistent use of skilled questioning to challenge children in their thinking.
- Digital technologies are evident in the playroom and used well by children. Practitioners should continue the expansion and use of open-ended resources, natural materials and real-life objects. This will enable children to develop further their skills in curiosity, inquiry and creativity. Practitioners use the local community well to enhance children's learning experience. Children benefit from visiting the local woods and library. They visit older residents' housing to take part in intergenerational learning.
- Practitioners continue to develop their skills in using journals to record children's learning and progress. In the two to three room, practitioners use a paper-based learning journal, containing

photographic evidence and observations that detail a range of experiences and aspects of children's learning. In the three to five room, practitioners use an electronic journal. Parents have access to the online learning journals and a few have begun to engage in commenting on their child's learning. The quality of practitioners' observations is not yet consistent across the setting. Practitioners should continue to improve how they record children's significant learning across a range of curricular areas, in order to improve children's learning. Practitioners should ensure that next steps are relevant to the learning assessed and are meaningful to children.

- The senior leadership team has revised the planning process to promote a more child-centred approach. As a result, planning now reflects children's interests and practitioners are becoming more responsive to children's ideas. Planning is recorded on the learning wall in the two to three room, making learning visible for children, parents and practitioners. In the three to five room, practitioners highlight children's interests on a display. Practitioners should continue to review and develop planning approaches for children's learning, ensuring a balance of child-initiated and adult-initiated experiences.
- The senior leadership team has introduced an approach currently used in the primary school to monitor and track children's progress in the early years campus. This has been developed further by regular meetings with key workers in order to discuss progress and strategies to improve children's learning experiences. The senior leadership team and practitioners should continue to review their approaches to tracking children's progress to ensure that children can achieve their full potential.

## 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. At the time of the inspection, there were no identified areas for development.

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 aged 2-3 years**

- Toddlers are making good progress across their learning. Most increase their vocabulary well during frequent songs, rhymes and favourite stories. Most children frequently sort and transport objects using interesting natural resources. In the popular home corner, most children explore their own ideas and experiences as they play alongside their friends.

### **Children aged 3-5 years**

- Most children are making good progress in communication and early language. They listen intently to stories in their comfortable book corner. A few children confidently create and retell stories using props and puppets. Most children listen very well to practitioners and one another throughout their play. A few children enjoy having fun with words and rhyme as they share jokes with their friends. Children expand their vocabulary as they explain in detail how they will look after vegetables they have planted. They frequently mark make in many areas of the playroom and outdoors. The majority of children illustrate and describe their own stories in detailed line drawings. Most children enjoy forming letters in sand and confidently use pens to begin to write their own name and a few familiar letters. As planned, most children are now ready for increased opportunities to apply their skills in different contexts.
- Most children are making good progress in numeracy and early mathematics. They demonstrate a good understanding of mathematical language as they compare size and weights. Most children estimate and count during cooking activities and as they help prepare snack. Most children recognise numerals within 10 and a few children count confidently beyond 20. Most children identify and match a few two-dimensional shapes as they play learning games on the interactive whiteboard. As practitioners have identified through self-evaluation, most children are now ready to build on and extend their prior learning. A few children now need more challenging opportunities to consolidate and develop further their numeracy and early mathematical skills.
- Most children are making good progress in health and wellbeing. Almost all children understand and follow agreed nursery rules. Children share ideas and co-operate well as they build a bus in the construction area. Most children show a good understanding of how to keep themselves safe as they walk to their 'wild wood'. Practitioners have rightly identified that children are now ready to evaluate the risks and benefits of their play in more detail. Through daily stimulating outdoor play, children are developing their gross motor skills well. They climb through tunnels, over branches and run alongside practitioners in the open woodland spaces.

Most children also make good progress in developing their fine motor skills as they thread beads to form patterns. Children are ready to find their own solutions to sharing and negotiating over resources. Most children are capable of taking increased responsibility across the setting.

- Learning stories and journals demonstrate that children make good progress over time. Most children enthusiastically experiment with sound and rhythm in active music sessions. Children frequently express their creativity as they paint and make models using recycled materials. A few children show dexterity and creativity as they work with clay to make 'weights'. Children make good progress as they access developmentally appropriate sensory experiences. Well-planned experiments and engaging work with programmable toys support children to begin to identify and solve problems. Children are proud of their achievements that are shared on their 'moments from home' tree. Practitioners need to continue to use information about children's achievements to inform next steps in early learning and childcare provision for individual children. The team have rightly identified the need to improve children's use and ownership of their learning journals. This will support children to better recognise the skills they are developing over time.
- The team works in effective partnership with parents, carers and a good range of professionals. They work well together to promptly identify and minimise any barriers to learning to secure children's progress. Practitioners work to ensure equity for all children through effective targeted support and interventions. As a result of targeted work with partners focusing on vocabulary acquisition and communication skills, individual children have made good progress with their speech and social communication. Children's progress over time is documented in their individual online learning journals. As planned, using new approaches to tracking and monitoring, practitioners now need to continue to evidence the impact of these strategies on children's progress.

### 1. Quality of care and support

Children and parents were welcomed individually by caring and enthusiastic staff and received warmth, kindness and compassion. This supported children's emotional wellbeing and helped them to build trusting relationships. We could see that staff used differentiated approaches to settle families into the nursery session. Home visits had created opportunities for close partnership working and families were involved in the life of the service through sessions such as, 'stay and play', 'taste and make' and 'book bug'.

Staff showed a commitment to professional development and used this to make a positive difference to children's quality of experience. Regular opportunities were available for staff discussion and reflection at the end of the day huddle. This supported ongoing information sharing regarding children's progress and needs. Awareness of staff interest and skills resulted in some distributed leadership roles. Staff talked confidently regarding the impact of training on their thinking and practice. The service should continue to reflect on deeper questioning skills to enhance practice and promote a collegiate approach across the team.

Systems were in place to identify additional support needs and this ensured that intervention was provided promptly. Staff worked hard to support development and learning for individual children where required. For instance, they attended team around the child meetings, worked well with parents and gained appropriate skills to support development and wellbeing. Children were showing progress in areas such as speech and language and friendship building due to this focused team approach.

Staff we spoke to had good understanding of child protection and procedures to follow in the event of an incident and an up-to-date child protection policy was in place. Families could be confident that staff are aware of how to keep children safe. The general practices in managing medication and recording accidents and incidents were effective and managed well.

For younger children the safer sleeping guidance was adhered to and this ensured they were effectively monitored, nurtured and safe. However, we suggested all playrooms could consider the addition of an adult sized soft chair to provide a comfortable and nurturing place to settle children who may need additional reassurance. This would ensure children received compassionate care in a designated space that was similar to their home environment.

**Care Inspectorate grade: very good**

### 2. Quality of environment

Staff had developed the play environment to enhance children's engagement, wellbeing and choices. Children were supported and included in decision making through the use of visual timetables, rhyme cards and MAKATON sign language. Nurturing spaces for rest and reflection had been created and the overall feel of the playrooms was spacious, bright and relaxing. The lunch time routines were unrushed, and staff interactions were respectful and individualised. This fostered positive connections with food experiences and promoted a healthy lifestyle.

Through our discussions, observation of wall displays and children's record keeping details, we could tell staff kept up to date with current best practice guidance and documents. Staff had documented a variety of play and learning experiences and connections were made to individual achievements. We suggested that some wall displays, and outdoor resources could be reviewed to ensure they respected child-led ideas and creativity. Staff we spoke to were keen to do this.

The flow and pace of the day supported uninterrupted child-led explorative play. This expanse of time enabled children to investigate with friends and extend learning through trial and error. The staff had developed exciting and challenging loose parts natural resources both indoors and outdoors, which enhanced children's critical thinking. Children were involved in the routines of the day, such as collecting resources for play and setting up for lunch and snack. This inclusion enhanced their life skills and gave them a sense of responsibility.

The service made good use of the local community and school grounds to engage children in different types of play, learning and safety issues. For instance, intergeneration visits to the local care home, visits to the local woods, music sessions and visits to the local shops. These experiences enhanced children's connections with the world around them and encouraged a sense of wonder.

The forward thinking and reflective management and staff team gave us confidence that improvements would continue to be identified and addressed.

### Care Inspectorate grade: very good

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection, there are no requirements and no recommendations.



## 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%