

Summarised inspection findings

Easdale Primary School Pre-Five Unit

Argyll and Bute Council

3 September 2024

Key contextual information

Easdale Primary Pre-Five unit is based within the Easdale Primary School building. It serves the Isle of Seil, the Isle of Luing, Easdale Island and surrounding rural area. The Isle of Seil is linked to the mainland by a bridge. There is one playroom, and children access enclosed outdoor areas within the school playground. Children attend from the age of three until starting primary school. The setting is registered for 12 children and is open from 9.30 am until 3.30 pm Monday to Friday during term time. Currently, there are eight children attending the setting. The headteacher has overall responsibility for the setting. There are two early years practitioners and one classroom assistant. The headteacher has been in post since November 2018.

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

- There are positive relationships between practitioners and children and among children. Most children share resources and take turns in a developmentally appropriate manner. Practitioners use skilful, sensitive interventions to support children to regulate and manage their behaviour. As a result, all children behave well most of the time. Practitioners are at the early stages of supporting children to understand fully children's rights.
- All children are happy and settled in the setting. Almost all children engage well and enjoy using the wide range of natural and open-ended resources. They develop their creativity and curiosity well as they play and learn inside and outdoors. Practitioners work effectively with local community colleagues and use the local area well to enhance children's learning. This is helping children to increase their understanding of the skills for life, learning and work. For example, all children enjoyed visiting the local health centre to explore the work of health care staff. All children carry out leadership roles effectively within the setting. For example, they help set the table and wash dishes at snack time successfully. Practitioners need to help children to take an enhanced role in leading and reflecting on their own learning. This will allow them to become more independent learners and sustain their interests better.
- Children are beginning to learn how to use search engines on digital platforms to gather information. Practitioners need to embed the use of technology across the setting to enhance children's learning. There is a need for practitioners to provide a more literacy and numeracy rich environment for learning indoors and outside.
- Practitioners know children very well as individuals. Practitioners interact sensitively and attentively with children and support their learning effectively through praise and encouragement. They use skilled questioning to help children develop further their knowledge and understanding.

- Practitioners observe children carefully and record their observations regularly in online learning journals and wall displays. They need to ensure that they identify the specific skills that the children are developing in addition to experiences. Practitioners now need to use data gathered from observations to help children to identify next steps in their learning. Practitioners have introduced an online platform recently for sharing learning with families. Children are at the early stages of contributing to these online journals. Parents receive termly learning updates and are encouraged to share children's learning and achievements from home.
- Practitioners plan children's learning termly using Curriculum for Excellence (CfE) experiences and outcomes. They are responsive to children's needs and interests. They work well together to plan experiences which are developmentally appropriate and of a good quality. They take good account of children's interests to inform planning.
- Practitioners track children's progress effectively in literacy and numeracy using developmental milestones and CfE experiences and outcomes. They need to use data better to identify gaps in children's learning and provide planned targeted support to achieve the best possible outcomes for all children. Practitioners need to develop tracking across all curriculum areas.

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

- Most children are making good progress in early communication and language. They take turns in conversations with each other and adults effectively. Most children listen well to practitioners and to each other. At times, a few need reminding and support to help them to follow instructions. Children demonstrate an interest in and love of books. They explore a book of the week together and enjoy sharing reading sessions with their families. Most children recognise their names, and a few are attempting to write their names and other letters. Practitioners should provide more opportunities for children to practise their writing in real life experiences, such as writing shopping lists. A minority of children need to further develop their skills and confidence in talking and listening with new people.
- Overall, most children are making good progress in early numeracy and mathematics. Practitioners model the language of mathematics well during interactions with children. Most children identify numbers, count to 10 and beyond and order numbers during play. They are learning about shape as they build in the construction area and name the days of the week. All children need to develop further their skills and understanding of money and measurement in real-life experiences.
- Most children are making good progress in health and wellbeing. They are developing confidence and perseverance as they challenge themselves to climb and explore in the outdoor area and garden. Most children are learning to be responsible as they risk assess when going outdoors and represent their setting as 'eco warriors'. They are developing independence as they select and self-serve their snack and make choices about their play. Children understand the importance of personal hygiene and participate in tooth brushing and handwashing regularly. They are developing their gross motor skills well as they ride bikes.
- Children are making good progress over time across most areas of the curriculum. They participate confidently in a wide range of appropriate experiences to develop their skills in creativity and curiosity. However, there are a few children who are capable of making greater progress. Practitioners need to focus on building on children's significant learning to support this progress.
- Practitioners praise and celebrate children's achievements at home and in the setting through displays on the achievement wall and in learning journals. Practitioners encourage parents to share achievements from home in the learning journal and via the online platform. Children are developing their leadership skills well as they share their achievements with parents through 'learning together' sessions.

- Practitioners have a good understanding of the social and economic context in which their families live. Children have regular opportunities to learn alongside children in P1. This is helping them to have confidence and play with larger groups of children. Practitioners use their knowledge of individual families' needs effectively to sign post them to support from partner agencies, such as health. Senior leaders need to analyse data gathered about children's progress better. They should identify clearly gaps in individual children's learning and any gaps between cohorts of children. This should help them to provide targeted interventions to reduce disadvantage.

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.