

# Summarised inspection findings

**Tarbolton Primary School and Early Years  
Centre**

**South Ayrshire Council**

**SEED No: 8235023**

**07 March 2018**

## Key contextual information

The early years' centre operates from a purpose built section within the primary school. At the time of inspection there were seven children aged two-three years and 51 children aged 3-5 on the roll of early years' centre. Children attend on a variety of attendance patterns including the option of a full day placement. The early years' centre currently operates from two rooms within the new purpose built community campus building. There is direct access to dedicated outdoor spaces from both playrooms. A team of early learning and childcare practitioners, a full time early years' centre teacher are part of the wider school team and managed by the headteacher.

### 1.1 Self-evaluation for self-improvement

good

This indicator underlines that rigorous self-evaluation is the responsibility of all practitioners and stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasises the need for strong leadership and a shared understanding of strengths and areas for development. A key factor is how to demonstrate the impact of self-evaluation and how evidence is used to improve outcomes for children. The themes are:

- Collaborative approaches to self-evaluation
- Evidence-based improvement
- Ensuring impact of successes for children and families

- The early years' centre (EYC) team are resilient, hard-working and reflective. They work well together and have supported children and families effectively in the move to their dedicated rooms within the new school building. The head teacher, supported by the depute and early years' centre teacher, provides clear, supportive leadership to the team. The senior management team are respected and appreciated by practitioners, partners and the local community. An open, collaborative approach to self-evaluation is evident and the team demonstrate a shared understanding of, and commitment to, agreed priorities for improvement.
- The EYC team are becoming more confident in their approach to the self-evaluation process. They benefit from fortnightly meetings where they reflect on the progress children are making, implementation of key team priorities and share ideas for future improvements. Professional dialogue is now a more routine feature of the practice of all practitioners. Over the last year discussions and points for action has been linked to the How Good is our Early Learning and Childcare? (HGIOELC) framework. The team should continue to build on and develop further their skills and confidence in gathering, analysing and using evidence of the impact of their approaches on outcomes for children.
- Practitioners are respectful, inclusive and supportive as they work in partnership with families. They value parents and children's views and regularly ask parents for their ideas of how they can improve through informal discussions, evaluations of group work and through more formal questionnaires. A few members of the team are becoming more confident in gathering and analysing a wider range of data to assess the impact of specific interventions in literacy and numeracy on children's progress. There are a good range of

opportunities for parents to participate within the setting for example through fundraising, woohoo Wednesdays and make and taste sessions. As planned, practitioners should continue to seek ways to fully involve more parents and children in leading and influencing the development of the setting.

- The setting's self-evaluation process is based on the specific improvement priorities shared across the school. For example there is a focus on strategies to develop children's numeracy, literacy and communication skills. Practitioners use a variety of local and national guidance to begin to identify and progress relevant areas for improvement. The team are now fully involved with school staff in identifying and reflecting on improvement priorities. In the early years class the team should continue with their work to support children to share and review what they have learned in a meaningful and appropriate way.
- Good, well-planned, focused opportunities for professional learning are in place. Children benefit from ideas and initiatives implemented as a result of professional reading, visits to other settings, sharing ideas from formal professional learning opportunities and advice from the local authority. Individual practitioners are now motivated and enthusiastic about their specific leadership responsibilities across the setting. As discussed a continued focus of self-evaluation activities on how to maximise the impact of carefully planned small and large group sessions would be helpful across the team.

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

### 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

- Across the setting, evidence gathered from inspection activities shows that children are making good progress across communication, early language, mathematics and health and wellbeing.
- Most children aged two to five years are developing their early communication skills through thoughtful, supportive interactions with confident and enthusiastic practitioners. A good balance of adult-initiated and spontaneous free flow play activities supports children to extend their vocabulary and build on their taking and listening skills. They enjoy listening to familiar stories, access books independently and join in enthusiastically with action rhymes and songs. A few children enjoy telling imaginative stories that are scribed by practitioners. A good range of indoor and outdoor opportunities to mark make for a purpose are being offered. As planned continue to ensure that all small and large group activities consistently support and challenge children at the right level for their stage of development.
- Most children aged two to five years are making good progress in early numeracy experiences. Children are involved in many experiences to explore numbers through daily routines, as they follow a recipe to make porridge or as they measure and compare their heights. Most children demonstrate a good understanding of two-dimensional shape and are developing their understanding of volume as they play at the sand and water areas. At present the team have a specific focus on extending the range of open-ended resources that can be used to support, for example, counting and sorting. As this work develops the team should continue to ensure an appropriate balance between carefully planned use of commercial mathematics resources with real life contexts where children can apply and develop further their skills.
- Across the setting there is a strong focus on health and wellbeing. Priority is given to nurturing positive relationships between practitioners and children. As a result children settle quickly and develop close attachments to practitioners and one another. Most children communicate their needs and feelings using gestures or their developing vocabulary. Practitioners support children to become increasingly independent and confident through their patient, enabling approaches in everyday routines. Most children initiate and sustain their own play for extended periods, approach adults for support when

needed and a few children support their friends to join in with activities. Staff tune in well to children's individual personalities and temperaments.

- Children are making good progress over time across a variety of areas of their learning. Children's progress in early literacy, mathematics and health and wellbeing are regularly tracked and monitored using a range of observations, targets for learning and developmental milestone trackers. This progress is shared effectively with parents and a good range of partner agencies. The team have identified that approaches to extending their work with children on developing early science skills could be increased. Practitioners should continue with their work to ensure specific, relevant, personalised next steps in learning are consistently identified and used to plan learning.
- Children who have specific identified needs are supported to make very good progress in their learning and development. There is an inclusive approach that is informed by the team's sound understanding of child development and focused effective partnership working. As a result early identification of children and families' needs is a strength across the team. Very good account is taken of the holistic needs of children and their families to ensure they make the very best progress. Accurate, detailed and up to date records of progress are regularly revisited for children who may have potential barriers to their learning.

## 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.

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