

Summarised inspection findings

Crookfur Family Centre

East Renfrewshire Council

28 February 2023

Key contextual information

Crookfur Family Centre is part of Crookfur Primary School and is situated in a separate purpose built centre over one mile away. The headteacher has overall responsibility for the centre. The children access one large well-resourced playroom, a multi-purpose dining room, a quiet room, an outdoor classroom and a large well-designed outdoor area. Children attend from the age of three until starting school. The setting is registered for 120 children and staffed for 88 at any one time. Currently, 143 children are accessing the centre in total. Children access 1140 hours of early learning and childcare through a range of placements which provide families with sessional, full day, term time and 52 week provision. All children have lunch within the setting. The depute head of centre has responsibility for the day-to-day running of the centre. There is a principal teacher, an early years teacher, a senior child development officer and 14 other staff who work as child development officers and playworkers.

The centre opened in December 2020 with practitioners and children coming together from Crookfur Nursery Class and different settings across the local authority.

2.3 Learning, teaching and assessment

very 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

- Warm, nurturing relationships between children, families and practitioners are a key feature of the family centre. Almost all children are highly engaged in the exciting range of experiences outdoors and in the playroom. Children are very motivated by the well-planned environment. They are curious and engage in deep learning through play. Parents value the home visits practitioners make before children start the centre and children share their joy about these visits. As a result, all children are happy, secure and able to make choices to sustain and develop their learning.
- Practitioners are highly responsive to children's needs and interests. They know children very well as individuals, value their interests and act on what they have to say. All staff have taken part in professional learning to improve their questioning skills. As a result, their interactions with children are of a consistent high quality. Practitioners use sensitively timed questioning during their interactions to respond to children and extend their learning. This approach is helping to promote children's curiosity, independence and confidence. Practitioners use supportive prompt cards to scaffold and further enhance this development. They use a variety of digital technologies very effectively to support and enrich learning experiences for children.
- The leadership team share an informative online blog and use social media very successfully with families. This provides them with regular, up-to-date information about children's learning experiences. Practitioners use children's 'special books' very effectively to highlight each child's progress and achievements. Families have regular opportunities to make valuable

contributions to the these and make comments on children's learning. Practitioners encourage children to reflect on learning evidenced in the 'special books'. As a result, almost all children show their knowledge and skilled recall of the learning that has taken place. They show true ownership of their 'special books' and talk with enthusiasm and pride about their achievements. Senior leaders should continue with plans for children to share their pride in their significant learning with families, as it happens.

- Senior leaders have embedded highly effective approaches for discussing and sharing key features of children's learning and wellbeing. Senior leaders and practitioners engage in daily meetings to share this information. As a result, their planning is highly responsive and meets the needs of all children.
- The highly reflective staff team seeks ways to improve continuously. All staff have engaged in professional learning to improve further their approaches to planning children's learning. They have successfully introduced floorbooks which focus on increasing children's voice in planning learning. Practitioners should build on this very positive practice and explore how they can involve children and parents more fully in planning next steps in learning.
- Practitioners use effectively a helpful local authority tracker to record children's progress. Senior leaders plan to extend further this approach to support planning for next steps in learning.

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

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 make very good progress in numeracy and mathematics, communication, early language and health and wellbeing. Children are very independent in leading their own learning and making choices both indoors and outside, including trips to the local area. Almost all children are confident and enthusiastic in participating in new experiences and demonstrate a sense of wonder through their conversation and creativity. They take part enthusiastically in exciting physical play where they manage their own risks very well. The environment is set up to encourage children's independence during mealtimes. Almost all children are skilled in serving and clearing away their food. They are developing skills for life very well.
- Almost all children communicate very effectively with practitioners and each other, using a rich vocabulary. They demonstrate a keen interest in 'writing' for a purpose as they create signs, registers, and contribute to their learning journals and floor books. The majority of children show a high level of skill in their mark-making. Children enjoy and listen attentively to stories and can use story spoons to create their own imaginative stories. Almost all children recognise their own name and other common words.
- Almost all children develop their numeracy and mathematical skills very well. Children make very good use of digital learning to further their mathematical understanding of number, size and gradients. They demonstrate a high level of confidence in using positional and directional language while using programmable toys and participating in walks. They show a very good understanding of weighing and measuring while making porridge and taking part in baking activities. Children use their knowledge of numbers accurately during play and real-life experiences.
- Practitioners make very good use of real-life experiences to develop further children's early skills across all areas of the curriculum. This includes sewing, woodland walks and baking along with every day routines including mealtimes. As a result, children demonstrate high levels of creativity and cooperate well with each other during group tasks.
- Practitioners place very high value on recognising and celebrating children's achievements from outside the setting. As a result, children talk about their successes with pride and take on responsibilities confidently in the playroom. Children are keen to give their opinions and know their voices are valued. They discuss and make decisions about changes to their environment to meet their needs. For example, in the creation of additional quiet spaces and moving the dough table closer to the home corner. Children are becoming responsible citizens as they

learn about recycling and develop relationships with the residents from the local sheltered housing.

- Practitioners know children and families as individuals very well. They have a very good understanding of children's family backgrounds and individual challenges. Practitioners work relentlessly with other agencies to ensure children and families receive the support they need. They make good use of the available tracking data and as planned, should continue to develop this to further improve outcomes for children.

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.