

Summarised inspection findings

Taynuilt Primary School Early Learning and Childcare Class

Argyll and Bute Council

23 June 2020

Key contextual information

The Early Learning and Childcare (ELC) setting is situated in a building adjacent to the school and has a large playroom and outdoor area. The current roll is 21 children aged three to those not yet attending primary school. They attend on a variety of patterns according to parental choice, with many children experiencing a blended provision by attending other settings during the week.

2.3 Learning, teaching and assessment

satisfactory

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

- Relationships are very strong in the ELC setting. Parents and carers have trust in the setting and feel children are settled and supported well. The learning environment indoors has undergone significant recent change with the purchase of new furniture. Children are responding well to the calmer learning areas. They enjoy imaginary play in the new home area where they are becoming engaged in discussions and cooperating very well with one another. Practitioners demonstrate an understanding and commitment to promoting children's rights. They now need supported to help children understand how these impact on their life and learning in an age appropriate and meaningful way. Practitioners actively encourage children to participate in the activities available and promote a happy atmosphere at ELC. Children feel valued, safe and secure within the playroom and outdoor experiences.
- Interactions between adults and children are kind. This supports children well in their emotional development and learning. There are positive examples of practitioners using questions effectively to extend children's level of understanding. Practitioners need to allow children time to persevere in their thinking and inquiry learning, and to test their thinking in different contexts. All practitioners need to use the agreed approaches to help scaffold learning and promote higher order thinking skills. There are missed opportunities for staff to extend and challenge learning for a few children.
- The use of digital technologies is developing. Children use digital tablets and the interactive board with increasing confidence. There is a need to develop further children's independence and use of digital technologies within the playroom and outdoors.
- The flow of the day when uninterrupted, allows children time and space to make choices and develop their learning. The headteacher has rightly identified the need to use children's interest more effectively as a basis for planning in order that children can deepen their learning. In preparation for this change, it will be important to review the current range of additional activities offered during the week. This should ensure a breadth and balance of experiences that best meets the needs of all children. There is scope to involve children and parents in these new initiatives.

- Practitioners should consistently promote early literacy and numeracy across learning to enable children to develop and apply their skills in different contexts, including the outdoors. In doing this, playful experiences should be set at appropriate levels of challenge to meet the needs of all children.
- Practitioners use local authority guidance well to help them track children's progress in relation to identified developmental milestones. They record useful observations of children's learning and have begun to use this information to identify what a child will learn next. Practitioners should develop a shared understanding of high quality observations to ensure greater consistency over time. The recent focus on using the school tracking system is at an early stage of implementation. This should add to the information being gathered about children's progress in literacy, numeracy and health and wellbeing. It would be helpful to review all information currently being gathered to ensure manageable workload moving forward.
- Practitioners appreciate the support from families who come in to the ELC to share their talents with the children. They recognise that family learning is an area needing to be developed.

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
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- Almost all children listen well to adults and one another. They understand the routines of the setting well and follow simple instructions. Most children have a good vocabulary and are eager to ask questions to help them learn. Almost all children listen well to a story. Practitioners who encourage children to choose books and read to them on request are promoting this effectively. Most children are beginning to talk about favourite stories and can provide reasons for their choice. A few children are becoming aware of environmental print and recognising letter sounds. Most children recognise their own name in print and a few are beginning to attempt to write it. The majority of children will attempt to mark make when given a relevant purpose to do so.
 - Most children are able to count and order numbers to ten during their play. They can name simple two-dimensional shapes. Most children can recognise and continue simple patterns. They are developing an understanding of measurement well through their play with loose parts and experiences outdoors.
 - Most children are making good progress across a broad range of areas during their time in the ELC class. As a result of their experiences they are becoming confident and independent. They are developing an appropriate range of skills well. Most children express their creativity positively through a range of art and craft experiences. Interesting and motivating outdoor experiences are helping them to become resilient, problem-solve and manage risk. Most children are developing their physical skills well.
 - Almost all children are able to self-regulate their emotions. They are becoming increasingly confident at making their needs known and cooperate very well with other children. The recent introduction of wellbeing indicators as superhero characters has begun to help children explore aspects of what it means to keep safe, healthy and active. It will be important to review this approach to ensure children retain understanding and make appropriate connections to their own health and wellbeing.
 - Practitioners celebrate children's achievements during circle times and appropriately throughout the session. Practitioners share information with parents formally at the end of topic periods, and informally on a daily basis. A few parents and children share information about specific achievements from home. Practitioners recognise this as an area needing further development.

- Practitioners ensure a supportive and inclusive ethos in the ELC. They understand potential barriers to participation and are proactive to ensure the removal of these, working with other agencies as necessary. They now need to review the balance of the week and the attendance of those children on part-time and blended provision to ensure they do not miss out on key learning experiences.

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.