

Summarised inspection findings

Westfield Community Resource Hub

Aberdeenshire Council

25 April 2023

Key contextual information

Westfield Community Resource Hub nursery is situated in the town of Fraserburgh Aberdeenshire. The nursery provides support to families with children from birth to 5 years including eligible 2's' who have range of additional support needs.

The nursery has the capacity to offer play sessions to a maximum of up to 10 children at any one time. Children attend the nursery on a variety of full day, Morning, and afternoon sessions. The setting currently has eight children on the role all under three years. The nursery is managed by the Head teacher and the team comprises of a lead teacher, a senior Early Years Practitioner and Early Years Practitioners.

The service operates 48 weeks a year to support the delivery of 1140 hours.

The nursery is set over 2 areas. The main playroom has direct access to a small outdoor enclosed space. Additionally, children have access to a wooded area on the grounds and make use of the pool, soft play and sensory spaces within the school.

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

- The ethos and culture of the nursery demonstrate a strong commitment to children's rights. Interactions between staff and children are sensitive, responsive, and nurturing. Staff pay close attention to children's preferences and capabilities and use these observations very well to respond promptly and skilfully to children's needs. As a result, almost all children settle quickly into the calm and purposeful nursery environment.
- Children are engaged and motivated by the range of planned and spontaneous play opportunities both indoors and outdoors. The nursery includes a broad range of sensory, loose parts and open-ended materials. As a result, children increasingly develop their sensory development, curiosity, and exploratory play. The well-considered environment and play spaces support children to navigate and move confidently across the spaces as they explore their environment in their own way. Staff provide children with regular opportunities to make choices and lead their learning following their interests. This leads to children sustaining interest in play experiences and gives them further opportunities to develop their curiosity and knowledge.
- Staff frequently adapt resources to meet the specific needs of individual children for example Staff have worked well with colleagues and partners to enrich and improve access to the woodland area for children who require supportive seating equipment. Staff provide an effective balance between group and adult led experiences and child led free play. This allows almost all children personal choices in their play. Practitioners use well timed pictures, symbols

and gestures to support children's learning. Staff use effective questioning and commentary to support children further to encourage curiosity and problem-solving skills.

- Leaders and practitioners work well and use a range of assessment information effectively to plan, track and monitor children's learning and development progress. A variety of highly effective processes including detailed children's plans, developmental milestone trackers, and adapted learning journeys record accurately a range of specific targets and appropriate outcomes. Agreed targets are personalised to each child's stage of development and needs. Families and partners regularly review agreed outcomes. Regular and ongoing observations help practitioners identify where a child is learning and what they need to do next. The team should continue to personalise and adapt trackers to reflect the unique progress and milestones of all children.
- Across the playroom, children use digital technologies well to listen to music, take pictures and model telephone communication in the home corner. The sensory and dark rooms further enhance children's access to technologies for sensory development. There is scope to develop the use of digital technology further to improve children's learning. In particular, the use of technology to support children to extend their communication message with increasing independence.

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.

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

- Taking account of children's individual profiles. Most children are making good progress appropriate to their stage of development in all aspects of their learning and development.
- Across the nursery, practitioners focus on the health and wellbeing of children and families. This has a positive impact on children's overall learning and development. As a result, almost all children are making good progress in their physical development and independence. They confidently, engage in physical play, and demonstrate gross motor skills, as they crawl, walk, jump. Children are developing well their coordination and balance and are able to, ride on toys, climb and throw. practitioners give children opportunities to engage in appropriate risk play, such as climbing trees when exploring in the outdoors. This is developing their awareness of safety and strategies to keep themselves safe. Almost all children can use a variety of utensils to feed themselves and drinking from a range of cups. practitioners should provide more opportunities for independence during breakfast, snack and lunchtime.
- A minority of children enjoy the responsibility of undertaking special jobs within the nursery. Children use their knowledge of routine and independence to put on aprons before baking and participating in messy play experiences. Children participate in their community by visiting the library and local swimming pool. As planned, a few children would benefit from increased responsibility and leadership opportunities.
- Almost all children are making good progress in developing their communication and early language skills. They develop their sense of self by studying themselves in mirrors and using photographs and name cards. Most children can demonstrate their communication skills by initiating and responding to communication with known adults using communication skills in line with their development profile. Most children join in with familiar songs, engaging in sensory stories, and sing action rhymes together. Children can indicate their needs and preferences as they babble, vocalise, and use single words or phrases. A few children understand that writing has meaning as they interact with letters or explore mark making and writing materials. Most children access books frequently throughout their sessions. To further develop children's language skills, practitioners could make better use of communication approaches such as symbols. A minority of children could be making better progress.
- Most children are making good progress in early numeracy. Children can use their senses to explore a range of play materials. A few children can recognise colours. A few children recite numbers and count objects. Most children explore the concept of full and empty as they enjoy

water, sand play mud kitchen play. most children can use spoons, cups and bowls as they make cakes during baking experiences.

- Children's success is celebrated well. The nursery team and families regularly celebrate children's achievements by sharing photographs and videos, and by make personalised comments within learning journals. These communications over time show clear progress.
- Almost all children demonstrated that they develop successfully their learning and development skills and are ready to be challenged further. This leads to a majority of children making a successful transition to local nurseries within a mainstream setting following their placements at the nursery. Practitioners engage regularly with families who have transitioned to ensure children continue to make progress and offer advice where appropriate.
- Practitioners regularly advocate for children and families with other agencies. This ensures families receive the right level of support so that children thrive and develop. The team effectively works with a range of specialists and professionals to ensure children have targeted, personalised support. A commitment to equity underpins the work of the whole nursery team. All practitioners understand children's lives out with the nursery, and what is important for each individual family is captured well in "All About Me Flowers" and "Home Wellbeing wheels". practitioners make good use of their extensive information about children's needs and family life to identify and minimise barriers to accessing learning. For example, practitioners are working with partners to reduce access barriers to the outdoor areas to better support children who require specialist supported seating.
- Practitioners have very good understanding of the gaps that exist for children in relation to either their additional support needs, barriers to learning and or socio-economic background. Senior leaders and practitioners know the Scottish Index of Multiple Deprivation profile of Children and families. To address any gaps targeted interventions such as 'Thoughtful Thursdays' are providing, effective and equitable support to help alleviate any challenges faced by children and their families and close where possible gaps in learning. This is helping ensure that children are not disadvantaged by their personal circumstances

Other relevant evidence

Practitioners are aware of their families' social and economic backgrounds and the barriers they face in supporting their children's development and learning. As a result of targeted interventions such as 'Thoughtful Thursdays' parents are increasingly more able to join and share in learning experiences with their children. This is better supporting families to apply approaches to play experiences at home and within their local community. The success of these interventions are captured effectively through parental comments in learning journeys and progress meetings. To further support engagement practitioners should continue to work with the local authority and placing partners to support families to maximise the full 1140 hours for all eligible children.

Practice worth sharing more widely

The effective use of personal learning logs evidences well children's experiences and progress. Each profile makes direct links to experiences and developmental outcomes achieved across a wide range of planned and spontaneous learning. Profiles include play experiences taking account of themes within Realising the Ambition Being Me. This allows staff and families to see each child's holistic progress specific to their individual stages of development. This supports well staff's ability to track in detail children's progress. As a result, families have grown in confidence to support children to extend their learning in the home and community environment.

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.