

Summarised inspection findings

Newmilns Primary School Nursery Class

East Ayrshire Council

27 August 2019

Key contextual information

The Newmilns Early Childhood Centre (ECC) is situated in Newmilns Primary School in East Ayrshire Council. It is registered for 20 children in the morning and 20 children in the afternoon. At the time of the inspection, 41 children are on the roll and most children stay for a full day. The ECC is a pilot centre for East Ayrshire Council's 1140 expansion. Due to refurbishment work, the ECC was decanted to another part of the school. The construction is due for completion July 2019.

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 teaching
- effective use of assessment
- planning, tracking and monitoring

- Children enjoy coming to the ECC and benefit from highly positive relationships with the adults who support them to learn. The nurturing environment helps children feel happy, settled and secure. They engage well with the range of experiences available and make decisions about where they want to play. Staff promote children's rights across the ECC and children are beginning to understand what this means to them as individuals.
- Practitioners make good use of the current learning environment which is affected by the decant due to the construction work. Children are motivated by the use of the indoors and outdoors which motivates them to concentrate for long periods of time. The use of the local woodland area was carefully planned. Children, parents, staff, the local community and agencies such as the police successfully campaigned to clean up the space. As a result, children participate regularly and enthusiastically in outdoor learning.
- Across the setting, staff use regularly a range of adult-led and child-initiated learning. Children are eager to engage with adults across the setting and invite them into their play. ECC staff have identified the need to continue to develop meaningful and engaging play for children. This is helping to sustain their interest and interactions with their peers for longer periods of time. Children often seek adult involvement.
- The relatively new team of practitioners work very well together. They all value the children as individuals and know them and their families very well. The warm welcome they give to children as they arrive in nursery is evident. Practitioners are developing their knowledge of child development well and continue to improve the quality of their interactions and promote children's curiosity. They apply a range of strategies to engage children in communication and literacy experiences and are improving their questioning techniques to deepen children's understanding. For example, children are keen to bring items from home to share with practitioners and practitioners use as a learning experience to extend children's knowledge across the ECC.
- Recently, practitioners' planning involved parents more effectively in setting targets in literacy and numeracy with parents. They gather a range of evidence to assess children and plan next steps in learning. Children are very proud of their own learning journeys and keen to share

their learning which is recorded within these documents and the floorbooks. Staff use assessment information well to plan next steps across the setting and for individual children. We asked the ECC to continue to develop this approach taking greater account of the experiences and outcomes and benchmarks across literacy and numeracy and health and wellbeing. Recently introduced early level planners provided welcomed guidance for practitioners across a breadth of Curriculum for Excellence. Practitioners are well placed to use this information more effectively for individual children to ensure all learning builds on prior knowledge. While tracking information is collected, it is narrow and does not support breadth, challenge or application. The recently introduced pace and challenge meetings for practitioners are beginning to impact well on the progress that children make. There is a need for practitioners to identify clearly of children's next steps from observations of their progress.

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. 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, children make good progress in early language, mathematics and health and wellbeing.
- Children are making good progress in health and wellbeing. During snack and meal times, children can identify healthy foods. They follow routines well and understand the importance of toothbrushing. They enjoy being active and develop important skills of balance in the outdoor and woodland area. There is a need to continue to develop children's independence skills. A minority of children are over-dependent on adults. They are less confident interacting with other children and are not able to dress themselves. There is room to improve their skills in dressing for the outdoors or following routines at lunchtime. A few children are unable to apply effective strategies to share toys or take turns in games.
- In communication and language, children are making good progress. Most are confident communicators and interact very well with all the adults in the setting. The majority engage in extended conversations with practitioners, friends and visitors. A few children talk very well and demonstrate well-developed language skills. At times, they take the lead in discussions and other children are unable to share their views. Children listen very well to adults in the setting. Most enjoy storytelling and a few access books independently. The majority of children can recall key events from stories in sequence. Most children can recognise their name and identify words starting with the same sound. They recognise environmental print and recognise symbols to keep themselves safe from their own risk assessment in the outdoors. A few children are making very good progress in literacy and would benefit from greater challenge in meaningful contexts to apply their literacy skills.
- Most children are making satisfactory progress in numeracy and mathematics. A minority of children have one to one correspondence and a few can count beyond ten. Most can recite numbers to five, ten and 20. The majority have one to one correspondence and a few can copy a pattern. Most can sort objects using simple criteria. Children are at the early stages of sharing items and identifying coins. They are not confident in engaging with or taking about time. They are at the early stages of collecting data for a specific purpose.
- Creative learning journeys evidence very well children's progress across the expressive arts. They explore instruments such as violins and drums and suggest ideas of how to create their own instruments from resources within the setting. Children enjoy performing and their productions are captured very well using digital technologies. They are encouraged to act out different stories and make their own. The use of resident artists and specialist external

organisations deepen children's understanding and progress. In science, they can investigate minibeasts and examine their body parts using 'humane' equipment and classification keys.

- Children's achievements are celebrated well and practitioners' are developing manageable ways to identify children's strengths and achievements across the curriculum more effectively. Improvements in the quality of literacy observations in literacy impact well on children and are beginning to be applied across learning. There is a need to continue, as planned, to develop these approaches further and plan further opportunities for children to take on leadership roles within the nursery and where appropriate across the school more widely. There are opportunities within the woodland experience for children to sustain some of the developments set up by adults.
- The setting is inclusive and practitioners promote equity across learning for all children. This supportive and inclusive ethos within the setting enables practitioners to work closely with children and their parents to identify and remove barriers to learning. Recent diagnostic assessments have been used very well to plan interventions and accelerate children's progress.

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.