

# Summarised inspection findings

**Kilmartin Primary School Early Learning and Childcare**

Argyll and Bute Council

28 March 2023

## Key contextual information

Kilmartin Early Learning and Childcare (ELC) is currently accommodated within Kilmartin Primary School. There is one playroom and a well-established outdoor area. The ELC will soon be moving to a purpose-built building. Currently, the roll is seven. Children attend the ELC from Monday to Wednesday from 9 am until 3 pm. Children attend from the age of three until starting school. The headteacher has overall responsibility for the management and leadership of the ELC. There are two childcare and education workers and an additional support needs assistant working in the ELC. When the new ELC is opened the school will implement the 1140 hours of ELC. It will be registered for 24 children from the age of 2 years until starting school.

### 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

- Practitioners are kind, supportive and sensitive in their interactions with children. They understand the importance of building strong relationships with families to support children's learning. Parents speak very positively of the support they receive from practitioners. Practitioners engage in conversation with children as they play which supports them to explore their interests and learn from each other. They use questioning techniques well to help children extend their thinking and problem-solving skills.
- The indoor and outdoor learning environments support children's independence well. The open-ended resources support children's creativity and self-directed play. Children enjoy spending time outdoors each day where they develop their resilience and independence as they explore the environment. Most children are settled, confident and eager to learn. Children show motivation in their learning and are supported well by practitioners to explore their own ideas. Children would benefit from opportunities to use digital technologies more regularly to enrich and support their learning.
- Practitioners know children well as individuals. They use children's developmental needs and interests as a starting point for planning learning. Practitioners should continue to explore responsive planning. The setting's floor books evidence the wide range of children's experiences over time, and it is a focus for planning learning. Children would now benefit from more opportunity to discuss their learning and next steps. This will help them to become more aware of themselves as learners and support increased depth and challenge in learning.
- The re-introduction of learning journals should support practitioners to collect individual significant observations of children and enable children to access their own learning. This will help practitioners keep a check on children's individual learning more effectively. Practitioners use a range of tools to track and monitor children's progress. As planned, these processes should now be developed further and increasingly shared and updated by the ELC team. This

will ensure the processes inform practitioners and support children to make the best possible 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. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter of urgency.

### 3.2 Securing children's progress

satisfactory

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

- Most children are making satisfactory progress in communication and early language. A few are making good progress. The majority of children engage in conversations with adults and their friends and express their ideas and feelings well. The majority of children recognise their name and are developing an interest in early writing skills. A few are beginning to write initial letters and their own name. Almost all children enjoy looking at books and listening to stories. A few enjoy retelling a story from a familiar book and enacting scenes from the book when playing. Most children show a keen interest in taking part in rhymes and songs. A few can identify words that sound the same. Practitioners should continue to enrich environments, indoors and outdoors, to support children's emergent literacy skills and provide increased challenge. The majority of children are making satisfactory progress in early numeracy and mathematics. A few are making better progress. The majority of children count to 10 and a few beyond. A few recognise numerals and can order numbers beyond 20. Practitioners support children in their use of appropriate mathematical language. The majority of children name and recognise basic shapes. A few can recognise more complex shapes. Children are enjoying learning about patterns both in the playroom and outside. Children would benefit from continuing to develop further their skills in information handling, the use of numbers and money in meaningful contexts.
- Work to support children's health and wellbeing is central to the approaches within the ELC. Most children are making good progress in health and wellbeing and are developing their understanding of their own feelings and the feelings of others. They play well with each other and are developing friendships. Outdoors, children are developing their gross motor skills as they run, balance and ride bicycles. Most children are developing their fine motor skills and coordination. Children are aware of healthy food choices when eating snack and lunch. They enjoy eating produce that they have grown themselves. Children can talk about the benefits of tooth brushing and handwashing. Most children are independent as they dress for outdoors, wash their hands and pour their own drink.
- There now needs to be a clearer picture of children's progress in their learning over time. Practitioners need to document significant observations of each child's learning more clearly. Children with additional support needs are supported well to make progress.
- Practitioners celebrate children's achievements through praise and encouragement. They recognise they need to continue to encourage parents to share children's achievements from home and outside the ELC. Practitioners should display, celebrate and track children's achievements more fully.

- The ELC has an inclusive ethos where children are valued and respected. The team have a good understanding and knowledge of the needs of children and families within their local community. This includes the impact of the cost of living crisis and how this may affect families and create barriers to their learning. They work well with outside agencies to address any identified gaps in 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.