

Summarised inspection findings

Kilbarchan Community Nursery

Independent

27 May 2025

Key contextual information

Kilbarchan Community Nursery is a standalone nursery adjacent to Kilbarchan Primary School in the village of Kilbarchan. A manager and depute manager who are both new to post lead the nursery. A Board of Trustees has oversight of the nursery as a Scottish Charitable Incorporated Organisation. The nursery building is leased from Renfrewshire Council. The nursery operates term-time only from 8 am – 6 pm, Monday to Friday. The nursery also provides a breakfast club from 8 am-9 am and an after-school club from 3 pm – 6 pm.

Children attend the nursery from the age of three until they start primary school. The nursery is registered for 56 children at any one time. The roll at the time of the inspection was 61. Almost all children use the nursery as their sole provider of 30 hours of early learning and childcare.

The nursery consists of a large free-flow playroom. Children have access to a secure outdoor play space and covered veranda. There is a separate family room and activity room.

In addition to the manager and depute manager, there are two early years senior practitioners, four early years practitioners and five support workers. There is a financial administrator and the nursery has access to a local authority teacher.

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

- Practitioners have created a calm and joyful ethos as a team. They demonstrate clearly mutual respect and kindness. Children mirror these values and benefit from meaningful friendships. Most children are gentle and considerate towards each other. Children are developing social skills and self-regulation. They do this well with the support of all adults.
- Children settle quickly into the rhythm of their day. Younger children who are settling in receive sensitive support from attentive practitioners. They quickly seek the friendship of others and explore all areas of the nursery. Older children demonstrate confidence in their actions and choices. They value and enjoy extended dialogue with practitioners as they practise skills and explore materials. Most older children concentrate well, demonstrating curiosity and creativity. They are proud of and motivated by what they make, create and find out about. A few children become less engaged through their session and use play materials less purposefully. Practitioners need to ensure they are flexible within their defined areas. This will help them provide the right levels of support and challenge to re-engage children when needed. A few children would benefit from time to rest. Children value the attractive nursery garden and veranda where they are able to continue to build on their knowledge and skills. Practitioners need to continue to ensure all children experience fresh air each day.
- Practitioners provide a range of adult initiated and child-led experiences. They work hard to respond to and incorporate children's interests whether short or longer term. Practitioners

should continue to work together to ensure children can develop their interests in all of the play spaces and build progressively on their learning.

- Practitioners know children and their families very well and dedicate time to getting to know children's preferences. They interact with children warmly and support them sensitively as they develop communication skills. Practitioners use questioning skills well to encourage children to be curious in their learning and to try new experiences. They need to build further on the consistency and depth of their questioning skills. This will help to ensure children can deepen and extend their learning in all play spaces.
- Practitioners make quality, detailed observations of children as they play and learn. They incorporate these into children's personal profiles for children and families to review regularly. Children are very proud of their profiles. With the support of practitioners, they record comments to celebrate the work of their friends. With the guidance of managers, practitioners are working to build on the consistency and breadth of observations across the curriculum. This will help them to continue to refine how they more effectively identify what children need to learn next and inform more clearly future learning.
- Children who need extra help in their learning have appropriate plans in place and are making good progress. Managers readily collaborate with families, representatives from the local authority and outside professionals to ensure they implement appropriate guidance. They are determined to action the advice and guidance shared with them through regular 'team around the child' meetings. Practitioners continue to explore the best ways to support children within the playroom environment.
- Managers, practitioners and local authority representatives have recently introduced refreshed approaches to planning children's learning and the learning environment. They are keeping these approaches under review to promote coherence across the curriculum and the right levels of challenge for all children. Managers guide practitioners in using the local authority tracking tool. This is at an early stage and is beginning to show how well children are making progress over time. Practitioners liaise well with the primary school to promote continuity of wellbeing and learning as children make transitions on to school.

2.1 Safeguarding and child protection

- The setting submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant practitioners 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

- Across the nursery most children are making good progress in their development and learning. Children attend nursery regularly.
- Most children are making good progress in early communication and language. They listen well to information and follow simple instructions. Most children are confident in talking to one another and adults. Almost all have fun exploring early drawing and writing. A few older children are making good attempts at writing their name and other words. The majority of children enjoy re-creating stories using pictures and objects. Children would benefit from more nurturing adult child story telling experiences and opportunities to write as part of their play.
- Most children are making good progress in early mathematics. Most can use dot patterns to count and are beginning to recognise numbers. Most children can use the interactive board to order numbers independently, at times beyond 10. Most older children can name two-dimensional shapes and use them to make pictures. The majority of children are learning to use coins to buy cakes from the nursery bakery in their home corner. A few older children are beginning to explore symmetry using pictures and mirrors. Children would benefit from more real-life contexts and purposeful experiences to use and extend their early mathematical skills.
- Most children are making good progress in health and wellbeing. Children respond well to the relaxed, calm play environment that promotes friendships and social skills well. The majority of children benefit from regular outdoor play in the nursery garden and children visit the local forest. Children show confidence in running, climbing and balancing in the garden and natural forest space. They demonstrate a clear understanding of the rules they agree on to keep themselves safe. Most children dress independently to go outside. They have space in the garden to explore, experiment in the mud kitchen and have fun in the puddles. Children use the school gym regularly to develop key skills such as throwing and catching balls. Most children attend nursery for a full day. They would benefit from spaces that provide them with opportunities to rest and experience quiet times across the day.
- Practitioners record observations of children's learning in attractive individual profiles. They need to do this more consistently to ensure that information they capture is across all key areas of children's learning. This will help practitioners show more clearly the progress children are making. Practitioners are beginning to track children's progress over time. The management team have recently implemented a local authority milestones tool to track children's progress. They should continue to develop how they use this information to improve outcomes for individuals and small groups of children.

- Practitioners take good account of children's interests and build on these to provide experiences that engage and interest them. For example, building birds' nests, using books to find pictures and information and making bird feeders. They are at an early stage of using information from home or tracking children's achievements out with the nursery. Children are learning about planting, growing and sustainable food. They use what they have grown in the garden to make food. The nursery embraces its place within the local community participating in local events and making use of local businesses.
- Practitioners have a clear understanding of the impact of factors that can result in barriers to learning for children and families. They collaborate effectively with Renfrewshire Council representatives and outside professionals to ensure that children and families get appropriate support. Children contribute to the local foodbank and supports such as children's clothing is sensitively available. The nursery provides an attractive family room to engage with parents on a personal level.

Other relevant evidence

- The community nursery provides a lending library and engages families in 'Book Bug' activities.

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.