

Summarised inspection findings

Forehill Primary School Early Years Centre

South Ayrshire Council

17 March 2020

Key contextual information

The Early Years Centre (EYC) is located within the main school building. The headteacher has overall management responsibility and the principal teacher has day-to-day responsibility for the leadership and management of the EYC. The EYC has one large playroom and children have access to an enclosed, secure outdoor area for large parts of the day. Children also access the wider school grounds, local green spaces, and the local community. At the time of inspection, 25 children attended morning sessions, 21 children attended the afternoon sessions and 23 children attended full time.

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

- Practitioners have very positive relationships with children and their families. They have high aspirations for the children in their care. Children are happy, settled and secure in Forehill EYC.
- Almost all children engage in spontaneous play, which is freely available both indoors and outdoors. Most children are motivated, engaged in their play, and enjoy their time in the EYC. They concentrate for long periods of time and participate in cooperative and supportive play.
- Practitioners have a very good understanding of how young children learn and develop. They readily engage in conversations with children to extend their talking and listening skills. Practitioners' responsive interactions and effective use of praise successfully contribute to the positive climate for learning and achievement. Most practitioners use skilled questioning techniques appropriately to extend children's thinking and promote curiosity and inquiry. Senior leaders should continue to review the balance between adult led, adult initiated and child led learning. This should develop further children's independence and problem-solving skills.
- Practitioners use a variety of digital technologies to support and extend children's learning. These include programmable toys and interactive whiteboards. Children access the resources independently and support each other in their learning. Children should now have increased access to a range of digital technologies outdoors to support their learning.
- The principal teacher and the EYC team know children very well as learners. The setting's arrangements for children's transition into, across and from the setting ensures continuity and progression in their learning. Observations of children's learning form the basis of individualised planning and identification of next steps for children. Practitioners have regular dialogue with families. This includes meetings with parents and carers to enable them to discuss their child's progress and contribute to their next steps. The local authority family learning team are working alongside the EYC team with parents and carers. This is supporting children's learning and play in everyday life. Practitioners should continue to develop opportunities for children to discuss and review their learning or next steps with their key

workers. This should build upon the positive approaches supporting learning and development already established in identified small groups.

- The principal teacher shares clear guidance with practitioners on how planning, tracking and assessment link together. Practitioners plan over a variety of timescales and respond to children's interests and ideas. Practitioners clearly outline the children's voice in floorbooks with possible lines of development used very well to plan next steps in learning. Practitioners have a shared aim to continue to review and develop a stimulating learning environment. As planned, the use of national guidance and further focused visits to other settings should support this area of development further.
- Practitioners are very knowledgeable about the individual circumstances of children and families attending the EYC. They are aware of the social and economic context children and families are experiencing. Practitioners make very good use of this data to ensure equity and positive outcomes for all children and families.
- Practitioners have participated in a moderation process both in the EYC and across the cluster and local authority. It will be important to extend this approach to moderation across the early level in order to build upon the very good progress made in the EYC.

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

very 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

- Almost all children are making very good progress in their learning. The wide range of data gathered demonstrates that children are making significant progress in their learning during their time in the setting. The principal teacher analyses and shares this data to support all practitioners to identify, support and extend children's learning. Practitioners are developing confidence in their use of local authority guidance to track children's progress in learning. This should support further their independent recording and interpreting of data.
- Almost all children are making very good progress in health and wellbeing. They are responding well to each other and are learning to share and take turns as they play. They make choices about their play and access resources independently. Children are developing their independence skills by getting ready for the outdoor area and helping with snack and baking. Children are encouraged to manage their own risk with the joint completion of 'benefit risk assessments' with practitioners. Almost all children develop a range of physical skills whilst playing in the EYC outdoor area, the school grounds and through visits to local green spaces.
- Almost all children are making very good progress in early language and communication. They can talk confidently in a variety of situations. Children who require additional support with language and communication benefit from being involved in a practitioner led communication group. Almost all children enjoy favourite stories with an adult. Most are able to retell stories using resources with support from practitioners. Almost all children can recognise their name and can find their name to self-register on arrival and for snack. The majority of children are making marks that have meaning. There is scope to develop children's skills more through writing in real and meaningful contexts linked to everyday routines and life. This will develop further a few children's understanding of the purposes of writing.
- Almost all children are making very good progress in early numeracy and mathematics. Almost all children enjoy exploring numbers and count items in a range of contexts. A few children are exploring larger numbers. Children use appropriately the language of measure and a variety of measuring tools with confidence when exploring real life objects. The development of block play and loose parts should extend further children's understanding of positional language and the relationships between two-dimensional shapes and three-dimensional objects. This should also develop further children's skills in problem solving and creativity.
- Children have 'Brilliant Books' containing information from home, individualised planning and personal care and learning plans. These include next steps linked to Curriculum for Excellence

experiences and outcomes. The 'Brilliant Books' are shared with parents and carers regularly. Parents and carers are aware of children's developmental milestones and access a variety of home link resources supporting parental engagement.

- Practitioners use praise and encouragement during group times to celebrate and share children's experiences. Parents and carers share information about their child's achievements from home. The principal teacher carefully tracks wider achievements and links skills developed as a result of these experiences. Practitioners discuss this information with the principal teacher and support children and families to access activities in the EYC or wider community.
- The EYC promotes equity across all aspects of their work. Practitioners know their community very well and work hard to create an inclusive environment and meet the needs of all children and families. The principal teacher and practitioners use and analyse data well to identify children who require additional support or challenge in their learning. This includes working closely with external agencies where appropriate to ensure all children access the support that best meets their needs.

Practice worth sharing more widely

Approaches to planning, tracking and monitoring children's wider achievements. Children across the school and early years centre have access to a wide range of wider achievement experiences within and outwith the classroom and playroom. There is particularly strong practice in children's wider achievement in music and sport.

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.