

Summarised inspection findings

**Bishopbriggs Village Nursery (early learning
and childcare standalone setting)**

East Dunbartonshire Council

SEED No: 8340315

06 February 2018

Key contextual information

Bishopbriggs Village Nursery is a long established setting that operates from rented premises within a church hall. This means the team set up and clear away all equipment for the session every day. They are registered to provide early learning and childcare for a maximum of 30 children who attend, at present, for morning only sessions. 28 children are currently registered at the setting. The team consists of the manager, three nursery practitioners, a nursery administrator and a kitchen assistant. At the time of inspection the new nursery manager had been in post for three months.

1.3 Leadership of change

satisfactory

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change.

- Practitioners in the setting are strongly committed to the long established formal statement of their vision, values and aims. As planned the team should work with stakeholders to develop an accessible vision statement that is current and meaningful for all. The stated values of nurture and respect are evident in all aspects of the work of the team. This means there is a calm and caring ethos throughout the setting.
- All members of the team, supported by the new manager, demonstrate enthusiasm in continually improving the quality of provision for children. Practitioners increasingly reflect on their practice together. They are beginning to look outwards as they share new ideas from recent visits to other settings. The team are professional and clearly committed to working with children, families and the local authority to bring about change. Increasingly practitioners feel empowered to enthusiastically initiate and implement change. They now need to work together to plan how to evidence the impact of their changes on children's learning and progress over time.
- Recent training opportunities, additional professional qualifications and visits to other settings have increased practitioners' knowledge and skills in using, for example natural materials and open ended resources. The team have identified and made appropriate changes to the accessibility, quality and location of resources in the learning environment. As planned they should continue to evaluate their work on supporting children's curiosity and creativity. Increased opportunities for the team to come together to plan are beginning to support more frequent professional dialogue. All members of the team are committed to independent and collegiate learning often undertaking this in their own time. Their shared learning shows early signs of leading to well-informed improvements, for example in the work of the team in the outdoor area.

- Monitoring of the quality of learning and teaching is informal at present. Daily involvement and informal observations in the playrooms, team meetings and new monthly sessions on self-evaluation support the team to reflect on their practice. Recorded feedback, monitoring and evaluation now needs to be more rigorous. A strategic approach to focused in-depth self-evaluation and monitoring needs to be developed. Overall, many of the changes are still at early stages and require more time to demonstrate impact on children's learning.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high quality learning experiences 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.

- Relationships are nurturing and positive across the setting and as a result children feel safe and secure. Children are confident when making choices in their environment and ask for support when required. Children's voices are reflected in the setting, for example in their learning journals and through contributing to mind maps. As planned the setting should continue exploring and developing participation techniques to support children to make informed choices across their learning.
- Most children display a high level of engagement in their play. They initiate imaginative play in the home corner, use block play to build castles and explore the newly developed outdoor space. Children enjoy and are actively involved in learning through free-play and the opportunity to engage in a range of spontaneous play experiences. Positive steps to introduce 'loose parts' to the outdoor area should be continued and approaches to using open ended materials extended across the curriculum both indoors and outdoors.
- Practitioners are responsive to children's interests and use these to create a context for learning. Children make daily choices through participation in a range of play and learning experiences within a supportive and nurturing environment. In order to fully support children to play a key role in leading their own learning practitioners need to develop further a language of learning.
- Practitioners have a good understanding of child development. This means they adapt their language, support and encouragement well to individuals. They listen attentively to children, allowing them time to think and respond. Warm and responsive relationships support children to recognise success as they play. Practitioners use open-ended questions well to engage children in dialogue which promotes the development of their curiosity, independence and confidence.
- The team consult with children through the use of mind maps and respond promptly to children's interests. In order to plan for children's learning a new planning system has recently been introduced. This takes account of what children already know and what they want to learn next. As planning for children's learning continues to be developed, practitioners should have a clear focus on ensuring depth and challenge across learning.
- Key workers know children very well as individuals. They make good use of accurate observations to assess children's progress and support planning for learning. Learning journals capture children's learning and are a true reflection of children's progress across all areas of the curriculum. In the best examples focused next steps are used to inform

planning. Parents and carers receive regular and up-to-date information on their children's progress and achievements, including regular access to children's learning journals. Children, parents and carers make valuable contributions to these journals. As the planned introduction of e-journals evolves, opportunities for children to reflect on their learning should be maximised.

- Practitioners are beginning to use a wider range of ways to involve children in planning. The recent introduction of in-house 'support for all' meetings are beginning to support the team to monitor and evaluate the progress of all children, including those who may face additional challenges in their learning. Plans are in place to extend this initial work by inviting other relevant agencies to attend these meetings in the future.

2.2 Curriculum: Learning and development pathways

- Overall learning pathways are appropriate. Children settle well from home into the setting with flexible supportive transitions planned and evaluated in partnership with families. The team use information about children's likes and dislikes at home to provide continuity from home to the setting. New responsive planning approaches increasingly support the curriculum to be more dynamic, responsive and begin to build on children's individual stage of development.
- Core areas of early learning and childcare are evident in the play experiences in the indoor, outdoor areas and use of the community. The team work around the challenge of setting up and clearing away all equipment on a daily basis to provide a wide variety of learning across the curriculum. Recent work to improve accessibility, location and use of all areas shows early signs of improving the quality of learning for all children. There is still scope to further develop opportunities for children to apply their numeracy, literacy and problem solving skills more consistently across all areas.
- There is a well-established pastoral transition programme in place. Parents report a positive experience of transition events and that children settle quickly into the next stage of their learning. We discussed with the team and local authority the benefits of working more closely with schools in their local area to share knowledge, skills and build continuity of the curriculum and learning across the early level.

2.7 Partnerships: Impact on children and families - parental engagement

- Relationships between practitioners and families are very positive. As a result there is good communication and a strong sense of working together to support children to settle well and make good progress. A supportive and actively involved parent body are involved in fundraising, contributing to the improvements in the outdoor area and helping with practical tasks in the setting. They engage in children's learning through assisting with outings, sharing their skills and popular stay and play sessions. Through questionnaires and dialogue with inspectors parents confirmed they felt well-informed, involved and engaged in their child's learning. Building on the already positive partnerships there is scope to continue to engage parents in learning and supporting improvements.
- Regular newsletters, daily communication, an active parents committee and regular meetings offer parents an opportunity to share information about their child's learning. Parents frequently share information about children's interests and achievements from outwith the setting. As planned introduction of e-journals develops the team should continue to find ways to share information effectively between home and the setting to build on these skills and interests.

2.1: Safeguarding

- The setting 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.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality.

- Close, caring, nurturing relationships between practitioners, children and families are clearly evident in the small setting. Children are confident to relax and have fun as they learn. There is a strong sense of community that unites users of the setting. All practitioners value and respond sensitively to what is important to children. They listen carefully, respect their ideas and are patient and supportive as they help children to communicate their interests with one another and with the team. As identified in their improvement plan, linking this positive approach to a rights based approach would support children's developing understanding of their own and others rights.
- Most children are aware of their golden goals they share space, equipment and are beginning to work together appropriate to their age and stage of development. Linking this to the early work to support children to develop an appropriate understanding and meaningful use of the wellbeing indicators would be useful. This should raise the profile of work around, for example how to support children to understand responsibility and achievement. This will support parents, practitioners and children to demonstrate and share their understanding of wellbeing.
- Practitioners model respectful and kind interactions. They notice and celebrate positive behaviour when children help one another or work well as a team.
- All practitioners are aware of and ensure they meet their statutory duties throughout all aspects of the work of the team. They understand and follow procedures to ensure children are safe and review their practice regularly to ensure they follow up to date guidance. There is a shared responsibility and professional approach to this across the team.
- Practitioners celebrate and value children as individuals and have a sound knowledge of the diversity of children's lives and home circumstances. They treat children fairly and are aware of their responsibility to challenge discrimination. As a team they should continue to explore proactive ways that they can facilitate that support children to explore concepts of fairness and equity in a developmentally appropriate way.
- Appropriate strategies are now in place to support the progress of children who experience short or long term barriers to learning. The team are meeting on a more regular, formal basis to consider how to provide the most effective support for children. Where they have worked alongside parents to identify appropriate specific strategies to support children they are beginning to record this in more detail. This means they will be able to reflect on

progress and ensure children receive the most effective targeted support. While the team explore the use of technology to increase communication with parents they should consider other methods to share progress on identified targets.

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.

- Overall children are making good progress in communication and language. Most children confidently engage in conversations with practitioners and peers during free play and more structured experiences. They independently access the story corner and recall favourite stories, with a few children observed to confidently reflect on their experience of taking home the nursery bear 'Scotty'. A recent author study and professional storytelling sessions engaged children in a wide range of exciting experiences across different areas of their learning. To capture and develop further their love of stories, the team are keen to build on children's interest in making their own books and retelling stories with props.
- Most children were observed to show a keen interest in mark-making and developing their early writing skills. A few children were observed writing for a purpose, for example, writing letters to family and friends and putting names on their envelopes. All children could recognise their name, with a few children confident in writing their name and signs across the setting. Practitioners should continue to build on opportunities for all children to express themselves vocally and creatively, thus allowing children to expand their early literacy skills.
- Most children are making good progress in numeracy and mathematics with most counting confidently to ten in routines and when exploring natural and open ended resources. They use one-to-one correspondence as they play simple games and use non-standard measure and rulers as they compare sizes of feet. Children are beginning to learn about information handling as they make simple graphs to show favourite colours. They enjoy exploring their learning environment and are motivated to engage in a range of opportunities both indoors and outdoors. As a result they are becoming confident, resilient and independent learners. Practitioners should continue to identify motivating real-life contexts for children to apply their skills across all areas of their learning. Building effectively on their prior skills and knowledge would support individual children to achieve positive outcomes in their learning.
- Most children are making good progress in health and wellbeing. Practitioners are supporting children's learning and development through opportunities indoors and outdoors. Children show an understanding of ways to keep healthy and safe through daily tooth brushing and hand washing. Daily snack time promotes healthy eating and the opportunity for children to enjoy prepared snacks. As planned the setting should continue

to explore the routine of snack time, supporting children to play an increased leadership role.

- Children's individual achievements from home are captured and celebrated with their peers. Practitioners use feedback and praise well to promote positive attitudes, encouraging effective cooperation and independence. As discussed the setting should consider further the opportunities to share children's successes and wider achievements. Practitioners and parents are keen to develop online journals in order to share information in a more timely manner.
- Equity is promoted across all aspects of the work of the setting. There is a supportive and inclusive ethos, as a result there is a climate of mutual respect and trust.

Setting choice of QI: 3.3 Developing creativity and skills for life and learning

- **Developing creativity**
- **Developing skills for life and learning**
- **Developing digital skills**

- The team have rightly identified a need to work together to further develop their approach to creativity. As part of this work developing a shared, working definition of creativity and creativity skills will be important. Very early positive signs of increased creativity are evident in the outdoor area as children identify and work out their own solutions to problems, using open-ended and natural resources to represent their own ideas. As planned the team should continue to extend and further develop their initial work around the introduction of loose parts to extend and support children's learning. As discussed rigorous self-evaluation of the impact of these changes on children's skills and progress should be made.
- The team ensure that children's needs are met well. Children's wellbeing is central to the values and work of the team. Planned work to support children to develop their resilience, resolve conflict and develop confidence and self-esteem will ensure their holistic development. Opportunities for children to develop increased leadership skills and to apply and further develop their skills in real-life contexts will support the development of skills for life and learning. There is significant potential in the supportive local community context to build on and apply their skills.
- The team are enthusiastic about work to support children to develop their skills in using and exploring digital technology. Children make some use of digital cameras to record their creations but this has significant potential to be developed further. Occasional use of technology to research topics children are interested in could be further developed. The planned use of tablets to document and reflect on children's learning offers potential to extend children's use of technology in a progressive way to enhance learning. The team should combine this with developing children's understanding and use of digital technology in the home, setting and in the community.

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.

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