

Summarised inspection findings

Canisbay Rainbow Nursery

The Highland Council

22 January 2019

Key contextual information

Canisbay Rainbow Nursery class provides early learning and childcare for children aged from three years to those not yet attending primary school. Sessions are Monday to Thursday mornings only. It is registered for 16 children. Currently 11 children attend.

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

- Nurturing and supportive relationships between children and adults are a strong feature of the setting. Practitioners create a welcoming ethos, where all children are valued as individuals. As a result, children feel safe, secure and enjoy their time in the setting.
- Almost all children are happy and relaxed as they play independently and make choices from the available resources both indoors and outdoors. As discussed, practitioners now need to refresh the range of materials available to promote children's curiosity and inquiry and sustain their interest for longer periods of time. Overall, practitioners provide an appropriate range of activities to offer children breadth and enjoyment in their learning. However, there is a need to ensure activities provide the right level of challenge for a few of the older children.
- Practitioners are kind and attentive in their interactions with children which helps build individual children's confidence and self-esteem. They engage appropriately in conversation with children during play. More consistent use of open-ended questions and comment will enable practitioners to fully support children's learning. To achieve this, practitioners will need to ensure they are not diverted away too much from planned learning activities to fulfil other tasks.
- Floor books and wall displays show children's experiences overtime. Practitioners record children's comments on their learning and have introduced mind maps which help them identify children's emerging interests. They are planning to build on consultation methods with children to increase personalisation in learning. Most of the older children are ready to make decisions and actively lead their own learning.
- Practitioners are receptive to advice and keen to continue to improve outcomes for children and families. They benefit from weekly professional support to improve their awareness of recent and ongoing developments in early learning and childcare. This is having a positive impact on their day-to-day practice.

- All children have a personal learning folder that documents their experiences in learning. Practitioners have a growing understanding of children as individuals and as learners. They have correctly identified that they now need to develop the learning cycle, making a clearer link between observations, planning and assessment. As part of this, practitioners are developing their skills in gathering observations by recognising and noting significant learning. The recent changes in recording information will help practitioners identify next steps in learning for all children.
- Children benefit from having learning conversations with practitioners to help them set small personal targets. This is supporting them in recognising themselves as learners. However, practitioners do not always have high enough expectations for a few of the older children.
- Practitioners have made a start in using authority guidance to track and monitor children's progress in literacy, numeracy and health and wellbeing. They recognise that as this develops it will support them be more confident in making professional judgements about children's progress.

2.1 Safeguarding and child protection

- 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.

3.2 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

- Almost all children are making satisfactory progress, that reflects their age and stage of development. Developmental overviews are in place and practitioners recognise the importance to continue to build on the learning captured in children's personal learning folders.
- In health and wellbeing, children are developing an understanding about their emotions and how their actions affect others. As part of this, practitioners encourage children to be caring, and kind to others. However, a minority of children require more support to help them manage their behaviour during free play. Practitioners should explore approaches to develop further their simple rules of positive behaviour in a meaningful way. Children understand the importance of routines and are becoming responsible as they take part in daily tasks. There is scope to develop this further in such ways as children having identified leadership roles.
- Daily outdoor play is supporting children to be healthy and active. Most children engage well in energetic play outdoors. They are improving their balance and coordination as they use bikes, slides and climbing frames. A few children enjoy exploring in the mud kitchen. We discussed how this could be extended to include loose parts play with more open-ended resources. Such opportunities as these would provide scope for children to develop further their skills in curiosity, inquiry and creativity.
- Most children are making satisfactory progress in early language and literacy. They are developing an appropriate vocabulary to communicate well with each other at their own developmental stage. The majority engage well as they listen to adults during group story times, but not always to each other in play. Most children within the setting recognise their name when self-registering and choosing their snack card. Older children demonstrate an interest in mark making with a few children attempting to 'write' their name. Children will benefit from real-life and imaginary contexts to apply their early writing skills across the curriculum.
- In numeracy and mathematics, most children are making satisfactory progress. They confidently count within 10 and in sequence forward and backwards. A few children have an awareness that numbers represent quantities and recognise and match numerals. Children are developing confidence in aspects of mathematics through their play. Practitioners are aware that it is important to continue to develop children's numeracy skills across all areas of the playroom and outdoors.

- As part of a recent project, children are able to talk about the planets and space travel. They enjoy taking part in role play in their recently designed spaceship. In art, they create models of rockets from the range of materials available. Practitioners should ensure children's creativity is not limited by resources and adult direction in activities. The increasing use of the outside area is improving opportunities for children to engage with the natural world and learn about sustainability through planting and growing activities.
- There are a few positive examples of children using digital technology such as cameras, remote controlled toys and computers. Children would benefit from increased integration of digital technology across all areas of their learning
- Practitioners offer children praise and reward stickers to recognise their success. Children's achievements are celebrated across the setting. The 'WOW Wall' is used to good effect for parents to share children's achievements from home.
- Practitioners know their community very well. They value the individual circumstances and family lives of all children. This includes how best to support those who are experiencing challenges in their lives. The headteacher seeks appropriate help from education support and health service professionals for children who may require additional support in their learning. This helps secure positive outcomes for all children and families.

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.