

Summarised inspection findings

Straiton Primary School and Nursery Class

South Ayrshire Council

4 December 2018

Key contextual information

Straiton Early Years Centre (EYC) is located in the village primary school in Straiton, South Ayrshire. The setting provides early learning and childcare (ELC) for children aged from three years. Children attend full or half days. At the time of the inspection there were less than five children on the roll. The EYC is currently run alongside and within the P1-3 classroom of the school. Children have access to an attractive and well-designed outdoor space and the school playground.

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

- The welcoming and nurturing ethos of the setting contributes to positive relationships and a relaxed and purposeful learning environment. As a result, children feel cared for, safe and secure. They are supported to develop confidence and a sense of themselves as successful and capable individuals. Children contribute their ideas and are relaxed in taking part in discussions, assured that they will be listened to. They contribute well to the life of the setting, for example, through the 'Community Cuppa', washing-up, shopping for snacks and participation in whole school committees and the daily mile. The school and setting are an integral part of the local community. This provides increasing opportunities for children to learn from visitors who share their skills and experiences, and trips to the local shops and surrounding countryside.
- The recently redesigned playroom layout offers a wider range of experiences and increased scope for children to work more closely with peers across the early level. Children are motivated and engaged in their experiences. They have time to develop interests and revisit experiences. Children have opportunities to initiate experiences and contribute to shaping the day to day life of the setting through their choices. There is scope to develop this further. In doing so practitioners should now have an increased focus on promoting children's creativity, curiosity and enquiry skills further. They should continue with plans to increase opportunities for children to choose to learn outdoors.
- Interactions around texts scaffold children's thinking well, for example by encouraging children to notice and remember significant information during a shared reading experience. Practitioners should now continue to explore how they can use questions, comment and active listening to promote possibility thinking across learning. This should encourage children to engage in problem finding and solving. Considerate and helpful interactions with older peers help to extend children's engagement and facilitates their participation in a range of experiences including during lunch times.

- Floor-books and mind-maps help ensure children have a voice in shaping the learning environment and experiences. These should now be developed further as tools to enable children and adults to plan learning together. We discussed how focused observations could be used to deepen practitioners' understanding of children's learning, promote more independent learning through play and extend the range of experiences.
- Practitioners make effective use of individual learning journals to capture evidence of children's engagement with learning experiences and to record achievements. Children are encouraged to talk about what they are good at and what they want to learn next. This is helping them begin to develop the language required to talk about their learning. Care plans include simple targets agreed with parents and carers on a regular basis. These sometimes include targets which build on what children have been learning at home. There is scope to develop the use of children's journals further to engage children, parents and carers as fully as possible in planning learning and recognising achievement. This will enable individualised planning to be streamlined even more, while maximising scope for children to lead their own learning.
- Practitioners know children well as learners and as individuals. Tracking and monitoring is well established. This contributes to ensuring children's progress in literacy and numeracy, and supports smooth transitions for children as they move to primary one. Moderation with colleagues across the local cluster is helping develop confidence in practitioner's professional judgements. Practitioners should continue the work they have begun to streamline approaches track and monitor children's 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. At the time of the inspection, there were no identified areas for development.

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

- Children are engaged and motivated in their play and make good progress in most aspects of their learning. There is a strong focus on the promotion of wellbeing through positive, nurturing relationships. This is having a positive impact on children's learning and development and contributes to the sense of community evident across the setting and school.
- Children are making good progress in early language. They are developing their listening skills well and enjoy taking part in discussions and conversations with friends and adults. This is helping children to extend their vocabulary and develop good turn taking skills. Practitioners promote children's enjoyment of stories, songs and rhyme well. As a result children are very engaged and enjoy selecting and sharing stories. They have favourite stories and enjoy taking on the role of storyteller with friends. Practitioners employ a range of developmentally appropriate approaches to promote children's awareness of letters, words and signs. Children are encouraged to explore some uses of non-fiction texts. Practitioners should continue to develop opportunities for children to deepen their understanding of written language and apply their skill in real life and imaginary contexts.
- Children are developing appropriate numeracy skills as they play. They are developing good counting skills through a wide range of planned experiences. They are beginning to explore mathematical concepts through a range of play opportunities and as they engage in shared activities, including outdoor experiences. Practitioners introduce and reinforce appropriate mathematical language and promote children's engagement in sorting, matching and making simple patterns well. They have identified that there is scope to develop further numeracy and mathematical experiences to provide appropriate challenge and motivation for learners.
- Children are making good progress in health and wellbeing. Effective use is made of praise and encouragement to build children's confidence and celebrate their success. Children enjoy the companionship of peers and practitioners. They are developing good friendships and help each other in their play. Children are becoming confident in talking about their feelings at check-in time in the morning. They are learning about healthy eating through snack and cooking experiences. Children are developing gross motor skills and balancing skills well through daily outdoor experiences, including enthusiastic participation in the daily mile. They are developing confidence in caring for themselves, and understand the importance of keeping healthy through hand washing.

- Parents are well informed about their child's progress and are given a range of opportunities to share information about their child's success beyond the setting. Parents and practitioners regularly review progress together and agree simple learning and development goals for children. This helps ensure an effective, shared approach to supporting children's progress and well-being and the celebration of children's achievements beyond the setting.
- Discussions with children, observations of their play and a review of floor-books and learning journals provide clear evidence that children are making good progress in their learning over time.
- Practitioners strive to ensure that they promote equity across learning for all children. They know children and families very well and take into account potential barriers to learning for individual children through the flexible and reflective approaches underpinning their practice.

Explanation of terms of quality

The following standard Education Scotland terms of quality 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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