

Summarised inspection findings

West Kilbride Early Years Centre

North Ayrshire Council

6 February 2024

Key contextual information

West Kilbride Early Years Centre is a voluntary organisation which works in partnership with North Ayrshire Council to provide funded early learning and childcare (ELC) in West Kilbride and the surrounding area. It is situated within West Kilbride Community Centre. The nursery is registered for 67 children at any one time. It caters for children from the age of two to starting primary school. There are currently 59 children on the roll. There are three playrooms, designated to age and developmental stages of children, a dining room and an outdoor area.

The nursery is open during term time from 8.30 am to 3.30 pm and provides 1140 hours of funded ELC for children aged three to starting primary school. There are morning sessions, funded by parents, for two year old children. Two year old children can attend up to three days a week from 9.00 am to 11.30 am. Children who are three years old to starting primary school have a range of attendance patterns to suit parental need.

The nursery has a parental board of directors who support the nursery manager in the strategic operation of the nursery. The nursery manager is responsible for the day to day running of the nursery and is supported by a depute manager.

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 and children demonstrate respect and kindness towards each other, and as a result, there is a warm, nurturing ethos across the nursery. Practitioners link learning experiences to children's rights, and this is helping children to understand a few of their rights. Almost all children are confident and settled in the nursery and make choices independently about what and where they will play.
- All practitioners have engaged in professional learning about early years pedagogy. They have looked outwards to develop further a shared understanding of high-quality learning environments. Practitioners have used this learning well to create welcoming, inspirational learning environments for learning indoors and outdoors. Almost all children are highly motivated and engage well for extended periods of time in a range of well-planned and spontaneous play experiences. All children make effective use of a wide range of natural and open-ended resources to extend their curiosity, creativity and enquiry. Practitioners interact skilfully with children to consolidate and extend their learning. They use open-ended questions and give children time to consider their responses and explain their thinking.
- Almost all children engage effectively with a range of digital technologies to enrich and extend their learning. For example, children enjoy using interactive boards to make and complete pictorial patterns successfully. Practitioners support older children well to use digital technology to research areas of interest to enhance their learning. Children are developing an interest in

and an understanding of the world around them through the use of a night camera in the garden.

- All practitioners make regular observations of children's learning and record these successfully in online learning journals and floorbooks. Building on this, a more consistent approach to recording children's skills will help them to identify key learning and next steps better. Parents contribute regularly to children's learning journals about children's learning at home. Practitioners meet parents termly to review children's progress and identify next steps in learning effectively. They identify learning targets for literacy, numeracy and health and wellbeing. They should develop these further to use child-friendly language in these targets to help children to understand what they need to learn next.
- Practitioners use bundles of Curriculum for Excellence (CfE) outcomes and pathways of progression to plan children's learning. They use these bundles effectively to plan learning in literacy, numeracy and health and wellbeing which meets the needs of all individuals. Practitioners use CfE experiences and outcomes to plan learning across all other curriculum areas. Children identify successfully what they would like to learn within specific contexts to help practitioners to plan learning. Practitioners refer to an overview of early level across the curriculum to support planning. They could make better use of this to support them to demonstrate clearly that children are experiencing a broad and balanced curriculum.
- Practitioners meet regularly to discuss and track children's progress in literacy, numeracy and health and wellbeing. They identify all children who require additional support with their learning and provide targeted interventions very well. This supports all children, including those with additional support needs to make very good progress in their learning. Practitioners have high aspirations for children's learning. Moving forward, they should develop further moderation activities within and beyond the nursery. This should help develop further a shared understanding of children's progress through the early level of CfE.

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. 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

- All children are making very good progress in their language and literacy skills. Almost all children talk confidently and enthusiastically with their peers and adults about their play and experiences. Children enjoy looking at books and listen attentively to stories. They are developing very well their mark making and drawing skills. Children enjoy making marks in the sand and other interesting spaces using an array of carefully selected items. Almost all older children create detailed drawings, and independently write their name.
- All children are making very good progress in early numeracy and mathematics. Children benefit from an extensive range of real-life objects, materials, and opportunities to develop numeracy skills and early mathematical concepts through play. They explore and compare weight confidently as they use electronic scales to weigh everyday items in the home corner. Children measure ingredients and count as they make playdough. Whilst playing outdoors, children explore and use the language of depth and capacity as they dig holes in the garden. A simple voting system enables children to express their thoughts and opinions. As they count these votes, children count accurately beyond 10 and identify concepts, such as more than and less than. Children confidently use mathematical language in everyday conversations, for example, discussing their advent calendar, numbers, and time.
- In health and wellbeing, all children are making very good progress. On arrival, children self-register using photographs and coloured items to identify and express their emotions and feelings. Children enjoy balancing and climbing in the carefully constructed obstacle course in the Nursery Forest. They demonstrate very well resilience and perseverance as they play. Children greatly enjoy climbing trees, relaxing in hammocks, and rolling down hills alongside practitioners. All children are developing their independence skills effectively as they serve themselves at mealtimes and dress appropriately for outdoor play.
- Practitioners share children's successes and wider achievements at home and nursery through displays and learning journals. All practitioners effectively use praise in feedback. This is helping children to be confident and have strong self-esteem. As a next step, practitioners should identify children's learning and the skills they are developing out with nursery and record this as part of each child's learning journey.
- Practitioners have developed a highly inclusive setting. Parents and other family members are welcomed into the nursery for regular stay and play sessions. All practitioners have a clear understanding of the socio-economic challenges families may experience. They support children and families very well. For example, practitioners created home learning bags to

support children and families with grief and trauma. Families use these resources to help children to understand and deal with the challenges they are facing. The nursery manager ensures no child is at risk of missing out. All children have equal access to all nursery outings and groups.

- Practitioners gather clear data about the progress of all children. They use this data very well to track children's progress. They identify gaps in learning between cohorts of children. For example, they identify progress trends in literacy, numeracy and health and wellbeing between boys and girls. They also identify children who require additional support with developing their talking and listening skills and provide targeted interventions. Building on this very good practice, they should make more in-depth use of this data to inform planning to accelerate progress towards closing gaps between cohorts of children.

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.