

Summarised inspection findings

Fisherton Primary School Early Years Centre

South Ayrshire Council

11 June 2019

Key contextual information

Fisherton early years centre is based in Fisherton Primary School, South Ayrshire. The centre is registered for 14 children and offers morning only sessions. At the time of inspection, four children were on the roll. A newly appointed headteacher had been in place for two months prior to the inspection.

1.3 Leadership of change

good

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

- There is an established vision, values and aims which are shared across the school and early years centre. These were created by children and staff and are reflected in the daily life of the early years centre. There is a commitment from the headteacher to revisit the vision, values and aims, to ensure that they truly reflect the school and early years centre's place in the local and wider community. As planned, this should take full account of the views of all stakeholders and reflect current guidance and best practice in early learning and childcare.
- Practitioners demonstrate an enthusiastic and professional approach to their role, displaying a sense of collective responsibility and commitment in taking forward improvements. They engage with local settings and welcome the opportunity for professional dialogue and collegiate working. Practitioners engage in a range of continuing professional development opportunities, which are having a positive impact on their practice. For example, practitioners' highly effective use of floor books demonstrates the impact of training.
- Practitioners are reflective in their practice and strive to meet the needs of children and families in their community. As a team, they reflect on practice, emerging interests and individual children's needs. Practitioners access training within the establishment, the local authority and through working towards additional qualifications. A practitioner is participating in the local authority leadership training programme. Within the setting, all practitioners have opportunities to develop their leadership skills, for example by acting as outdoor learning champions.
- The improvement plan is shared across the school and early years centre with identified priorities for improvement evident in practice. As planned, all stakeholders should continue to be involved in developing the plan, ensuring it is relevant and meaningful to the early years centre. The Pupil Equity Fund has been used to deploy an early years practitioner to work across the school and early years centre. As a result, this promoting continuity in children's early learning. The direction and pace of change should continue to be delivered in a way that ensures it remains manageable, whilst supporting the early years centre to provide the highest quality early learning and childcare.
- The newly appointed headteacher has taken a strategic approach to leading the early years centre. This includes monitoring and evaluating the quality of provision. The practitioner team should continue to work together to make well-timed changes for continuous improvement.

Building on the positive start made to using 'How good is our early learning and childcare?', the practitioner team should continue to develop a planned approach to self-evaluation in order to ensure they achieve and can measure their success.

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

- There is a warm and welcoming ethos within the nursery. Relationships are positive and nurturing, supporting children to feel safe and secure. Children are enthusiastic and motivated to learn. As a result, almost all children are engaged fully in their learning. They are happy and confident within the nursery and are learning to be responsible. Overall, children enjoy the experiences offered both indoors and outdoors, for example, as they buy vegetables at the local shop and make soup.
- Children engage in free play and planned and spontaneous learning experiences, indoors and outdoors. Practitioners have recently developed their indoor environment, ensuring children have a wide variety of choice across each area. They should continue to introduce a variety of natural and open-ended resources to develop children's interests and enhance their play. Outdoor learning is an identified area for improvement, with free flow access between the indoor and outdoor environment and increased resources being planned for the future.
- Practitioners have a good understanding of child development and use their skills to plan for the children's individual needs. They engage and listen effectively to children, supporting and encouraging them to talk about their interests and ideas. Practitioners use open-ended questions well to support children's learning. In the best examples, practitioners' use of higher order questions encourage children to think through solutions for themselves. Children have access to digital technology through using cameras and tablet computers. As planned, practitioners should continue to develop further their use of digital technology to enhance children's learning. New resources have been purchased and will be introduced gradually to children.
- Practitioners know individual children very well and make observations of their learning. Observations are recorded in children's profiles, floor books and in the 'our daily adventures' big book. Floor books capture children's voices and describe their participation and engagement in learning experiences. Practitioners should continue to ensure observations identify significant learning, making sure approaches are proportionate and manageable. Children are able to talk about their learning, using the floor book for reference. Parents have access to their child's profile and have termly meetings with practitioners to discuss their child's progress. This provides parents with good opportunities to set new targets, update their child's care plan and to review and comment on their child's learning.

- A positive approach to floor book planning is supporting practitioners to take account of children's interests and to document learning experiences. Planned experiences are responsive and take account of children's individual needs. There is a system in place for tracking children's progress across all areas of the curriculum. In addition, practitioners use local authority developmental milestones trackers twice a year, using the data recorded to show progress. As planned, practitioners, in conjunction with the headteacher, should continue to review and evaluate approaches to planning, tracking and monitoring, ensuring processes are streamlined and not overly bureaucratic.

2.2 Curriculum: Learning and developmental pathways

- Practitioners plan for children's learning, taking full account of Curriculum for Excellence. They make appropriate use of experiences and outcomes and guidance from the local authority. Literacy, numeracy and health and wellbeing are seen as everyone's responsibility and are promoted well throughout the setting. Practitioners use their knowledge of child development to ensure they are offering age and stage appropriate experiences.
- The curriculum offered in Fisherton early years centre is broad and varied. It takes full account of children's interests. For example, a recent interest in transport resulted in a visit to the airport. Children have opportunities to engage in the wider community, through trips to the village and taking part in events such as the school show and learning festival. As planned, practitioners should ensure children, parents and the wider school are included and consulted as they continue to develop their outdoor learning environment.
- Practitioners have made a positive start to reviewing and refreshing their indoor and outdoor environments. As the early years centre expands, practitioners should develop further opportunities for children to be imaginative, solve problems and use materials and resources, such as loose parts. They should continue to support children's creativity and curiosity through a wider range of open-ended and natural resources.
- The setting's transition programme supports children well as they move on to school. This includes ongoing weekly visits to the school; taking part in whole-school events; and parent and child family learning programmes, held in the month of June. Children also have transition days during June where they spend time in the P1 classroom. Practitioners work closely with staff across the early level. This supports continuity and progression in learning for all children. Transition reports are shared with parents and are passed to school, alongside children's progress records.

2.7 Partnerships: Impact on children and families – parental engagement

- See choice QI.

2.1 Safeguarding

- 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.

3.1 Ensuring wellbeing, equality and inclusion

very 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

- The ethos and culture of the setting is nurturing and respectful. Practitioners are warm and caring, as a result, children feel settled, safe and secure. Positive relationships across the nursery are built upon mutual respect and trust. This results in a welcoming and friendly environment for all children and families. Settling in procedures include visits to the nursery and the opportunity for children and parents to attend together, prior to starting nursery. This allows children and parents to become familiar with the early years centre and practitioners prior to starting.
- Practitioners respect children as individuals with their own personalities and strive to meet their needs. There is a strong sense of community, shared values and the promotion of positive behaviour, through respectful and positive relationships. Overall, children's behaviour was observed to be positive in line with their age and stage of development. Children were kind and considerate to their peers, for example, welcoming each other by name in the morning.
- Children's rights are promoted across the early years centre and the principles of Getting it right for every child (GIRFEC) are evident in practice, for example in children's care plans. Building on the positive start to introduce the wellbeing indicators, practitioners should continue to develop a shared understanding with all children and parents of what it means to be safe, healthy, active, nurtured, achieving, responsible, respected and included. This would promote the language of wellbeing and support further the development of positive outcomes for children and families in their community.
- Children are happy and confident both indoors and outdoors. Outdoor learning supports children to be healthy and active as they have fun with their peers, for example, exploring the water wall. Opportunities to be outdoors supports children to develop confidence and resilience and impacts positively on their sense of wellbeing. The opportunity to share and take turns with their peers is evident, as children are observed developing a sense of teamwork as they play and learn together. Children confidently engaged in riding their balance bikes and had clearly benefited from participation in the recent course.
- Children benefit from healthy snack in the setting, serving themselves and enjoying this social experience. They have opportunities to discuss the snack menu, write their shopping list and visit the local shop to buy their snack items. They are developing their personal hygiene skills and increasingly dress themselves for outdoors. Children have opportunities to be helpers, for example filling/carrying the water bottles. Practitioners should continue to build opportunities for children to develop their leadership skills and sense of responsibility.
- Overall, statutory duties are engaged and complied with by practitioners and managers in line with current early learning and childcare guidance. There is an understanding of what is required of practitioners and management in their requirement to fulfil statutory duties to secure positive outcomes for children. Individual needs of children are responded to in a sensitive and

caring manner. A range of policies and procedures are in place. As discussed, these should continue to be reviewed and refreshed on an ongoing basis.

- Inclusion and equality is promoted throughout the work of the setting, with all children and families treated with respect. Practitioners treat children fairly and take account of their individual likes and dislikes. There is a welcoming and inclusive ethos where children are nurtured and encouraged to reach their full potential. The school and early years centre have achieved their silver Rights Respecting School award and are now working towards their gold award.

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, most children are making good progress in communication and language. They confidently engage in conversation with practitioners. They enthusiastically discussed their learning with inspectors during our visit. Opportunities for mark making are freely available across the setting, allowing children to draw pictures and begin to write letters and numbers. Further opportunities for children to recognise and write their own name should be provided. Children paint pictures and are encouraged to mix their own paints, experimenting as they create new colours.
- Children have opportunities to access books independently, listen to stories as a group or on a one-to-one basis. Visits to the local library support children to develop a keen interest in books and stories, with the librarian reading stories to the children. A lending library encourages children to take books home to share with their families.
- Most children are making good progress in numeracy and mathematics. Opportunities to count within routines and planned opportunities for number recognition are supporting children to develop their mathematical skills. Most children can count to ten. Opportunities to engage in numeracy and mathematics is evident across the setting, for example, exploring size and measure with playdough. Children display an awareness of shape and colour, for example, as they make pancakes. As planned, practitioners should continue to develop further children's awareness of numeracy and mathematics across the setting.
- Almost all children are making good progress in health and wellbeing, with children appearing happy and settled in their environment. They make healthy choices for snack, serve themselves and clear away their dishes. Children are observed displaying an awareness of responsibility for their own health and wellbeing. They are developing their physical skills through daily outdoor play, access to the school gym hall and planned outings to local parks. Outdoors, children ride balance bikes independently, fitting their own helmets safely and using the brake to stop when required. Practitioners should continue to encourage children to be independent and develop their self-help skills.
- Through inspection observation, relevant information in profiles, big book of daily adventures, floor book evidence and dialogue, children in the setting are observed as enthusiastic learners who are making good progress in their learning. This is supported through practitioners' use of tracking and monitoring systems, which demonstrate progress for all children. Children's individual achievements are celebrated and shared in a number of ways, such as achievement

walls. Progress is shared with parents informally on a regular basis and formally through termly parents meetings, where targets are reviewed and new ones created.

- The promotion of equity is evident 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. The setting takes good account of the socio-economic backgrounds of children and their families. Practitioners are proactive in identifying and reducing barriers to effective learning for all children.

School choice of QI: 2.7 Partnerships

- The development and promotion of partnerships
 - Collaborative learning and improvement
 - Impact on learners
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- Partnership working is a clear strength of the school and early years centre. School leaders and staff are outward-looking, proactive and creative in their approaches to establishing and nurturing valuable links. They make the most of all available opportunities to broaden children's horizons. As a result, an extensive range of community and business partners provide valued expertise, support and assistance to the school and early years centre. Their input and commitment is clearly enhancing the curriculum on offer to children of all ages.
 - The commendable range of partners that met with inspectors were each very supportive and positive about their work with the school. They understood the school's aim to ensure that children's experiences are enriched and widened through partnership working. They were clear about their roles and contributions. All partners felt welcomed into school and part of the team approach within Fisherton Primary School and Early Years Centre. Staff should continue to involve partners in self-evaluation activities and school improvement in meaningful and creative ways.
 - Teachers, early years practitioners and the wide range of partners collaborate particularly well to plan and deliver joint work. Children across the school and early years centre are clearly benefiting from this high quality and very well considered approach to planning motivating and relevant learning. The school's health and inclusion partners provide high-quality support for individual children and families.
 - Parents are valued as genuine partners in their child's learning. Partnership with parents is strong feature of the school's work. The inclusive, family ethos provides a nurturing environment, not only for the children, but also for families. Parents find that primary and early years staff are always approachable, non-judgemental and willing to listen to their concerns.
 - There is a variety of ways for parents to engage in their children's learning. Staff and children's use of social media and blogs provides timely feedback to families on what their children are learning, in and out-of-class. Curriculum workshops, open days and showcases provide very good opportunities for parents to find out more about how the school delivers learning. Parents are also welcome to work and learn alongside their child in open afternoons and sessions. Many current and former parents and grandparents assist in the school with a wide range of activities including the school garden and a variety clubs and activities.
 - The Parent Council is highly supportive of the work of the school. Parents raises significant funds to enhance children's experiences and ensure equity of access for all. The Parent Council is consulted about the improvement priorities and other important decisions. Commendably, parents are involved in the recruitment process for all leadership and staff permanent appointments within the school and early years centre.

1. Quality of care and support

During this inspection, we considered whether children and their families had access to the right support at the right time, whilst looking for assurance that their human rights were being respected. In addition, we looked at individual children's personal plans, as well as evidencing that children and their families were listened to, were safe and protected from harm. We found that outcomes for children and their families in these areas was very good (Health and Social Care Standards 1.2, 1.13, 1.15, 1.23, 2.17, 3.1 and 3.20).

Staff had successfully established an inclusive care and learning environment. We observed children, and their parents being welcomed and included into the nursery. There was an ethos of respect within the nursery, and this was replicated by children towards their peers. The primary school and nursery were working towards their gold right respecting schools award, we saw clear evidence of this throughout the nursery.

Staff recognised the importance of working in partnership with parents. We saw examples of staff supporting children who were less confident in expressing their views and preferences, we particularly liked the individual support each child received. We noted that the small number of children in the nursery and the high staff ratio added value to these relationships. Staff should continue to expand child led activities and reduce adult directed actions.

The headteacher of the nursery had newly been appointed to the post, she also had peripatetic responsibility for another primary school and nursery class; however we saw evidence that communication was effective between staff and the headteacher. The headteacher had actively sought effective support for the nursery staff team even in the short period she had been in post. Leadership opportunities were being developed throughout the nursery.

There was evidence to show that the nursery involved parents, the local community and partner agencies to ensure all children benefited from the right support at the right time. Staff and the headteacher knew the children and their families very well and had their interests at the heart of the service they provided. We saw very good examples of questions of the month reflected back to parents in a 'you said, we did' format. Children and their families had access to a nurturing approach, from kind, caring staff who understood nurturing principles and effectively delivered these.

The nursery had individual personal plans in place. Staff took pride in these. These could be enhanced by further including children aspirations with regards to health, welfare and safety and should then be linked to the effective floor book planning, evaluation and observation cycles. We also suggested that the personal plans reflect the progression children have made in these areas.

Staff told us they felt well supported by the new headteacher. We heard that the headteacher had a clear vision for the future development of the service. Staff told us that they felt included in the life of the nursery, school and a big part of the local community.

Parents told us they had confidence in the quality of the service provided for their children by the staff team. Parents felt their children were safe and happy and that they benefited from the wide range of play and learning experiences provided. Parents particularly commented positively on the nurturing staff and the community partnership within the nursery.

Care Inspectorate grade: very good

2. Quality of environment

During this inspection we considered how the environment supported children to direct their own play and learning. We looked closely at whether children had access to a wide range of experiences and resources within a safe indoor and outdoor environment. We found that the environment was offering good outcomes and experiences for children in this area (HSCS 1.32, 2.27, 5.17).

The environment was calm, warm and welcoming for children and their parents. Children were happy and relaxed within the nursery and relationships were positive throughout. The environment was safe and secure with the main exit door alarmed.

Resources within the environment were freely available to the children, we saw occasions when children confidently planned their own play from the activities and resources available. Areas within the environment should continue to be developed to encourage different types of play including cooperative, imaginative and loose parts play, developing children's curiosity, creativity and inquiry skills.

The outdoor environments should continue to be developed to offer open ended play experiences that encourage children to develop key skills such as problem solving, directing their own learning, testing out their own ideas and creating their own 'challenges'. Staff should continue to use effective questioning to extend children's higher order thinking skills.

Health and safety procedures had been developed, however these would benefit from being revisited and revised in order to better reflect the a risk benefit approach. During the inspection visit we observed good handwashing procedures and found infection control measures were in place. We sampled accident and incident records and found these require to be reviewed in line with recent GDPR changes.

The nursery had an open plan play room and a fully enclosed outdoor area. Plans were in place to create a doorway directly to the outdoors from the playroom. Staff made very good use of the local community to widen children's experiences, these opportunities included visits to the local Culzean Castle, Alloway library, the airport and good links had been established with a local Care Home. Staff had established links with the local supermarket who offered free fruit monthly.

Staff had attended a well selected and appropriate range of training and further education opportunities. We saw how the training attended had improved outcomes for the children in the nursery environment. The headteacher should continue to support staff to recognise the potential impact for children of the training attended. We also suggested that staff continue to reflect this impact in their Scottish Social Service Council Post Registration Training and Learning Logs.

Policies and procedures were in place; these should continue to be developed and updated to reflect the good working practices that the nursery operated and local and national best practice guidelines. A GDPR Policy should be developed to reflect the practice in the service, and risk assessments undertaken to ensure the children's data is safe and protected. Staff should continue to be included in this process and the policies reviewed regularly.

Care Inspectorate grade: good

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection, there are no requirements and no recommendations.

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.