

Summarised inspection findings

Linnvale Primary School Early Learning and Childcare Centre

West Dunbartonshire Council

12 September 2023

Key contextual information

Linnvale Early Learning and Childcare Centre (ELCC) is located within the same building as Linnvale Primary School. The school is in the Linnvale and Drumry area of Clydebank, West Dunbartonshire. The setting can offer 40 places to children aged three to those not yet attending primary school. At the time of the inspection the roll was 38. The setting is open from 8.45 a.m. to 2.45 p.m. five days per week during term time.

The headteacher has strategic responsibility for the ELCC. The acting Lead Early Learning and Childcare Officer (LELCO) has had responsibility for the day-to-day management of the setting since August 2022.

The setting has planned building works for changes to the indoors and outdoors to increase the registration of the setting. The existing provision is restricting children's free flow access to the outdoor area and children's independent access to the toilets. Practitioners are deployed to minimise the impact of the challenges and keep children safe.

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

- Children are happy and confident in the well-resourced environment. The literacy and numeracy rich environments support the development of children's early language and communication very well. They enjoy exploring natural materials and a wide range of open-ended resources. Children are safe and nurtured reflecting the ELCC's values. Most children are forming friendships and play well with and alongside each other.
- Practitioners have a deep understanding of children's individual needs. They place a high importance on supporting children's health and wellbeing. This is having a very positive impact on children's learning and development. Practitioners' interactions with all children are consistently warm and supportive. Most practitioners use their interactions well to extend children's learning. As planned, practitioners should develop further questioning and commentary to support children to talk about and plan for their learning. Children are given time and space to learn at a pace that suits them. This supports them very well to deepen and consolidate their learning and skills and sustain their periods of engagement. Practitioners help children to make good use of digital technology to extend and deepen their learning.
- Practitioners observe children's learning very effectively in a variety of ways. They record children's interests, the origins of the learning and how they can extend the learning further. Children's learning journals consistently evidence their progress over time through clear next steps linked to Curriculum for Excellence (CfE) experiences and outcomes. The acting LELCO monitors the learning journey folders to ensure they accurately evidence children's progress over time.

- Practitioners plan very effectively in a variety of ways over different timescales including planned experiences at daily key group time. Practitioners use CfE early level experiences and outcomes to plan for all curriculum areas and this is linked to principles of curriculum design. Practitioners respond very well to children's interests, views and needs to build on what children already know. They use floorbooks and wall displays well to record learning experiences and children's voice.
- Senior managers, an early years' peripatetic teacher and practitioners use a local authority progress record. This tracks progress in literacy and numeracy for children in their second year at ELCC. All practitioners meet three times per year to have tracking conversations to discuss the progress of all children. Senior managers track robustly attendance and other information linked to possible barriers to learning. This leads directly to targeted interventions and planning for learning experiences which supports children to make good progress.
- Children who require additional support with their learning have relevant educational support plans. These plans identify effectively children's needs and the strategies to support them. This results in children making good progress appropriate to their developmental stage.

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's progress in health and wellbeing is good. Children benefit from weekly visits to a forest and garden area. This develops their understanding of how to care for nature as well as supporting their physical skills. Most children are aware of the wellbeing indicators and link them to everyday experiences. Most children confidently use ride-on bikes, run around and balance on a variety of loose parts materials. They share and take turns in cooperative play experiences. Children develop independence skills at snack and lunchtimes. Most accurately identify how they feel and share their emotions helping them to self-regulate.
- Children are making good progress in early communication and language. Most children talk confidently, sharing their thoughts and ideas. They listen to and follow simple instructions well. The majority of children recognise their name when self-registering. They are aware of and can retell nursery rhymes and familiar stories with increasing accuracy. Most children enjoy hearing stories read by an adult with a few creating their own story books with adult support. Children enjoy reading a wide range of books which they borrow from the lending library. This supports them to make choices about texts they would like to explore. Most children engage in mark making and emergent writing opportunities recognising environmental print linked to real-life experiences. As planned, the continued focus on concepts of print will support further children's acquisition of learning in this area.
- Children are making satisfactory progress in mathematics. The majority of children are beginning to write numbers to 10. Most children count forward up to 10 with a few counting beyond. They measure quantities to bake bread and make playdough. The majority of children can sort objects and continue simple patterns. They are increasingly using positional language, identifying three-dimensional objects and two-dimensional shapes during loose parts and block play. Children use tally charts to collect real and meaningful information. Most children are aware of symmetry. They would benefit from increased experiences of symmetry, money and time through real and meaningful contexts. Most children are making good progress during their time at the setting. Practitioners keep a close check on children's progress over time and share how well children are doing with their families.
- Practitioners praise and share children's achievements using displays and within learning journey folders. Children discuss their achievements with adults twice per year as part of reflections on their wellbeing in their 'SHANARRI diary'. Parents share children's achievements using a digital communication tool. Senior managers should ensure that these achievements link to skills for learning and life. This will support children and parents to understand the skills

they are achieving as a result of the activities. In addition, an overview of children's individual achievements will identify more clearly any children who are at risk of missing out.

- Practitioners know children and their families very well and have a very good understanding of the local socio-economic context. They use this knowledge to provide valuable support to children and families experiencing challenges and potential barriers to progress.
- Senior managers plan and support targeted interventions for numeracy and literacy. The peripatetic early years' teacher alongside the LELCO interpret baseline data, targeted interventions and observations. They evaluate the impact of targeted interventions to inform work to close the poverty-related attainment gap. As a result, all children are making good progress at their own stage of development.

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.