

Summarised inspection findings

Holy Corner Community Playgroup

The City of Edinburgh Council

27 August 2024

Key contextual information

Holy Corner Community Playgroup is a funded provider in partnership with City of Edinburgh Council. The playgroup uses the Christ Church hall in the Bruntsfield area and has been operating for over 50 years. Practitioners set up and pack away resources and furniture every day. Children attend from the immediate and surrounding areas of Edinburgh. Children attend from aged 2 years until starting primary school. The playgroup opens during term-time between 8.55 am and 12.20 pm Monday to Thursday and 8.55 am and 11.35 pm on Fridays. At the playgroup, children can access part of their entitlement to 1140 hours of early learning and childcare (ELC) if eligible for funding. In addition, parents can pay for placements for children until funding is available. Children have varying patterns of attendance which is the preferred choice of parents. The playgroup is registered for 20 children at any one time. The current roll is 24 with 10 children aged three and over attending using funded places.

A committee of parents has the overall responsibility for the management of the playgroup. They employ a business and development manager who oversees enrolment, administration of fees, the website, and other aspects. The playgroup manager has day-to-day responsibility and has been in post for three years. She is supported by a lead practitioner, two practitioners and a playworker. The team is well established and is to be restructured from August 2024 to reflect the needs of the younger children now attending.

2.3 Learning, teaching and assessment	good
<p>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:</p> <ul style="list-style-type: none">learning and engagementquality of interactionseffective use of assessmentplanning, tracking and monitoring	

- All children are happy and settled during their playgroup experiences. The practitioners’ approach to transition creates a very nurturing, inclusive, and positive ethos. They work very sensitively with children and families to ensure children have a positive experience, both initially and then each day thereafter. This transition is planned and delivered in an unhurried way on a very individual basis. Practitioners have a sound understanding of child development and identify the significant impact positive transitions have on the future learning and engagement of children. They continue to extend their understanding of the needs of the youngest children attending.
- Almost all children demonstrate an awareness of others, and a minority are developing developmentally appropriate friendships. They engage well with the resources and spaces, particularly where they make independent choices and can become absorbed in their play. Practitioners have imaginatively developed the available outdoor space to provide a range of learning opportunities. Children often sustain engagement well outdoors as they use their senses to explore, discover and experiment.
- The consistently respectful and nurturing interactions result in very positive relationships between practitioners and children. Practitioners listen carefully to children, using their eyes

and ears, to allow them to make informed responses to their interests. This includes decisions about how the hall is set up every day. Practitioners encourage children to be curious. They use questioning and commentary to be responsive to, and extend, children's learning. They should continue to develop the use of thoughtful questioning used by all adults to promote the development of children's skills and understanding. Practitioners could consider how they could use digital technologies more fully to enrich children's learning.

- All children have a learning folder that documents experiences through the extensive use of photographs and a few learning stories. Practitioners use a 'big learning board' to record and share learning with children and families. These approaches help practitioners identify what children need to learn next and ensures there are no barriers to learning. Practitioners should continue to develop the quality and frequency of observations to capture significant learning consistently and record children's progress more effectively.
- Practitioners use their observations of children to plan interesting experiences that are responsive to interests and introduce children to new ideas. They recognise that this planning should have a stronger focus on learning outcomes to ensure children experience learning across the curriculum. Practitioners are at the early stages of using local authority developmental milestones to identify the progress children make over time. They should extend the use of this helpful tool to inform planning for children's learning.

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

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 make good progress in communication and early language. At their individual developmental stage, most children readily engage in conversation with familiar adults and each other. They are developing an appreciation of the sounds and rhythms of other languages through planned experiences that celebrate diversity. Almost all children benefit from regular stories and singing. They enjoy stories being read to them and listen well. A few children have favourite texts that they request regularly. The majority of children show interest in mark making with a few creating recognisable drawings. A few children recognise letters that are important to them. Most children would benefit from an increased focus on early literacy across their playgroup experiences.
- Overall, children make good progress in early numeracy and mathematics. Most children recognise numbers in their play and are developing skills in counting within ten. They enjoy number songs and rhymes where they confidently count backwards. A few children enjoy exploring larger numbers. Children develop and apply their understanding of time as they use timers, explore a clock face, a visual timetable, and calendars. They explore measure in their play. A few children are becoming aware of symmetry as they paint butterflies. Children could be developing a wider understanding of mathematics and numeracy in their play and real-life experiences.
- Children are making good progress developing skills and an understanding of health and wellbeing. Most children are increasingly able to play cooperatively and understand the need for rules with minimal adult support. They are learning to identify emotions, name them and understand related facial expressions to help them share their feelings. Children benefit from daily opportunities to join short yoga sessions. This helps them self-regulate and mark the passing of the routine. Children develop strength and focus as they enjoy exploring different ways of moving their bodies in physical activity. These include climbing, running, jumping, and balancing. Motivating activities are supporting children to develop and refine a range of skills. Almost all children are developing independence in routines, including snack, where they explore a range of foods. They are curious as they learn about cultures and celebrations different to their own.
- All children are making progress in their learning and development. Practitioners could use all the information they have about children's learning more effectively. This will support them to make more evidence-based judgements about children's progress. Practitioners ensure each child is supported as an individual to develop and learn. They are also very effective at working

in partnership with families, and where appropriate, other professionals, to ensure children's unique needs are identified and met.

- Practitioners celebrate children's achievements informally using photographs, and by offering meaningful praise and encouragement. Children contribute to the planning of playgroup events including sports day and fundraising. Practitioners could develop further ways to recognise achievements, including those from home.
- Practitioners actively promote equity for everyone. With the parent committee, they have built a community where trust and respect are fundamental. They know children and families very well and have created a supportive and inclusive ethos where everyone feels welcome. Practitioners could make increased use of information and data to promote and ensure equity for all.

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.