

Summarised inspection findings

Erskine Community Nursery – St Anne’s

Renfrewshire Council

27 February 2024

Key contextual information

Erskine Community Nursery – St Anne’s is a funded provider who work in partnership with Renfrewshire Council. They provide funded early learning and childcare (ELC) in the Park Mains area of Erskine. The nursery is registered for 18 children at any one time and caters for children aged three years to those not yet attending school. There are currently 16 children on the roll. Children attend term time, Monday to Friday from 9.00 a.m. to 3.00 p.m. Children attending live in Scottish Index of Multiple Deprivation (SIMD) quintiles four or higher.

The nursery is very well established in the local area, has moved premises, and developed since it opened in 1984. It is accommodated in a room within St Anne’s Primary School and children access the school grounds and gym hall at designated times of the day. Erskine Community Nursery also has a nursery at nearby Bargarran in Erskine. A board of trustees, made up of current or former parents of the nurseries, assume responsibility for the management of both settings. A full-time manager oversees the day-to-day operation of both nurseries and is supported by a senior practitioner in each setting. At Erskine Community Nursery – St Anne’s, the staffing also includes two full and two part time practitioners. The team are all qualified and have worked in the setting for a number of years.

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

- Practitioners have created a strong ethos that demonstrates a commitment to children’s rights. They model respect in their interactions and carefully listen to children to ensure their ideas and thoughts are respected. Positive relationships are a strength of the setting. Practitioners are very nurturing of children in their care. As a result, children feel valued, safe, and secure and demonstrate similar qualities in their interactions with their peers. They are developing confidence and responsibility as they contribute to the setting and the wider community. Almost all children engage fully in their play and benefit from a range of relevant, interesting, and real-life experiences in the community. This includes multi-generational learning opportunities in science, literacy, and sustainability. These experiences are particularly motivating and provide opportunities for children to develop a breadth of knowledge and skills.
- Practitioners have developed their skills in being responsive to the interests and learning needs of children. They continue to develop and refine the use of the challenging spaces they have available. Practitioners are creative in how they ensure children have access to outdoor spaces and physical activity. They should continue to develop children’s access to resources with a focus on increasing the use of open ended and natural materials. Children make many choices about what and where they will play. This helps children begin to lead their own learning and could be developed further by taking forward, in more depth, individual areas of interest.

- Practitioners interact with children in a calm, friendly and caring way. They recognise the importance of knowing when to intervene and when to step back from children's learning. Practitioners listen carefully to children and are ready to extend learning further through exploring their role when taking forward children's interests. This could have a focus on increasing depth and challenge in learning. Children access a range of interesting digital technology to enhance their learning. These include a virtual reality headset, drawing boards and tablet computers.
- Practitioners have extensive knowledge of children as individuals and confidently articulate what children know and can do. They make regular observations of children as they play and this informs what children need to learn next. All children have learning profiles that document their learning through practitioner's observations, children's comments, and interesting photographs. Children are proud of their profiles and enjoy reflecting on their experiences. Practitioners are keen to involve parents more in sharing children's learning and achievements from home.
- Practitioners have developed approaches to plan for, assess and record children's progress. Children's thoughts, interests and increasingly, developmental needs, underpin planning for learning. Practitioners plan sensitively, and on an individual basis, for children who require additional support with their learning and development. This is successfully removing barriers to learning and helping all children make positive, and in some cases, accelerated, progress. Practitioners monitor children's progress using helpful tools provided by Renfrewshire Council. This is supporting an increasingly robust approach to ensuring children make the best possible progress and there are no gaps in their learning. Practitioners are using information gathered to take appropriate action to ensure children experience a breadth of learning. They should now progress their plans to use the full range of tools available to monitor the progress of children. This includes individuals who have potential barriers to their learning or require additional challenge.

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. 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 making good progress in early language and communication. Most children use a range of vocabulary to express themselves. They listen very well to adults and each other and enjoy stories being read to them. They are now ready for more in-depth exploration of texts. A few children enjoy creating their own stories, which they confidently share using props or by acting out. All children are learning, and are benefitting from, signing to support their communication. Children mark make in a range of contexts including using digital technology and in sensory experiences. The majority of children are adding more detail to their drawings and this is supported by exploring the work of famous artists. Practitioners should take forward plans to increase children's progress in literacy through offering support and provoking interest in areas such as early phonics and pre-reading skills.
- Children are making good progress in numeracy and mathematics. They apply their understanding of number as they count and recognise numerals in routines. The majority of children recognise two-dimensional shapes. They are at the early stages of identifying properties of two-dimensional shapes and three-dimensional objects. Children confidently use comparative and positional language. Practitioners have correctly identified aspects of numeracy and mathematics that children are not making appropriate progress in. They are addressing this by providing experiences to ensure maximum progress is made in all aspects of this curriculum area.
- Children's progress in health and wellbeing is very good. Children have a well-developed understanding of how they can be healthy including through hydration, eating healthy foods and energetic activity. They can describe the effect exercise has on their heart rate and breathing. They enjoy, and benefit from a range of physical activity including yoga, running, climbing, and balancing. Almost all children have completed a simple first aid course and they understand what to do in an emergency. They have a mature understanding of the importance of consent and the need for boundaries, for example relating to physical contact. They demonstrate their understanding in how they interact with each other.
- Children, including those who have potential barriers to their learning, are making good progress over time. Staffing arrangements allow practitioners to regularly work with individuals. This approach is supporting children to make accelerated progress, ensuring there are no gaps in outcomes for children.
- Children experience success, are developing confidence and are becoming responsible individuals because of their nursery experiences. Children make effective contributions to the

local community and are acquiring and applying a range of skills as a result. The extensive use of the local community is adding considerable value to children's learning. It helps them understand the importance of the natural world and the needs of others. As planned, practitioners should continue to develop this to support children to develop an awareness of communities beyond Erskine, including aspects of global citizenship.

- Practitioners have a very good knowledge and understanding of the needs of children and families. They understand the challenges experienced by families and have created an inclusive ethos that promotes equity. Practitioners should continue to develop their use of all available data and information, including that relating to socioeconomic backgrounds to plan and deliver interventions to support children in their learning.

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.