

Summarised inspection findings

Eastriggs & Dornock Early Years

Dumfries and Galloway Council

17 September 2024

Key contextual information

Eastriggs and Dornock Playgroup is located within a community centre in Eastriggs. The playgroup works in partnership with Dumfries and Galloway Council to provide funded early learning and childcare. There is a secure entrance, one main playroom and direct access to an outdoor space that looks directly on to the neighbouring primary school. The nursery is registered for 28 children to attend at any one time. Children attend from age two years nine months to when they start primary school. There are 20 children on the roll. Children attend full or part day sessions across a variety of patterns. The long serving, local team includes a manager and four part time practitioners. Absence within the team has impacted on the work of the playgroup in recent months. The team have ensured consistency for children and families during this period.

2.3 Learning, teaching and assessment

satisfactory

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 create a fun, relaxed atmosphere where children feel welcome and involved. All team members, children and families have positive relationships and strong connections. Children settle quickly and feel safe and secure within the setting. Most practitioners use praise effectively to reinforce kindness, turn taking and sharing. The team should develop further routines that support all children to look after their playroom and resources.
- The experienced team know children well, they have a good understanding of child development. The majority of practitioners develop appropriate individual next steps aligned to the wellbeing indicators. The team now need to develop further their understanding of children as learners to inform their interactions and planning of experiences and routines.
- Most children access outdoors for almost all of their session. Recent changes to the outdoor environment have enhanced children's motivation and engagement. The manager and practitioners should now develop further the indoor environment. The team need to ensure children sustain their motivation and concentration throughout the day and across all indoor spaces. The team work well together to provide a variety of experiences within the setting and the local community to support children's development as responsible citizens. Most children are motivated and engaged in these real-life experiences in a local café and garden centre. Practitioners should now maximise opportunities for children to apply and extend their knowledge and understanding of literacy and numeracy in these experiences.
- The majority of children use technology in their role play as they use a card reader to 'phone' a family member or recognise numerals on a calculator. A few children enjoy researching topics they are interested in. Practitioners should now build on what they know about children's skills in using technology to develop further what they know and can do to extend their learning.

- Children are proud of their 'special folders' that contain their drawings and photographs of experiences within and outwith playgroup. Most practitioners record regular, short, observations of what children have been interested in knowing more about. These observations do not yet capture children's skills or progress in learning. The team have useful meetings to share their views about the progress of all children. The manager has accurately identified the need to improve the team's skill and confidence in recording more focused observations. All practitioners should include, in their observations what children can do and develop further how they identify focused next steps for children. The majority of children would benefit from increased opportunities to talk about and reflect on their learning and progress.
- Practitioners have made a positive start to develop their recent use of local authority trackers to identify the progress children make over time. This tracking information is not yet having an impact on children's learning. As the team develop their skill and experience in using this system, they need to make sure information they have about what children can do informs their planning of learning. This should ensure all experiences and interactions support children to make the best progress.

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

satisfactory

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, children are making satisfactory progress in communication and early language. Children share their experiences from home as they take part in relaxed conversations with each other and practitioners. A minority of children would benefit from increased focused work on rhyme and stories as they develop their speech sounds and vocabulary. A few children are confident as they tell their own stories. The majority of children would benefit from increased opportunities to re-tell, illustrate, and record their own stories.
- Children are making satisfactory progress in numeracy and mathematics. The majority of children can count to 10, with a few counting to 20. They can name colours, shapes and work well together to solve problems using open ended materials. Children explore volume as they pour water and fill and empty containers with sand for extended periods. Practitioners should continue to provide further opportunities for children to develop and extend their numeracy and mathematical skills in different contexts.
- In health and wellbeing, children develop their physical skills well as they climb and jump from large tyres. Most children make good progress in their fine motor skills as they make models and play with playdough. Children help make healthy snacks and stretch their bodies in yoga poses. They are now ready to explore in more depth how to keep their bodies healthy. Children enjoy sharing how they are feeling by using pictures. Most children are ready to participate in discussing and reviewing their wellbeing in more depth.
- Children participate enthusiastically in a variety of activities on offer, particularly in the improved outdoor area. They benefit from regular use of the community, including frequent visits to local businesses. Children are motivated in real-life experiences where parents and partners share their skills. The information recorded by practitioners does not yet demonstrate accurately progress over time. The manager has accurately identified that the team will benefit from increasing their knowledge of the curriculum and assessment approaches. This should help the team to develop further how they use what they know about children's skills to plan learning.
- Practitioners rightly value and celebrate children's achievements from home through attractive displays and useful daily conversations with families. Children are responsible for a few aspects of looking after their playroom as they prepare the table for snack or lunch. Children are proud and responsible as they look after the plants they purchased from the local garden centre. They are motivated and engaged as they learn more about growing flowers, vegetables

and caring for the natural world. Children are ready for an increased range of responsibilities to develop further their citizenship skills.

- There is a supportive and inclusive ethos within the nursery. Practitioners are responsive to children's individual family circumstances, traditions, and beliefs. They respect and include children as individuals. The team consistently and effectively implement strategies for children who have additional needs. Practitioners should consider the use of planned interventions to support children with, for example, speech and language 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.