

Summarised inspection findings

Mossvale Early Learning and Childcare Class

Renfrewshire Council

1 April 2025

Key contextual information

Mossvale Early Learning and Childcare Class is an integral part of Mossvale Primary School. The accommodation is purpose built for early learning and childcare class (ELCC), and it has its own secure entry system. There is a large playroom, outdoor area and a suite of smaller meeting rooms and offices. The setting is registered for a maximum 50 children at any one time. Children attending the service are aged from three years old until starting primary school. The majority of children are in their pre-school year. The ELCC is open during term time from 9 am to 3 pm each day. At the time of the inspection 46 children were registered to access their early learning and childcare (ELC) entitlement.

Children's families come from a range of different cultural, socio-economic backgrounds and 50% of children have English as a second language.

The headteacher of Mossvale Primary School is the named manager of the setting. She is supported in the management of the ELCC by the deputy headteacher and two part-time senior practitioners. In addition to the senior practitioners the ELCC is staffed with four full-time practitioners, two part-time practitioners, and two part-time support workers. A full-time graduate practitioner supports with targeted interventions to promote children's progress in learning and a visiting teacher provides additional support to the ELCC team.

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

- All practitioners have a strong commitment to children's rights and create very positive, caring relationships with children and each other. All children feel valued, safe and secure and settle very well in the ELCC. They show confidence as they interact well together and enjoy their time in the playroom. Children investigate, explore and solve problems as they take part in well-planned, purposeful play. They are very motivated and engage enthusiastically in the wide range of rich, challenging experiences on offer. Practitioners provide exciting learning experiences, both indoors and outdoors, that sustain children's interests and help them develop creativity, independence and resilience. All children make effective use of a wide range of open-ended resources to extend their curiosity, creativity and enquiry.
- Practitioners show a high level of skill and knowledge as they support and extend learning across the playroom. All practitioners are nurturing, respectful and responsive to children's needs and their ideas. This is a key strength within the setting and helps to secure progress for all children. The team ask meaningful, open-ended questions and use supportive commentary skilfully and give children time and space to think and respond. Practitioners listen to and value all children's ideas.

- Children use digital technologies well across the setting. For example, children select lunch on tablet devices or use matrix bar codes to access songs and number games. They use programmable toys to develop positional and directional language. Practitioners should continue to provide further meaningful ways to continue to develop children's digital skills.
- Practitioners know children very well as learners and have a sound understanding of the early years curriculum and how young children learn. All practitioners make regular observations of children's learning and record these successfully in individual profiles and floorbooks. They take part in regular professional dialogue about children's achievements and recognise individual needs and learning styles. They use this information effectively to identify how they can continue to support children's progress and development. Practitioners involve parents in children's learning through sharing profiles termly and providing information through a useful online platform. Practitioners should consider how they can involve children more fully in talking about their learning. This will further support children's understanding of themselves as learners.
- Practitioners meet regularly to discuss and track children's progress in literacy, numeracy and health and wellbeing. They identify all children who require additional support with their learning and work very well to design effective targeted interventions for individual and groups of children. This supports all children, including those with additional support needs, to make very good progress in their learning. Practitioners plan for children's learning in a variety of ways and use appropriate guidelines to help them meet the needs of all children successfully. They observe children during play and plan responsively to support and extend their learning. Practitioners use floorbooks very well to involve children in planning their learning. They have recently introduced an intermediate plan with information on children requiring additional challenge and support. They should continue to review and streamline their approaches to planning to ensure ongoing consistency.

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. Areas for development have been agreed with the school and the education authority.

3.2 Securing children's progress

very 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

- Almost all children are making very good progress in communication and early language. They speak confidently to others and express their needs and ideas well. They listen attentively to others and to stories, and recall information competently. Most children create imaginative stories through role play experiences. They draw increasingly detailed pictures and recognise and name some letters. Children should continue to engage in early writing experiences through exciting provocations and real-life contexts to further extend their writing skills.
- Almost all children are making very good progress in mathematics. They show a very high level of awareness of number and count objects accurately to 10 and beyond in a range of contexts. They use the language of measure to compare and order objects. They understand the purpose of money through role play experiences. Most children are beginning to identify and name common two-dimensional shapes and show an awareness of the properties of three-dimensional objects. Most children can match and sort objects using different criteria. Children are ready for further experiences to develop their understanding of time and their skills in information handling.
- Almost all children are making very good progress in health and wellbeing. They co-operate and play very well together and show kindness to others. The majority of children are developing a growing awareness of their emotions. Almost all children follow daily hygiene routines confidently. They are developing very good control of their bodies as they run, jump climb and balance in the outdoor area. They have an awareness of risk and understand how to keep safe within the setting. Most children are developing very well their fine motor skills as they use utensils at snack and lunch. They manipulate scissors and writing tools with increasing skill.
- Most children are making very good progress across the curriculum. They are learning about different artists and create artwork using a range of techniques such as marbling, spray painting and collage. They take part in science experiments that support them to be aware of the properties of different substances. They are learning skills for life through baking, and planting and growing activities.
- Children contribute effectively within the wider community, for example through links with the local care home, the rainbow community group and the community gardening group. Children's achievements from within the setting are recorded and celebrated. Children are able to articulate their achievements and understand what they have done well. Practitioners

encourage parents to share their child's achievements from home. These are recorded on the 'Our Wellbeing Tree'. Practitioners use a digital platform to support the link between home and the setting. Practitioners should now consider how to identify and track the skills being developed through these achievements.

- All children benefit from a staff team that understands very well the socio and economic needs of families. Practitioners are proactive in reducing any potential barriers and work closely with a range of partners within the community to provide significant support. This ensures identified wellbeing needs of children and families are very well supported through sensitive and caring approaches.

Practice worth sharing more widely

All practitioners understand the importance of interactions to support children's learning and development. This is a key element of the high-quality provision within the setting. The tone of practitioners' voices is soft and gentle, and this supports a calm ethos across the setting. Practitioners' facial expressions and body language are warm and welcoming, and they smile and laugh frequently with the children. This supports children to feel settled and to be confident in talking to practitioners or approaching them for comfort. Practitioners skilfully adapt the level of language to the developmental stages of individual children. They use commentary and repetition very well to support and extend children's vocabulary. They ask meaningful open-ended questions to promote children's curiosity and thinking skills. All children are listened to and know their ideas and thoughts are valued. Practitioners understand that children need time to process questions and give children appropriate time and space to think and respond. This results in children who are curious, creative and enjoy learning.

The wellbeing of children and families and the commitment of all staff to build positive nurturing relationships is at the heart of the provision. The senior practitioners begin to establish trusting relationships with families well before children start attending the setting through visits and phone calls. The senior practitioners continue to strengthen relationships as they welcome families each morning. The ELCC door opens before the start time of 9.00 and there is an unhurried, gentle start to the day where families have time to share news from home or seek help or advice if required. Senior practitioners are also available at pick up times. This supports them to know and understand the wellbeing needs of families very well and to reduce potential barriers to learning. The setting works effectively with a range of other agencies and partners within the community. This allows them to provide assistance for families who are experiencing financial hardship, difficult circumstances or needing emotional support. Support is accessible and responsive to the needs of children and their families and helps to prevent risks or concerns escalating. This ensures identified wellbeing needs of children and families are very well supported through sensitive and caring approaches.

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.