

Summarised inspection findings

Erskine Community Nursery - Bargarran

Renfrewshire Council

5 November 2024

Key contextual information

Erskine Community Nursery – Bargarran is a funded provider who work in partnership with Renfrewshire Council. They provide funded early learning and childcare (ELC) in the Bargarran area of Erskine. The nursery is registered for 20 children at any one time and caters for children aged three years to those not yet attending school. There are currently 11 children on the roll. Children attend term time, Monday to Friday from 8.50 a.m. to 2.50 p.m. Children attending live in Scottish Index of Multiple Deprivation (SIMD) quintiles four or higher.

Erskine Community Nursery – Bargarran also has a nursery within St Anne's Primary School in Erskine. A board of trustees, made up of current or former parents of the nurseries, assume responsibility for the management of both settings. The nursery has been on the same site for a number of years and since August 2022 this has been a purpose-built building with exclusive use. A full-time manager oversees the day-to-day operation of both nurseries and is supported by a senior practitioner in each setting. The manager is due to leave at the end of the inspection and a senior practitioner will become manager of both settings. A Modern Apprentice also works across both settings. The staffing includes four practitioners, who are all qualified and work four or five days. Most have worked in the nursery for several years.

1.3 Leadership of change

satisfactory

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The nursery has a strong profile within the local community. The team, with families, have created a shared vision, values and aims and they are reviewed annually. They are displayed and are appropriate to the setting. The values of being approachable, motivated, and supportive are evident in practitioners everyday work and interactions. Practitioners have created a very family friendly, welcoming environment.
- Practitioners work effectively as a team. This is based on positive relationships, respect, and commitment. They work together to enhance the nursery through well-judged improvements. They support and encourage one another. Almost all practitioners reflect on their practice. Their individual skills and designated leadership areas are beginning to influence purposeful change and build strength in the team. Examples include developing and sustaining community links and the use of social media to involve families.
- The local authority provides helpful support to support improvement. This includes recent professional learning on planning that is helping practitioners plan more responsively to children's interests. The support from both the visiting teacher and partnership officer is tailored to the individual needs of the setting. This is leading to improving outcomes for all children. As planned, professional learning opportunities should be targeted to continue to build capacity and inform future improvements. Senior leaders are committed to developing and investing in practitioners, for example recent professional learning on sign language to support communication. Practitioners, including senior practitioners, work well with colleagues from St

Anne's nursery to share effective practice and ideas for future developments. This has helped, for example to implement refreshed approaches for planning for children's learning.

- The current manager is at the early stages of introducing a termly quality assurance calendar. This needs to be developed further and embedded to ensure comprehensive monitoring and reflection. Approaches do not yet make use of national frameworks to measure the quality of the setting.
- Parental questionnaires indicate a high rate of satisfaction from parents about the nursery. They should now be more meaningfully involved in evaluating the quality of what their children experience. The manager could make more effective use of the information gathered to make improvements, sharing with parents how they have influenced improvements. This may help children and families be more meaningfully involved in the life of the nursery.
- Practitioner's welcome opportunities to take on leadership roles and this has built valuable professional confidence. There is capacity to continue to develop this. The newly appointed manager has plans to develop a vision for the future development of the nursery. This should build on the existing strengths and confidence of practitioners. By working together in this way, the pace of improvement could be brisker.

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 very welcoming and nurturing ethos that supports children to be confident in their play. Almost all children settle quickly and enjoy their busy nursery day. Practitioners are at the early stages of helping children to understand their rights and are ready to progress plans to develop this. Children make independent choices in their play, exploring indoors and outdoors. This is beginning to support them to lead their own learning. Practitioners continue to develop interesting spaces for children to learn and should continue to develop high-quality environments to maximise the potential of the building.
- Most children engage purposefully with experiences. Practitioners support well children to develop the necessary skills to play and learn together. As a result, almost all children demonstrate an awareness of others and are developing friendships. Almost all children are curious about their world around them. Practitioners make very effective use of facilities, resources, and partners in the local community to enrich and extend children's learning. Children are particularly enthusiastic as they explore the nearby city farm, litter pick, and visit local care homes. They develop a range of skills as a result, including an awareness of their local community.
- Practitioners know children very well. They interact in a calm, sensitive and loving way that helps children sustain, and at times extend, their play. Most practitioners use an effective blend of questioning and commentary to promote children's thinking. Children make effective use digital technologies to take photographs and access games. They would benefit from further experiences to enrich their learning through the exciting and creative use of digital technologies.
- All children have a learning profile containing photographs and observations of their significant learning. Practitioners increasingly capture the child's voice as part of their observations. They could develop the quality of observations further by consistently recording the skills children are developing as well as the experiences they are enjoying. Practitioners engage in valuable dialogue with each other about children's progress and this helps identify what children need to learn next. Children could be more involved in more discussions about their learning, including their learning profile and what they are learning next. Children who require additional support to help them learn have individual plans in place. All practitioners support children in their play and to work towards their targets.
- Following professional learning, practitioners have refreshed approaches to planning for children's learning. This is ensuring a more effective balance between being responsive to children's 'wonderings' and initiating learning that will help children progress. Practitioners are enthusiastic to embed and further refine this. They use floor books to capture children's rich experiences offered by multi-generational learning and in the community. This approach to

documenting learning could be used to involve children more in planning and documenting other aspects of their learning. This could build on positive aspects already used, including mind maps that capture children's thoughts and views.

- Practitioners use helpful tools provided by the local authority to effectively monitor the progress children make in literacy, numeracy and health and wellbeing. The manager and practitioners have begun to use this information to inform planning to ensure children experience all aspects of learning and make increased progress.

2.2 Curriculum: Learning and development pathways

- Practitioners provide a range of interesting, play-based experiences across the curriculum that take good account of national guidance. They have a particular focus on literacy, numeracy and health and wellbeing. Practitioners track coverage of Curriculum for Excellence experiences and outcomes to monitor children's entitlement to a broad and balanced curriculum. They should continue to respond to any gaps in coverage, for example science and RME. The planned introduction of local authority pathways for all curricular areas may support this. It would be helpful for practitioners to also consider how curriculum design principles apply to the curriculum offered.
- Practitioners plan transitions into the nursery in a very personalised way. They are sensitive to the needs of individual children and their families as they begin or return to nursery. As a result, children settle quickly to play and learn. Practitioners work well with schools to ensure transitions are successful as children move onto primary school.

2.7 Partnerships: Impact on children and families – parental engagement

- All practitioners value and respect parents as partners. They know families very well and parents feel very supported and confident by practitioners. They particularly like the small numbers of children attending and the time practitioners spend with individual children. Parents appreciate guidance and strategies offered by practitioners to support them at home, including first aid training.
- Practitioners share children's progress with parents at drop off and collection. Where appropriate, practitioners meet with parents to discuss aspects of children's learning and development. This ensures a partnership approach to supporting children.
- Practitioners are exploring further ways to involve parents. They are keen to increase parental participation and engagement through a programme of family learning and home link initiatives. This could build on existing, strong links in the community, for example the local food distribution hub.

2.1 Safeguarding

- 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 setting and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Practitioners support children's wellbeing successfully, understanding and providing, effective care. There is a sense of belonging amongst the children with a feeling of a 'home from home'. Practitioners view children as individuals and encourage them to regularly be involved in decisions that affect them. For example, planning walks in the community.
- Most children are increasingly aware of the importance of being safe and healthy. They can articulate who helps them keep safe and what their bodies need to stay healthy. Most children understand the need to be respectful of animals. They demonstrate this as they feed horses and interact with cats, rabbits, and guinea pigs at the city farm. Most children demonstrate confidence as they navigate new, unfamiliar situations. Through extensive multi-generational links most children have an appreciation of the needs of others and demonstrate developing empathy and social skills.
- Most children are developing independence at mealtimes, dressing for outdoors and in self-care routines. They benefit from calm, sociable, and unhurried lunch experiences where they are encouraged to try new tastes and textures.
- All practitioners understand their statutory duties to keep children safe from harm and have annual training to ensure their knowledge is up to date. They are clear about their responsibilities and carry out their role diligently. Practitioners collect and record essential information to create a personal plan for each child. They use this information to support individual wellbeing needs. Practitioners should ensure that they review plans consistently within the statutory time frame. The manager values discussions and strategies offered through the local inclusion support network to ensure children are offered the best support in their learning. All practitioners have a sound understanding of how to support needs and use current thinking to support children who require additional support. Where appropriate, practitioners seek support and guidance from health partners, to ensure children's development and learning needs are identified. Practitioners use guidance to create effective individual plans for children to ensure they make strong progress in their learning. They review plans regularly to ensure the support they offer remains appropriate.
- Practitioners have created a very inclusive approach across the nursery. They value everyone as an individual, including each other. They are sensitive to the needs of all children and make adaptations to ensure everyone can be an active participant in nursery life. This includes ensuring children with different attendance patterns have equal opportunities. Practitioners treat all children fairly and with respect. They could support children to develop a better understanding of diversity in meaningful ways, including within and beyond the immediate community.

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

- Most children are making good progress in early language and communication. They listen well to adults and each other. Children are familiar with traditional tales which they explore in depth and can retell confidently. The majority of children use a range of vocabulary to express themselves and share their thoughts. They are ready to learn about, and use, sign language alongside practitioners. A few children are beginning to identify letters. To ensure all children make the maximum progress, most would benefit from increased experiences to support the development of early literacy. This could include the planned focus on rhyme, letter names and sounds and syllables and increased opportunities for mark making.
- In numeracy and mathematics most children are making good progress at their own developmental stage. They count and use numbers in routines such as snack and when walking in the community. The majority of children use appropriate language to compare and measure, for example weight, length, and height. They confidently order size and recognise and can recreate patterns. Practitioners have correctly identified that children could be developing a broader range of understanding across all aspects of numeracy and mathematics. This includes subitising, money, two-dimensional shapes, and three-dimensional objects.
- Most children are making good progress in health and wellbeing. They are learning to keep themselves safe through real-life experiences such as using knives, graters, and crossing the road. Regular 'toddles' in the community help build the stamina and resilience of almost all children. Most children understand healthy food choices including the need to stay hydrated. They welcome new children into the setting and the majority can articulate the qualities that a good friend may have.
- Most children are making good progress over time. Practitioners provide an individual approach to supporting children who may have barriers to their learning. This helps ensure all children make progress at their own developmental stage. Most children are growing in confidence and becoming increasingly independent as a result of their nursery experiences.
- Practitioners recognise and celebrate children's successes and achievements well through praise and encouragement, including displaying certificates on the 'proud cloud'. Through extensive involvement in the local community, children are developing and applying a range of skills as responsible citizens and effective contributors. Practitioners should continue to work

with families to ensure they consistently capture children's achievements beyond nursery. This could provide valuable information for practitioners to help ensure that children's developing skills are tracked and built upon through nursery experiences.

- Senior leaders and practitioners know families and the needs of the local community well. The inclusive culture ensures sensitive and individualised support to children when required. Senior leaders could further develop the positive start to using data and information to ensure equity. This includes their effective identification of differences in developmental outcomes in specific cohorts.

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.