

Summarised inspection findings

Our Lady of Peace Primary School Nursery Class

Renfrewshire Council

17 December 2019

Key contextual information

Our Lady of Peace Early Learning and Childhood Centre (ELCC) is situated in the Linwood area of Renfrewshire. The setting is located within the primary school campus and managed by the recently appointed headteacher. The setting piloted a different model of providing early learning and childcare in the session 2017-18. As a result, the setting has undergone significant change. The ELCC provides up to 58 places for children aged from three years to those not yet attending primary school. The newly formed team explore patterns of attendance, timings and routines needed to support this flexible service. At the time of the inspection, 33 children were enrolled in the setting. The setting operates from two adjoining playrooms, outdoor areas and has access to school facilities.

1.3 Leadership of change

good

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 vision, values and aims were developed a few years ago for the whole school family. The values are based around wellbeing and reflect the aspirations for children and families in the school community. The recently appointed acting headteacher is keen to ensure the setting is part of the life of the whole school. He is knowledgeable about the context of the area that the setting serves, and the challenges that this can bring for families. He places high priority on supporting and nurturing all children. The acting headteacher should now involve children and parents as fully as possible as they take forward plans for the next phase in the development of the setting.
- Over this session, there have been significant staff changes within the team. Positive relationships are developing well. A principal teacher in the school has day-to-day responsibility for the setting. She spends time each day in the playrooms providing effective direction to practitioners. A graduate practitioner is leading developments as part of a drive to improve the learning environment and children's experiences in literacy and numeracy. The senior early years practitioner provides good support for the staff team and parents. Practitioners work well together and feel that their skills and experience are valued by the management team. However, the roles and responsibilities of management and practitioners require further discussion and clarity.
- Change is viewed positively and is developing at an appropriate pace. Practitioners demonstrate a professional approach to their work and are keen to continue to develop their knowledge and practise through ongoing study and personal research. This helps them to reflect on their practise and suggest new ways of working to improve children's learning. Practitioners have leadership roles to take forward initiatives, which support improvement within the setting and also develop their skills. For example, practitioners lead areas such as outdoor learning and health and wellbeing experiences. Visits to other settings, particularly to those who have adopted a Froebelian approach, have taken place for practitioners to learn

from others. It will now be important to monitor and evaluate new developments to ensure maximum impact on learning.

- The principal teacher and practitioners use national practise documents to promote discussion about what they do well and what needs to improve. These processes should now be developed further. This will continue to support well-informed change.
- An improvement plan for 2019-20 has been established for the whole school. This focuses on health and wellbeing, literacy and numeracy. Practitioners are aware of the improvement plan and key priorities relevant to the setting. They are able to speak about the targets, which are visually represented on an attractive wall display. It will now be important to monitor progress over time to identify the impact of change.

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

- Relationships across the setting are positive, caring and nurturing. This helps children feel safe and secure in the environment. Children new to the setting are settling well. Most children are seen to be kind and caring towards each other as they play together.
- Most children are actively engaging in their learning as they choose from a range of spontaneous and planned play opportunities. The recent enhancement to the outdoor area provides increased scope for children to explore and develop their curiosity and creativity. Continuing to develop free-flow access to the outdoors area will support the development of children's independence, confidence and in decision making skills.
- Practitioners listen carefully and follow children's leads as they respond to their verbal and non-verbal communication. They make good use of conversation to find out about children's interests, ideas and prior knowledge. Practitioners should continue to build their skills in extending children's thinking through a more consistent use of open-ended questions and comment. Some opportunities are provided to use digital technologies such as a smartboard and tablet computer. Children should now have increased access to a range of digital technologies indoors and outdoors to support their learning.
- Practitioners regularly discuss children's individual needs which enables them to provide appropriate learning experiences relevant to the needs of most children. Some examples of children's experiences are gathered in learning profiles. This includes photographs and comments. To improve the quality of learning profiles, practitioners need to continue to develop their skills in observing and recording children's significant learning. This should help them make increasingly accurate judgements about the progress children are making.
- There is much scope for children and parents to contribute to learning profiles. As learning profiles improve this will enhance the sharing of children's progress and achievements with parents. As planned, practitioners should continue to develop their approaches to assessment and moderation at setting and cluster level.
- Arrangements for planning learning have recently gone through significant change. Practitioners are at the early stages of using a learning wall approach to plan learning. This is more responsive to children's interests and ideas. Practitioners should continue to develop this work and evaluate the impact on children's learning. Children's individual progress across literacy, numeracy and health and wellbeing is being monitored using new tracking grids. This information is in the early stages of helping practitioners monitor provision and progress in learning.

- The principal teacher meets with early years practitioners to discuss children's progress. Systems now need to be implemented which allow senior leaders to monitor progress being made across the curriculum for all children.

2.2 Curriculum: Learning and developmental pathways

- Practitioners' knowledge of child development and pedagogy is evident. New approaches to planning for children's learning take account of national guidance. As practitioners become more confident with new approaches it is important that they take full account of curriculum design principles. This will help ensure that learning experiences provide children with appropriate depth, choice and challenge in their learning. Literacy and numeracy is being promoted and developed well across the setting. Care should be taken to ensure progression across all curriculum areas. There is scope to provide children with a range of more meaningful contexts to apply their knowledge through play.
- During the inspection, we recognised the recent improvements to the layout and the environments for learning. As part of this, the outdoor play areas have undergone significant development to provide children with additional opportunities to explore and investigate through a range of interesting experiences. Children are enthusiastic to play outdoors and are observed to be more fully engaged in their play. As outdoor learning develops further, care should be taken to ensure maximum free-flow access over sessions for children.
- There are positive examples of the local community enhancing the learning experiences for children. Visits to local shops and places of interests are helping children gain knowledge about their community and people who live and work there. Regular visits have been planned for children and residents from a nearby care home to take part in shared experiences.

2.7 Partnerships: Impact on children and families – parental engagement

- The management team and practitioners have established strong links with parents and families in order to improve outcomes for children. Parents appreciate the welcoming atmosphere and positive relationships they have with the team and that their children are happy to attend the setting.
- Good communication links between the setting and home help to keep parents and carers up to date with planned activities and current events. Families are encouraged by practitioners to attend stay and play sessions where they can join in and play alongside their child. There is scope to explore further ways of sharing learning opportunities at home. To ensure benefit to children, these should be developed in partnership with parents.
- Children's progress is shared with parents through formal and informal discussions. This includes daily verbal feedback, parents meetings and transition meetings into, within and out of the setting. As planned, practitioners should continue to explore ways to increase the part parents play in contributing to their child's learning.
- The parent committee meet regularly. They provide good support in sharing their views to improve the setting. Parents and carers support the setting well through special events such as visits, concerts and fundraising activities.

2.1 Safeguarding

- 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.

3.1 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

- Caring relationships in the setting create a nurturing ethos in which children feel safe and well cared for. Practitioners are responsive in their interactions and children approach them for help and support. The calm, purposeful environment helps to ensure children enjoy playing and learning together.
- Practitioners promote positive behaviour very well in the setting by helping children to develop good relationships. Respect for others is promoted by encouraging children to be aware of the needs of other children. As a result, they show consideration for each other. Children display good levels of independence and are becoming confident in daily routines. Practitioners value children's ideas and seek their opinions on matters affecting them such as choice of snack and selection of resources. Consideration should be given to developing further children's leadership skills to ensure children benefit from an appropriate level of challenge.
- Practitioners have a good understanding of the wellbeing indicators and work to ensure children are safe, healthy, active, nurtured, achieving, respected, responsible and included. Their understanding now needs to be shared in a meaningful way with children and families.
- Practitioners are responsive in their approach to care and wellbeing. They know each child and family well and are alert to their individual needs. This includes and supports those who are experiencing difficulties in their lives. The principal teacher and practitioners collate information to meet the needs of children in the form of a personal plan. However, there is a need to improve the quality of the content. Plans should detail all necessary information in line with legislative requirements. There are effective procedures to identify the additional support and interventions that individual children may require. Practitioners should consider having more in depth planning for those children who may require support from other agencies.
- Managers and practitioners would benefit from additional training to build on their knowledge of statutory duties they are required to fulfil. The policies and procedures that support the work of the setting require to be reviewed to ensure they reflect current thinking in early learning and childcare.

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 communication and language. Most children show confidence as they are involved in conversations with adults and each other. Children have access to a wide range of books and enjoy stories individually and in small groups, particularly when using puppets. Opportunities for mark making and fine motor control are presented in fun and imaginative ways, such as writing with magic wands in glitter. This is helping to encourage children who are less motivated to express themselves in emergent writing. Children self-register using coloured badges helping them recognise their name. There is an option for them to write their name. Plans to develop further the literacy shed will help increase opportunities for literacy outdoors.
- In early numeracy and mathematics most children are developing appropriate skills. Opportunities to count in routines and in play are supporting children to develop their numeracy skills. Some children were observed to count beyond ten when playing with farm animals. A visit to the local farm shop created a context for establishing a fruit shop in the playroom where children have the opportunity to explore the use of money and to recognise coins. The language of length is being developed as children use measuring tapes to compare the heights of castles and towers in the construction area. There is a need for children to develop further their skills across early mathematics and use these in everyday play situations.
- Most children are making good progress in health and wellbeing, with all children appearing happy in their environment. Nurturing relationships support children to settle quickly, offering the opportunity for children to succeed and develop at their individual pace. Children are developing their social and emotional skills well. Children are learning about healthy choices at snack, and life skills such as cutting and spreading as they prepare sandwiches. Children are learning about the importance of hygiene as they wash their hands and brush their teeth. Outdoors children are developing a range of gross motor skills through a variety of opportunities for physical play. This includes learning about taking risks.
- Overall children are making good progress in most areas of their learning and development. The newly restructured environment is already providing children with increased choice and independence as they learn. Recently practitioners are being deployed to playroom areas for longer periods of time. This will help support and deepen children's interests and learning.
- Over time children are becoming increasingly confident, resilient and independent in their learning. As practitioners develop their skills in identifying significant learning this will ensure

learning is effectively built upon. Practitioners should continue to encourage children to talk and reflect on their learning. The development of learning profiles will help children to understand and plan for their next steps in learning.

- Practitioners use praise well to encourage and support children in their play. Attempts are made to capture children's achievements in profiles and on displays. Practitioners should continue to develop the consistent gathering of achievement information both within and out with the setting. This will ensure that progress is well understood by everyone and that prior learning and experiences are built upon.
- Practitioners provide a supportive and inclusive environment for learning. They know children well and have a strong relationship with parents and the community. Practitioners value the differing cultural backgrounds and interests for children and families. They should continue to explore how the setting can increase the awareness of cultural diversity with children.
- Practitioners are aware of potential barriers to learning and work with parents and partners to reduce these.

Choice of QI : 2.6

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning

- Practitioners recognise the importance of smooth and positive transitions for children moving into the setting and onto school. They support the transition from home into the setting well through flexible arrangements tailored to meet each child and family's needs. Information gathered at this point enables practitioners to get to know individual children and their families well. It is important that practitioners build on information in 'My Learning Journey' booklets so that children make the best possible progress.
- When moving from the setting into primary school a planned programme of events helps children to feel supported during this process. This includes a number of visits to classrooms for active learning days and opportunities to meet teachers. Information about children's progress is passed onto class teachers to support progression in learning. This information needs to be built upon to ensure children's continuous learning journey and appropriately paced progression. Practitioners should now develop closer links with colleagues within schools. We discussed with practitioners how they could develop joint working approaches and enhance their understanding of early learning pedagogy.

1. Quality of care and support

During this inspection, we considered whether children and their families had access to the right support at the right time. In addition, we looked at individual children's personal plans, as well as evidencing how children and families were listened to and what processes were in place to keep them safe and protected from harm. We found that outcomes in these areas were good (Health and Social Care Standards 1.2, 1.13, 1.15, 1.23, 1.24, 2.17, 3.1 and 3.20).

Staff had created a welcoming environment for children and families. We found relationships between staff, parents and children were positive with staff providing regular support, encouragement and praise to children. We observed happy relaxed children who approached staff with confidence knowing their immediate care needs would be met.

We found that children's ideas and views were gathered on a regular basis and used to influence planned learning experiences. Staff told us the service was at early stages of implementing planning systems that empower children to actively lead in their own learning. Management should continue to monitor the progress and impact of their current planning systems to ensure children are supported to explore their natural curiosity, creativity and inquiry skills.

Personal plans were in place for all the children we sampled. We found plans were not fully reflective of individual children. Where targets/next steps had been identified these were not personalised and did not clearly outline how staff planned to support children. Management and staff should review personal plans for all children with a focus on supporting health, welfare and safety needs and ensure next steps in learning are linked to the planning, evaluation and observation cycles. Plans must be reviewed with parents in line with current legislation.

Management must ensure that chronologies and information shared from outside agencies is distributed appropriately with staff. This is to ensure current circumstances are known and children receive the right support at the right time.

Care Inspectorate grade: good

2. Quality of environment

During this inspection we considered how the environment supported children to direct their own play and learning. We looked closely at whether children had access to a wide range of experiences and resources within a safe indoor and outdoor environment. We found that the environment was offering good outcomes and experiences for children in this area (HSCS 1.32, 2.27, 5.17).

We observed the playroom to be well resourced with a wide variety of play materials easily accessible allowing children to make some independent play choices, choosing to play on their own or within a small group.

We found good examples of staff developing the outdoor play space as the result of their leadership roles. The outdoor play space contained a variety of natural learning zones which encouraged play through a balance of creative, natural and open-ended materials and large physical resources. During our inspection, most children spent a lengthy period of time outdoors promoting children's health and well-being.

We found accidents and incidents were recorded and shared with parents, records sampled confirmed that appropriate treatment was given to children when required. We have asked management to review these in relation to the environment, resources and individual children to identify any common patterns. Appropriate action should be taken when required.

Care Inspectorate grade: good

3. Quality of management and leadership

During this inspection we considered how well children and their families benefitted from a culture of continuous improvement. We found that the service was adequate in this area (Health and Social Care Standards 1.2, 2.3, 4.11, 4.19, 4.23 and 4.24).

We found the management team to be positive in supporting a relaxed working ethos where staff felt valued and included. Staff told us they felt supported by the management and could approach them with ease. We found the positive relationship between the management and staff had contributed to developing effective teamwork within the service. The management team were keen to promote positive outcomes for children.

We recognise that there have been significant changes within the staff and management team since the previous inspection. We found that long-standing staff members had welcomed and embraced newly appointed staff and relationships were developing within the team. Management and staff were committed to the development of the service, working together to establish a shared vision.

During our inspection, we found significant gaps with the designated managerial responsibilities. Management should now review the leadership roles and responsibilities as a matter of priority to ensure clarity around the daily operation of the service.

Most staff within the service had been recruited safely and pre-employment checks had been carried out, however, one staff member was not registered with Scottish Social Services Council (SSSC). We have asked management to address this as a matter of priority. We also found gaps within internal induction processes and have suggested the service review this in line with the national induction framework. (Requirement 1).

We sampled medication and found some procedures were not in line with best practice guidance. In order to ensure all children's medication is recorded and administered safely the management should update the recording and auditing systems to reflect Care Inspectorate's best practice guidance: 'Management of medication in daycare of children and childminding services' (Recommendation 1).

We found comprehensive risk assessments had not been developed to ensure the safety of children within the service. We identified a number of potential risks within the outdoor environment and shared our findings with the management team who agreed to action areas of concern immediately (Recommendation 2).

Care Inspectorate grade: adequate

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection, there is one requirement and two recommendations.

Requirement

- In order to ensure that staff required to register with the Scottish Social Services Council complete registration within six months of commencing in post. The provider and management must ensure that staff make an application to do so as soon as possible following appointment, so that they are registered by the required date of registration.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'I am confident that people who support and care for me have been appropriately recruited' (HSCS 4.24).

and in order to comply with Regulation:

Fitness of employees of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

Recommendations

- The management team should systematically review the service procedures for safe storage and administration of medication with a focus on updating the recording and auditing systems to ensure they reflect best practice guidance, 'Management of medication in day care of children and childminding services'.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

- The management team should develop risk assessments for all areas of the service which children have access to including outdoors. Risk assessments should identify all potential hazards and the safety measures the service plan to implement to minimise risks.

This is to ensure the environment is consistent with the Health and Social Care Standards which states: 'my environment is safe and secure' (HSCS 5.17).

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.