

Summarised inspection findings

Arinagour Primary School Pre-Five Unit

Argyll and Bute Council

8 October 2019

Key contextual information

Arinagour Primary School Pre-Five Unit is registered for a maximum of eight children aged from three years to those not yet attending primary school. The nursery is accommodated within Arinagour Primary School on the Island of Coll. There is one large playroom with direct access to a secure outdoor play space. Nursery children attend gym sessions in the local community hall.

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 teaching
- effective use of assessment
- planning, tracking and monitoring

- The welcoming and nurturing ethos ensures children feel welcome and enjoy their time in nursery. Children are happy, settled, and engage well in play. They make choices and are confident in finding their way around the nursery and outdoor spaces. Children can talk about favourite occupations in the nursery. They enjoy the opportunity to share snack and lunch experiences with friends in the primary class. This, along with a range of additional experiences with primary peers, helps ensure younger children feel included in the school community.
- Children enjoy opportunities to play outdoors. Planned opportunities for learning in the local community include trips to local shops, the beach, and other interesting locations around the island. There is considerable scope to develop these experiences further. Playroom experiences need to provide additional opportunities for children to explore natural open-ended materials, with increased access to construction, design and messy play.
- As discussed, the headteacher should work to improve further approaches to early learning, taking account of national guidance and examples of highly effective practice. This will help promote children's creativity, imagination, and problem solving skills further. It will also provide increased opportunities for children to challenge themselves in play and to lead their own learning as fully as possible.
- Children are developing independence, helping to prepare snack and getting ready for outdoor play. They take part in an annual beach clean to help remove plastic and litter from the beach. There is scope to continue to extend further opportunities for children to develop their early leadership skills in nursery. We discussed possible ways that nursery children might work alongside children in primary in making decisions and taking action. For example, by contributing further to improving and conserving the rich local environment and habitats in their island home.
- Relationships in the nursery are consistently positive and caring. The headteacher and nursery team have a good knowledge of children and families. They use this information to ensure children's care and support needs are met well in nursery.

- Floor books and conversations with children and families help ensure children have a voice in shaping their learning experiences. The nursery team should continue to develop this further. In doing so, the focus should be on developing approaches to enable children, practitioners, parents and carers, to plan learning together. They should consider using simple learning targets to help children plan learning, recognise and celebrate individual achievements. This will help build shared language for talking about, and evaluating learning.
- Practitioners record examples of children's engagement in experiences using annotated photographs, displays and samples of drawing and children's work. Personal learning plans capture useful information about what children have been learning each month. There is scope to develop approaches to assessment further to increase challenge, promote independent learning through play, and extend the range of experiences. The support and advice of the local authority will be useful in developing skills and understanding in this area. It would be useful to review and streamline documentation of learning to reflect the context of the nursery.

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. An area for development has been agreed with the school and the education authority.

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
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- Nursery experiences provide children with a good range of opportunities to develop their early literacy and numeracy skills. There is scope to build on existing good practice to provide increased opportunities for children to develop curiosity, imagination and creativity further. This will enable children to apply their developing skills in challenging contexts and make the best possible progress in their learning.
 - Children are making good progress in health and wellbeing. They are learning about healthy choices and the importance of exercise in keeping themselves fit. Children are developing fine motor skills as they play with small toys and mark-making tools. Outdoor play helps children develop physical skills and enjoyment of energetic play. Children demonstrate balance as they run, climb and jump. Opportunities to engage with older children, at lunch and during outdoor experiences, are helping develop wellbeing and good social skills. Children will benefit from additional opportunities to experience appropriate risky play.
 - Children are making good progress in early literacy. They are developing good vocabulary and becoming confident when sharing their ideas and making their thoughts and feelings known. Children enjoy sharing stories, rhymes and songs. This is helping develop their awareness of the patterns and sounds of spoken language. Children can talk about favourite books. They are learning how to find interesting information from non-fiction texts, including online media. Opportunities to learn about the shapes and sounds of letters encourages children to begin to be curious about written language. We have asked practitioners to continue to develop opportunities for children to make and use an increasingly wide range of texts including, maps, recipes, and lists.
 - Children are making good progress in numeracy. They are learning to count from zero to ten and beyond. Practitioners make good use of opportunities to support children to develop counting through a range of enjoyable experiences. They should build on this by introducing the use of tally marks and similar to help children begin to manage counting information. Children are learning about money through trips to the local shop. They are learning about shape and pattern in the environment on walks and expeditions, including using a digital camera to record their findings. They are developing their awareness of measure through a range of planned and relevant contexts in play.
 - The nursery use a range of approaches to encourage families to share information about children's learning and achievements at home and in the community. The nursery should, as

planned, continue to develop this. This will help promote a culture of achievement, and ensure that nursery experiences build on what children have already learned and achieved as much as possible.

- The headteacher and nursery team know children and families well. They collect information and make judgements about the progress children are making. With local authority support, they now need to use moderation to consolidate their shared expectations of children's learning across the early level.
- Practitioners understand the challenges children and families face, and potential barriers to wellbeing and learning and provide appropriate support and advice when needed. In doing so they link with other professionals to support children's progress.

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.