

Summarised inspection findings

Williamsburgh Primary School Early Learning and Childcare Class

Renfrewshire Council

23 April 2024

Key contextual information

Williamsburgh Early Learning and Childcare (ELC) class is managed by the headteacher of Williamsburgh Primary School. The headteacher has delegated responsibility for the nursery class to the primary school depute headteacher and two depute headteachers of nursery. Further staffing includes a senior ELC officer, an excellence and equity lead practitioner, nine ELC officers, and three ELC support workers. The nursery benefits from approximately sixteen days of support per year from a peripatetic early years support teacher. The nursery accommodation is a detached building within the primary school grounds. The building was refurbished and extended in 2021 to accommodate the increase to 1140 hours. This included creating a separate kitchen and dining area to facilitate lunches. The nursery has a spacious open-plan playroom which has direct access to an enclosed outdoor area. The nursery is registered for 64 children aged three to those not yet attending primary school. There are currently 70 children on the roll. Children access their 1140 hours in a wide variety of attendance patterns between 8 am and 6 pm each day. The nursery offers provision for 50 weeks each year.

1.3 Leadership of change

very 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 strategic leadership of the headteacher and depute headteacher supports the nursery class effectively to integrate with the primary school. This ensures consistency of messages and approaches for children, practitioners, parents and the community. There is a range of leadership roles across the setting with strong and effective teamwork in place to deliver positive outcomes for children and their families. The team implements well the recently refreshed vision and values. All practitioners are very good role models for children as they display the values in their day-to-day interactions. This is supported by strong and effective work on children's rights. Children talk confidently about their right to play and have their voices heard.
- Practitioners display a highly professional approach to their early learning and childcare roles. They embrace the opportunities to develop their leadership skills by taking responsibilities for key areas of development. These include developing nursery spaces both indoors and outside, curriculum areas, aspects of planning and assessment, family learning and community links. Senior leaders review roles termly to ensure that they are leading to positive outcomes for children. Children would now benefit from the opportunity to take on simple playroom leadership roles. Several staff are undertaking additional qualifications or actively seek out professional learning opportunities through Renfrewshire Council as well as nationally. Practitioners willingly share their new learning with their colleagues.
- The nursery leadership team works with the headteacher successfully to identify key priorities as part of whole school improvement planning. All practitioners work together effectively to take these forward and meet regularly to review the progress they are making. The depute headteacher and depute heads of centre make regular playroom observations. This helps

identify areas of practice which are working well and identify those areas which need further development. Practitioners welcome the feedback they receive to help them develop their knowledge and skills further. The headteacher ensures that the pace of change is brisk but manageable. All nursery staff feel fully consulted on aspects of change and are empowered to take improvements forward.

- The leadership team has developed effective approaches to continuous improvement. A robust quality assurance calendar highlights key areas of focus throughout the year. This ensures that all areas of early years practice are addressed over time. Practitioners make very effective use of national care standards and quality indicators to evaluate their practice. They are highly reflective in their day-to-day work and show skill in evaluating playroom practice. They use this information to adjust activities or make changes to the nursery class routines.

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

- There is a highly positive and respectful ethos between children, families, and practitioners. Practitioners respond to children and their needs with a high degree of sensitivity. The team engage children very well through thoughtful planning of stimulating learning spaces, high-quality experiences, and responsive interactions. Children are creative, absorbed and highly motivated learners throughout almost all of their day. Practitioners have worked thoughtfully with children to shape and inform learning experiences. Children make very good use of open-ended materials to build and exercise on 'treadmills' they created in the construction area. A few younger children concentrate intently as they transport water, jump, and rotate as they develop their play. Practitioners support children effectively to resolve conflicts and respect others as they learn to share space and resources. Practitioners role model and reinforce positive interactions very well. Overall, children demonstrate highly positive behaviour.
- Almost all practitioners have a deep understanding of what engages and sustains the interest of individual children. The team skilfully adapt their vocabulary and interactions as they join children's play or provide practical support. Almost all practitioners use higher order questioning techniques very well to encourage children to share and extend their thinking. The team apply their professional learning to offer children more specific verbal feedback. This supports children to know when they have been successful and begin to identify their own next steps. Children's interests and practitioners' observations inform the spaces, experiences, and interactions effectively in almost all areas. Practitioners offer a wide range of highly responsive experiences that support children to explore their interests. The team should continue to review the balance of intentional and responsive learning experiences. This will ensure all children experience the appropriate level of challenge across their day.
- The team document and collate an extensive range of reliable information about children's learning. Individual practitioners are clear about their responsibility to assess and record children's progress at regular points throughout the year. Senior leaders implement a series of rigorous self-evaluation and moderation activities. This ensures information about children's progress is accurate and used effectively to inform the planning of learning. The team appreciate, and benefit from, the high expectations and targeted support from the leadership team. Almost all practitioners use national and local guidance well to inform their observations of children's learning and progress. Most children are highly motivated to contribute to, post and review their online records of learning. A few children very much enjoy using their digital skills to post and share their learning and achievements with parents.
- The leadership team pay additional, careful attention to the progress of children who experience barriers to their learning. Alternative trackers capture children's progress appropriate to their initial stage of development and specific additional needs. The leadership

team use tracking meetings, effective partnership working with families and specialist agencies to inform necessary targeted interventions. This includes small group talking and listening activities.

2.2 Curriculum: Learning and developmental pathways

- Staff regularly review the curriculum to ensure it matches children's needs and their stages of development. The curriculum is fully play based and wholly child centred. Staff skilfully use children's ideas and interests to create rich sensory learning opportunities. Practitioners use the early level experiences and outcomes from Curriculum for Excellence alongside other national advice to plan experiences, spaces and interactions. Their play pedagogy approaches are fully aligned with current educational thinking on early learning.
- The curriculum is enhanced by visits to the forest and the nearby building site. Sensory resources feature highly, and children use real tools at the woodworking bench. Children have good opportunities to use a range of digital technologies such as tablets, matrix barcode codes and interactive whiteboards. They are learning important skills of collaboration, communication, problem solving and critical thinking. Practitioners need to review the outdoor curriculum, in particular for those children who spend most of their nursery day outside. This should ensure that children receive a broader range of play experiences.
- Practitioners manage transitions from home into nursery with care and sensitivity. They take time to listen to any concerns families may wish to share and they work in partnership to ensure these are addressed. They organise flexible enhanced transition programmes for those children who require them. Practitioners collaborate well with teachers at P1 to ensure effective continuity and progression in children's learning as they move on into school.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners have established strong and productive relationships with parents and carers. They offer families a range of opportunities to come into the nursery and participate in a variety of activities. This includes stay and play sessions, share the learning meetings, family brunches and first aid training. Families greatly appreciate the wide range of opportunities to become involved in the life and work of the nursery.
- Practitioners keep families very well informed of their children's learning through newsletters, a digital platform and an informative noticeboard. The team regularly share children's learning pathways with home allowing parents to track their children's progress and their participation in nursery activities. Practitioners engage very well with families at arrival time and collection time. There are two formal parents' meetings each year to share children's progress and achievements.
- Practitioners have developed worthwhile links with a range of external agencies. They work effectively in partnership with them to ensure that children and their families are well supported. The staff team has helpfully displayed a range of information on support agencies which parents can access freely. The nursery participates in the Fair Share initiative and offers food every week to all families.

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

very 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' strong focus on children's wellbeing is central to the work of the nursery class. They value each child as unique individual with needs and rights. Practitioners are gentle, kind and nurturing in their interactions with children. As a result, almost all children are happy, settled and secure at nursery. Practitioners model positive relationships and support children to play alongside their friends demonstrating care and kindness. Children who are upset or unsettled are very well supported by staff.
- Children are developing an understanding of national wellbeing indicators, in particular being safe, healthy and active. Practitioners show skill in discussing wellbeing in age-appropriate ways for very young children. Children's increasing awareness of their rights is helping them to become more knowledgeable and confident in making their needs, ideas and views known.
- Practitioners know children and families very well. By developing close and positive relationships with parents and carers, practitioners gather key information on children's health and wellbeing needs, and previous experiences. They are confident in identifying children's needs and use a wide range of strategies to support them. Care plans for children with specific needs demonstrate that they receive very good support to make progress through both universal and targeted approaches. Practitioners' interactions and use of specific wellbeing programmes support all children well. Children are becoming aware of and managing their feelings. They are developing positive social skills.
- All practitioners comply with statutory requirements in relation to keeping children safe. Staff fully understand the nursery's approaches to child protection and safeguarding to improve outcomes for children. Practitioners take time to discuss with children ways of keeping themselves safe.
- Practitioners are inclusive and welcoming to all children and families. They have an in-depth knowledge of children and their context, including the impact of the cost-of-living crisis. They work sensitively to ensure that all children feel fully included and involved in the nursery. Practitioners are aware of and continue to develop activities and resources which celebrate diversity. Two practitioners have responsibilities as cultural champions and translate nursery communications into different languages for families who require this. Children are able to celebrate different lifestyles, beliefs and celebrations. This is leading to the removal of barriers to participation for children and their families.
- Practitioners work well with partner agencies to support children with additional support needs. They use this specialist advice to develop appropriate individual plans which break learning down into small, manageable steps. These plans are robustly reviewed and evaluated regularly

in consultation with families. This ensures that children with additional learning needs make the best possible progress.

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, including children with additional support needs, are making very good progress across their learning appropriate to their individual stage of development.
 - Children are confident communicators who make very good progress in communication and early literacy. Almost all children listen and develop their vocabulary well as they initiate extended conversations about their home life and community. Children are captivated as they regularly listen to, recall, and retell stories. Almost all children show a keen interest in mark making as they create displays alongside staff, make books or write lists of materials. Most children recognise letters from their name on computer keyboards and in environmental print. A minority of children confidently write their own name and other familiar words. A few children are ready to apply their well-developed literacy skills in new and unfamiliar contexts.
 - Almost all children are making very good progress in numeracy and mathematics. Most children identify numerals beyond 10, count and order numbers with confidence during play. A few children enjoy the challenge of exploring higher numbers and counting backwards. Children enjoy exploring volume and capacity in the outdoor area. Groups of children regularly make playdough by independently following a recipe to accurately measure their ingredients. Almost all children apply their understanding of, and interest in, number as they use tools to carefully measure and compare models they have made.
 - Almost all children are making very good progress in health and wellbeing. Children benefit from observing, and learning to care for, the natural world. Children are learning how to keep African snails healthy, safe, and well cared for. Children relax, explore, and develop their gross motor skills as they jump in deep puddles and navigate unfamiliar surfaces during their trips to a local forest. Almost all children have a very good understanding of how to assess risks and keep themselves safe. They learn about road safety, risk assess at the woodwork bench and work with staff to set boundaries outdoors. Almost all children are highly motivated by using puppets that support them to name, share and explore their feelings.
 - Children make very good progress over time in a wide range of learning experiences. They learn about the world of work by visiting a local café and building site. Children are proud and resourceful as they design and create t-shirts and participate in science, technology, engineering, and maths (STEM) activities. The team celebrate children's achievements

through praise and encouragement, in online journals and displays. Practitioners should continue to use their knowledge about children's achievements and skills to inform their planning of spaces and experience.

- All practitioners understand very well children's home circumstances, individual challenges, socio-economic barriers, and life events. The team promptly identify children who require additional help and support them effectively. The senior leadership team compile an extensive range of information and data about children and combine this well with their knowledge of individual family circumstances. This supports the team to identify children who would benefit from additional, targeted support. Recent targeted work with children who have English as an additional language has improved children's progress in talking and listening. Senior leaders should continue to develop further how they use data to continue to inform and evidence their work to close the attainment gap.

Practice worth sharing more widely.

Practitioners have developed a range of floorbooks for each nursery play space. These are used to explore the shared thinking and document the process of rich play and the learning that comes from that. They support children effectively to recall their learning, thoughts and ideas, and record them through writing, drawing and photographs. They are also used as an invitation to children to further their learning.

- Floorbooks document the child's collective interests, curiosities and sense of wonder of their world through threads of learning.
- They successfully highlight the connections in children's thinking, ideas and learning through the voice of the child captured within the floorbooks.
- They illustrate how children's thinking and ideas have progressed. They show how children have moved from one idea to another and the ways in which practitioners have supported and deepened children's thinking through questioning.
- Floorbooks are monitored termly with strengths and next steps identified. Part of the monitoring focuses on coverage of experiences and outcomes as well as the seven principles.
- Children report that they find their involvement in Floorbooks exciting and fun.

1.1 Nurturing care and support

- We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.
- Children experienced a warm and nurturing approach from kind and compassionate staff. Staff understood the importance of developing secure attachments and support for children was sensitively structured around their individual care and wellbeing needs. As a result, children were cared for by staff who knew them well.
- Children were treated with respect and dignity and encouraged to be aware of their rights. Staff were skilled in their approach in discussing children rights and used this to support children during play. For example, during an interaction in the block area, children were reminded of their right to personal space in play to ensure their safety. As a result, children felt valued and safe.
- Children benefited from staff who knew them very well and spoke confidently about their care and wellbeing needs. We discussed with the management team that personal plans for children should be reviewed and monitored. This will ensure they are in place within the appropriate timescale. Where children had been identified as needing additional support, this was planned for effectively and strategies were implemented collaboratively with parents and external agencies. As a result, children received care and support that was right for them.
- Responsive and respectful relationships with children and families was a strength within the service. Staff knew each family well and staff spoke positively about initiatives they had developed to allow effective engagement with families. For example, staff and the early years teacher designed a document about the setting which could be translated for those with English as an additional language. This supported some parents to feel included and involved in their child's care.
- Mealtimes for children were a relaxed and unhurried experience. A homely environment supported children to build positive friendships with their peers. All children had the opportunity to develop important life skills, for example, self serving and clearing away their crockery and cutlery. Staff recognised the importance of this time and sat with children and engaged in quality discussions about their day.

Care Inspectorate evaluation: very good

1.3 Play and learning

- We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.
- Almost all staff were confident in extending children's play and used effective questioning to support and scaffold children's learning. These high level conversations provided

opportunities for children to be challenged at a level that was appropriate. As a result, most children continued to make progress in their learning.

- Planning approaches were fully child centred and responsive to children's needs and their interest. We discussed with the management team, how a balance of planned learning may further support a few children who would benefit from more intentional experiences and provocations.
- The majority of children were engaged in purposeful play indoors and outdoors across their day. Children were confident in making decisions, exploring the environment and leading their own play and learning. Staff should continue to provide experiences that spark children's interests and provide breadth and depth across all areas of the curriculum.
- Children's learning was enhanced through a variety of local connections. Staff spoke about links they had with local shops and the builder's yard. These relationships supported children to learn about and develop a sense of belonging within their local and wider community.
- Staff were knowledgeable about child development including theories and good practice guidance. Almost all staff provided experiences that supported children to learn in a context that was meaningful to them. For example, staff had a very good understanding of children's individual schemas and provided resources to support children's style of learning.
- The online platform, Seesaw, supported staff and children to share learning and achievements with parents. Staff were continuing to embed and develop the use of Seesaw and this had recently included children accessing this independently and communicating with parents, sharing achievements and snapshots of their day. This will continue to support meaningful communication with parents.

Care Inspectorate evaluation: very good

2.2 Children experience high quality facilities

- We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.
- Play spaces for children were comfortable, well ventilated, and furnished to a high standard. Homely touches, natural resources and child led displays helped children to feel welcomed and included.
- Well resources areas indoors provided opportunities for children to develop their curiosity, enquiry and creativity skills. Children were encouraged to explore using real and open-ended resources. Throughout our visit, children enjoyed creating their own designs using real tools and working together with their friends to build a 'treadmill'. We discussed how further consideration to experiences and resources in the outdoor area would further enhance children's play and learning.
- Children had free flow access to outdoor play and staff understood how important it was for children to access the garden independently. Staff offered support to children who needed extra help and a few older children assisted their younger peers in putting on appropriate clothing. These caring and compassionate interactions supported children in developing positive relationships.

- Robust infection control processes supported children to be cared for in a clean and safe environment. Children confidently spoke about the need to wash their hands before lunch and staff role modelled good hand hygiene practices.
- Risk assessments were in place and regularly reviewed by the staff team. Most children were confident in assessing and managing their own risk and in the outdoor areas children had the opportunity to be 'risk monitors' and had responsibility of ensuring the area was safe. This supported children's understanding and helped to develop their confidence.
- Effective systems were in place to monitor and maintain the setting and the equipment. As a result, children benefited from a high-quality, well-resourced provision.

Care Inspectorate evaluation: very good

3.1 Quality assurance and improvement are led well

- We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.
- The management team engaged well during the inspection process and were receptive to any ideas we offered. They demonstrated a commitment and passion to delivering a high quality service for children, staff and families. Prior to the conclusion of this inspection some of changes discussed had been actioned. This gave us confidence in their capacity to improve.
- The vision, values and aims of the service were shared with the wider school community. The values of Achieving, Respectful and Kind were evident throughout the setting and were at the heart of the interactions of staff and children.
- Almost all staff were confident in self-evaluation and improvement practices. The staff team had used national best practice guidance to implement changes and review aspects of provision. As a result, children and families benefited from a culture of continuous improvement.
- Staff told us they felt supported in their role. Opportunities to meet as a team and targeted professional review and development sessions with management provided staff with time and space to celebrate their success and discuss any training needs. This contributed to a staff team who were dedicated to providing a quality service for children and families.
- The views of parents and families were sought to support improvement within the service. The management team used a variety of ways to gather feedback from parents. This provided an inclusive ethos and allowed families regular opportunities to contribute to the service.
- Quality assurance processes had been established to ensure some aspects of the service were monitored regularly. We discussed with the management team that some auditing processes should be further developed to ensure they are effective in keeping children safe. For example, medication procedures were not in line with current Care Inspectorate guidance, 'Management of medication in daycare of children and childminding services.' This will support the management team to continue to have a good overview of all aspects of the setting and ensure they continue to comply with current guidelines.

Care Inspectorate evaluation: good

4.3 Staff deployment

- We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.
- The staff team were committed, passionate and proud to be a part of the Williamsburgh community. Interactions with children and families were warm, nurturing and caring. As a result, children benefitted from a happy environment where they could have fun and play with their peers.
- The staff team had established positive and respectful working relationships with each other. They worked well together, striving to make continual improvement for children and families. This contributed to a highly motivated, inclusive and solution focussed team.
- Deployment of staff throughout the day ensured that children were cared for safely and their wellbeing needs were met by the correct number of adults. Staff communicated well to always ensure effective supervision for children. This included busier periods, for example lunch time or if they had to leave their zone.
- Arrangements were in place to support planned and unplanned absences. The management team told us they were able to assist staff in the playroom if needed. This helped to provide continuity for children throughout their day as they knew the management team well and had formed strong attachments.
- A highly skilled and knowledgeable staff team contributed to positive interactions and meaningful play and learning experiences for children. Almost all staff were deployed to areas that they had expressed a keen interest or particular skill in. We discussed how the management team should continue the effective monitoring of children's engagement in zones. This would further support staff to continue to provide high quality interactions and experiences for all children.
- During the previous Care Inspectorate inspection, the setting had no requirements and no areas for improvement. As a result of this inspection, there are no requirements and no areas for improvement.

Care Inspectorate evaluation: very good

Requirements made by the Care Inspectorate for the early learning and childcare setting.

As a result of the inspection, no areas for requirements were made.

Areas for improvement made by the Care Inspectorate for the early learning and childcare setting.

As a result of the inspection, no areas for improvement were made.

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.