

Summarised inspection findings

Cambuslang Childcare Project

South Lanarkshire Council

29 August 2023

Key contextual information

Cambuslang Childcare Project is situated within the town of Cambuslang. The nursery is registered for 30 children at any one time. At the time of the inspection, the roll was 22 children. Early learning and childcare (ELC) placements are available for children from aged three years to those not yet attending school. The nursery offers sessions between 9.00 am - 3.00 pm, five days a week, during term time. The officer in charge has day-to-day responsibility for the running of the nursery, supported by a deputy officer in charge. There are also three full-time early years practitioners. The nursery is a charity in partnership with South Lanarkshire Council. A local authority quality link officer provides additional guidance for staff across the year to develop and improve practice.

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 are warm, caring and nurturing in their interactions with children. They have created a calm, welcoming family atmosphere across the nursery. They have very positive relationships with children and their families. Parents and carers feel that staff are approachable and that practitioners welcome them into the nursery. As a result, children feel safe and secure in moving around the playroom and outdoors. Practitioners listen to children and are responsive to their needs and ideas. They provide a good balance of adult and child led activities. Practitioners encourage children to be independent and make choices about where they will play.
- Practitioners have a good understanding of early childhood development and they know children and families well. They use this knowledge to support children's learning through planned experiences linked to the early level and being responsive to their interests. They have been developing well their use of questioning to enhance and extend children's learning. In moving forward, practitioners could encourage children to talk more about what they are learning.
- Practitioners plan learning effectively across the playroom and outdoors. They incorporate children's needs and interests well into the planned learning experiences. They use speech bubbles across the nursery to capture children's voice well. They should now plan more effectively to challenge higher achieving children.
- Practitioners share children's learning with parents using an online tool. They also use children's folders to gather information on children's progress in learning. They should work with parents to decide which one of these is the most useful to record children's progress and work with one of these. This will help reduce repetition and workload for staff. They should continue to explore how digital learning and technology could be used to extend and challenge children's learning across the curriculum.

- Practitioners observe and record observations of children's learning regularly. They use this to recognise children's significant learning and to identify next steps. They need to now streamline approaches to planning and recording of progress to make sure it is helpful, meaningful and reduces workload. They should ensure that assessment information fully informs planning of day-to-day learning in the nursery. This will help ensure all activities support progress in learning. Practitioners meet daily to discuss children's wellbeing needs and their progress. They should now document these discussions more formally. This will help them support all children to maximise their progress in learning through play. They should seek ways to work with colleagues in other nurseries and P1 classes to support the continuity in learning across the early level. This will help staff to continue to develop a shared understanding of the standard at the early level.
- Practitioners use overviews to track individual children's progress in literacy, numeracy, wellbeing and in a few other areas of the curriculum. They now need to review the use of these overviews to ensure that they help practitioners identify progress through the early level. This will support practitioners to identify areas where children need to have further experience or to make better progress.

2.1 Safeguarding and child protection

- 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. At the time of the inspection, there were no identified areas for development.

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

- Overall, most children are making good progress in communication, early language, mathematics and health and wellbeing.
- Practitioners use annotated speech bubbles regularly to capture the spoken views and comments of children. As a result, most children are confident in contributing their own ideas and views in discussions. They play alongside each other well in pairs and small groups acting out role play characters. A few children would benefit from more targeted activities to support the development of their speech and language skills.
- Most children can focus and listen with enjoyment to stories and can identify characters and settings. The majority of children can identify familiar print in the environment and are able to find their own name. A few children would benefit from further opportunities to extend their understanding of letter sounds and rhymes.
- Children develop their mark making skills well across the playroom and in the outdoors. For example, children were writing their name and their birthday while making their own passports in their travel agency. A few children would benefit from more targeted support in mark making.
- Most children are making good progress in developing their skills in early mathematics and numeracy. Most children recognise numerals to 10 and are developing their understanding that numbers represent quantities. Most children can count confidently up to 10 and a few can count beyond 10. They can recognise and copy simple patterns. Through exploring the world around them, most children can describe and compare lengths and heights using everyday language. A few children would benefit with more challenge in their learning in numeracy.
- Children benefit from positive and nurturing relationships with practitioners. Almost all children can express how they are feeling and can communicate their needs. Most children have well-developed social skills. They can share and take turns. Almost all children are becoming confident and relaxed in the nursery through well-established routines including the start of the day, snack and lunch. Almost all children are becoming increasingly independent. For example, children helped set the table, pour their own drinks and use cutlery. Children carry out and understand well-established hygiene practices including handwashing. They are developing well their understanding of managing risk using real tools

to make wood structures. Practitioners should re-establish tooth brushing to develop children's understanding of oral hygiene.

- Practitioners monitor and track children's progress through the experiences and outcomes within the early level. They ensure that children are making good progress over time by retaining evidence of progress in children's folders and using the online platform.
- Practitioners value and celebrate children's achievements through nursery displays, individual folders and an online platform. They use the achievement wall to celebrate a range of skills children have developed both in the nursery and at home. They receive awards such as medals for riding a bike. Children are proud of their achievements and most children are able to comment on the achievements of themselves and others. Practitioners should continue to support children and families to contribute more fully to their child's achievements. This will help children to recognise their successes and the skills they have developed.
- Practitioners know children and their families well. They have a good understanding of the challenges some families face and support them well. They ensure that activities and outings are free to enable all children to take part. They provide uniform recycling to reduce the cost of attending nursery. Practitioners support families well by signposting agencies that can provide help when needed. They have nursery outdoor clothing to enable all children to benefit from playing outdoors.

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.