

Summarised inspection findings

Kilmory Primary School Nursery Class

North Ayrshire Council

27 August 2024

Key contextual information

Kilmory Early Years Class is based within Kilmory Primary School, a small rural school on the south of the island of Arran. A small team provide Early Learning and Childcare (ELC) for a maximum of ten children aged from three until they begin primary school. The current roll is seven. Children attend for full days, from 9 am until 3 pm, during term time. Two acting headteachers and three acting depute headteachers share responsibility for six primary schools and five early years classes. Both acting headteachers currently share operational and strategic leadership of the early years class. The team includes a peripatetic senior early years practitioner (SEYP), two early years practitioners and a part time early years assistant.

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 quickly develop highly positive, trusting relationships with children and their families. The team use their knowledge of individual children well to motivate, engage and provide support. Most children are increasingly confident as they role play and navigate slopes outdoors, borrow books from the library van, or visit the beach and woods. Practitioners respond well to children who need sensitive support, reassurance, or additional time to process and express their emotions. Children are engaged and secure for almost all of the session as they explore their own interests. Practitioners regularly identify and use opportunities to role model to children how to share, take turns and ask for help from one another. Children are polite, caring and behave well. There is a keen sense of friendship, acceptance and understanding between the small, close group of children.
- Practitioners make effective use of the small indoor space, outdoors, and their local community to provide a range of planned and spontaneous experiences. Most children are creative, successful learners as they mix natural materials to create 'potions' or use loose parts to explore force and distance. The team should increase opportunities for children to sustain their interests and develop further their ideas in more depth. All practitioners initiate and respond well to opportunities for children to complete tasks for themselves, use real tools, and take part in real life experiences. The team listen attentively and respectfully to all children. Practitioners make good use of open questions, song, commentary, and the power of a pause to engage children. The team should increase responsibility and challenge across routines and learning experiences for a few children. This will enable children to apply and develop further their skills.
- Practitioners plan short and long term learning experiences with effective support from the SEYP. The team should continue their work to increase children's involvement in planning their own learning. Practitioners complete short, regular observations about what children have participated in, and can do. Practitioners should continue to develop their skills and confidence in recording specific observations that focus on children's individual skills and significant learning. The team should now ensure these observations consistently inform the planning of

responsive and intentional learning. This will ensure better progression for all children. Most children talk about, and celebrate with parents, their achievement of their personal learning targets. The team work well with children, parents, senior leaders and visiting professionals to adapt experiences, spaces, and interactions. Practitioners understand and plan well for children who require additional support. The team work well with parents to enable children to explore their environment, use their senses to learn, and quickly develop positive relationships.

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. Areas for development have 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

- Most children make good progress as they enthusiastically develop their expressive and receptive language. Children increase their vocabulary as they discuss their current interest in butterflies, science experiments and transport. Children enjoy sharing books and nursery rhymes with practitioners and spontaneously sing as they play. A few children write their own name and recognise familiar letters in displays and when they write lists of ingredients needed for activities. Children would benefit from continued opportunities to develop further and apply their well-developed mark making skills.
- Most children make good progress in numeracy and mathematics. Children confidently count, order, sort and match when playing with loose parts outside. Children enjoy counting forwards and backwards in routines and when playing games. A few children are particularly motivated as they construct a scale, slide with pipes and use this to explore and compare volume and speed. Most children are ready for increased opportunities to develop further their skills in new and unfamiliar contexts. This could include weighing and recording food waste, making simple graphs, or developing their understanding of positional language.
- Most children make good progress in health and wellbeing. Children progress well in developing their fine and gross motor skills particularly as they navigate slopes and explore natural materials outdoors. Most children understand, and are increasingly confident about, what is important to keep their body healthy and safe. Children enjoy working with practitioners to complete simple risk assessments of their play spaces and activities. Popular yoga sessions support children to learn how to relax and regulate their emotions. A few children are beginning to use simple strategies to resolve conflict and help their friends. Children are now ready to extend their understanding across the full range of wellbeing indicators as, for example, they learn about sustainability. This will support children to increase their use of the language of wellbeing and make connections across their learning.
- Most children confidently share their achievements from home and nursery. Children, parents, and practitioners celebrate children's successes frequently. Practitioners should develop further how this information influences and informs their planning of learning.
- All practitioners have a detailed understanding of their rural island community. The team have an in-depth understanding of children's home circumstances and individual needs. Practitioners, the SEYP and leadership team are respectful and resourceful as they signpost parents to additional support or create bespoke transition arrangements for families new to the setting. The senior leadership team should now support practitioners to carry out plans to offer

workshops for parents. They should also work with practitioners to identify, monitor, and evaluate the impact of additional support on the progress of individual children. This will support the team to be confident about the impact of future targeted support on progress in learning for identified children.

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.