

Summarised inspection findings

John Logie Baird Primary School Nursery Class

Argyll and Bute Council

2 June 2026

HM Inspectors gathered evidence to enable us to evaluate the ELC's work using three quality indicators from the Quality improvement framework for the early learning and childcare sectors. This document provides our summarised findings.

Key contextual information

John Logie Baird Early Learning and Childcare (ELC) setting is within John Logie Baird Primary School. The ELC is within the Kirkmichael community area of Helensburgh which includes Armed Forces housing and a small Afghan community.

The ELC is registered to provide early learning and childcare to a maximum of 75 children at any one time for children aged from two years to those not yet attending primary school. The nursery provides a maximum of 15 places at any one time for children aged two to three years. At the time of the inspection there were 21 children on the roll of which five were under three years of age. The ELC is open term-time from 9 am until 3 pm. Children have access to a large playroom which opens out into a spacious garden. The garden is currently being extended. There is a separate playroom and corridor area which staff can use with children for quiet times. Children’s toilets are outwith the playroom.

The acting headteacher and principal teacher provide leadership to the ELC. There are five members of staff who are full-time.

Argyll and Bute Council discovered the school and ELC had reinforced autoclaved aerated concrete (RAAC) within its construction. In August 2024 children moved out of the building to enable the removal of RAAC and subsequent refurbishment. Children aged two were decanted to another ELC. Children aged three to five years were decanted to a different ELC. Children and staff transitioned back to their own ELC premises within John Logie Baird Primary School in October 2025. During the decant period the headteachers of these other schools had leadership responsibility for the children.

Curriculum	weak
This quality indicator highlights the importance of placing the needs, interests, rights and progress of children at the centre of curriculum design and implementation. <u>Curriculum</u> is defined as the totality of all that is planned for children from ELC, through school and beyond. It emphasises that children are entitled to a curriculum underpinned by the <u>principles of curriculum design</u> and enriched through meaningful learning experiences indoors, outdoors and within the community. It recognises the need for all children to experience opportunities to develop the interests, knowledge, skills, and attributes they will need to adapt, thrive and achieve in today’s world. This quality indicator also recognises the importance of the curriculum supporting progress in children’s learning as they enter the setting and at key points of transition. The themes are: • curriculum rationale and design • continuity and progression in the curriculum • partnerships • skills for life and learning	

- Staff in the ELC faced significant barriers in developing their curriculum due to the decant. Staff followed the curriculum of the ELC’s children attended. They are now beginning to

develop their own curriculum approaches. On returning to their ELC, staff worked hard as a team to develop attractive learning spaces indoors and in the garden.

- Senior leaders developed a new curriculum rationale for the ELC very recently. They need to review this further to ensure it captures the totality of the curriculum and the principles of curriculum design. Senior leaders need to demonstrate how the curriculum takes account of the needs of children and families within the ELC community. It would be beneficial to take greater account of the views of staff and families as the curriculum rationale and design evolves.
- Staff, as children have settled back into their own ELC, ensure the curriculum reflects children's right to play and learn. They rightly prioritise positive relationships with children, their families and the community. Senior leaders and staff use national and local guidance to develop the curriculum. They need a more effective strategic approach to ensure a shared understanding of their pedagogical approaches to support the delivery of the curriculum.
- Children aged two to three years use the same learning spaces as older children. Staff have the flexibility to access additional space for the youngest children. They use national guidance appropriately to plan learning experiences as a team and encourage children to play outdoors throughout the day.
- Senior leaders and staff gather information about children's responses to the experiences they provide. They work hard to recognise and incorporate children's interests to extend their engagement. Senior leaders and staff are at the early stages of considering how well the curriculum provides continuity and progression in learning for all children across the curriculum. They are not yet planning robustly across all curricular areas or gathering information about children's progress in all areas of their learning. Children have limited opportunities to use digital devices and develop digital skills across their learning.
- Staff are at the early stages of incorporating the breadth of children's own cultures and celebrations into the design of the curriculum. It would be helpful to work closely with families to plan and share experiences which will help children recognise their own culture in meaningful ways.
- Senior leaders and staff are beginning to build new and sustainable partnerships which will add value to children's learning experiences. Children visit the local shop where they learn about handling money. They engage with emergency services as they learn about keeping safe. Staff invite families regularly to stay and play session and to take part in early language activities. Staff value these shared experiences as important opportunities to help parents understand how and what their children learn in the ELC.
- Staff warmly encourage children to develop and master skills which they use within the playroom and garden. Children help prepare snack and display the menu. They learn about keeping themselves safe as they climb outdoors and recognise when they need to ask for help. Staff support children well to show kindness and respect for each other appreciating that not all children share the same language. Moving forward, staff need to ensure they extend children's skills in a progressive way, ensuring children build consistently on their prior learning.

Learning, teaching and assessment	satisfactory
This quality indicator focuses on how children benefit from access to high quality spaces and well-established routines that help them feel secure and ready to engage. It explores how children are supported to build positive relationships, regulate their emotions, and purposefully participate in a wide range of motivating learning experiences. It demonstrates the importance of staff having a high level of skill supported by strong pedagogical leadership. This includes a clear understanding of pedagogy, the concept of play, how children learn, children's rights and children's behaviour. It places value on high quality relationships, consistent expectations, and skilled interactions that enable children to sustain engagement, follow routines, and build independence in their learning. This indicator highlights the importance of observing and interacting sensitively with children to plan and assess their learning. It recognises the value of involving children fully in planning their learning indoors, outdoors and within the local community. This quality indicator emphasises the importance of robust tracking and monitoring of children's progress to ensure practitioners know all children very well as learners. The themes are: • children's learning and engagement • interactions to support learning • planning and assessment • tracking and monitoring	

- Staff provide a warm and nurturing welcome for children and families. Key workers recognise children individually on arrival, taking time to check in on them which supports a smooth transition into the ELC. Staff welcome families into the playroom with their children, and all are supportive, kind and caring. As a result, children and families benefit from strong, trusting relationships with staff.
- Children aged two to three years explore spaces indoors and the garden well. They show a determination to achieve the same as older children. They are learning to use gesture and words to express themselves. Children would benefit from direct support and commentary from staff at times during the day. This will help them engage in play which matches their own developmental needs.
- Staff provide learning spaces indoors and in the garden which are attractive and well-resourced. They offer a wide variety of play materials which appeal to children. Most children use the garden regularly to develop gross motor skills and learn about the natural world. Staff now need to consider carefully how they manage spaces and interactions to ensure children benefit from the new extra garden and outdoor classroom.
- Most children engage in play happily and interact positively with their friends. They make informed choices enthusiastically about where they would like to play. However, a few children's levels of sustained engagement are variable. At times, the learning experiences are not sufficiently well matched to their stages of development. Senior leaders and staff need to ensure they offer children the right level of challenge enabling them to explore their ideas more deeply. Staff should ensure they plan and differentiate learning experiences carefully to reflect children's different developmental stages.

- All staff provide attentive support and encouragement for children as they play. They engage children in conversation and guide them well as they move between the play spaces. Senior leaders and staff need to improve further the quality of their interactions with children. This will enable them to extend children's learning more effectively. Staff need to use open-ended questioning more consistently to build on children's thinking further and maximise learning opportunities.
- Staff plan learning experiences through a responsive and intentional approach linked to the experiences and outcomes from Curriculum for Excellence. They meet regularly to review their planning based on their observations of children's interests. All staff gather and record observations in a range of different ways. They share them within attractive floorbooks and learning journals and within tracking documents for individual children. Senior leaders and staff need to improve further the quality of the observations they make. They need a stronger focus on documenting children's significant learning. Senior leaders should strengthen quality assurance processes as part of self-evaluation. This should guide them in working together with staff to improve their approaches to observing children, planning for their learning and assessing their progress.
- Senior leaders and staff have a range of systems in place to track children's learning and developmental milestones. Staff do not use these systems consistently to inform planning. Staff need to work together to ensure their approaches to tracking children's learning support them in clearly understanding children's progress. They need to continue to ensure the tracking systems they use strengthen their ability to plan appropriately challenging experiences for all children.

Wellbeing, inclusion and equality	satisfactory
This quality indicator highlights the importance of positive relationships and children's wellbeing. It recognises the importance of providing high quality, inclusive, and appropriate rights-based support. These approaches result in improved outcomes for children's learning, wellbeing and participation. It takes full account of children who may require additional support to access and benefit fully from their entitlement to high quality ELC. This includes identifying and assessing their learning and wellbeing needs in a timely manner and providing personalised and targeted support. This quality indicator recognises that strong, collaborative partnership working between those supporting children is essential. It highlights the importance of meaningful engagement with children and families to inform decisions about how children's needs should be met. This quality indicator emphasises the important role senior leaders play in ensuring all staff have relevant and worthwhile professional learning to meet the diverse and sometimes complex needs of children. The themes are: • positive relationships and wellbeing • universal support • Identifying and assessing learning needs and targeted support • inclusion and equality	

- All children experience warm and caring interactions from staff which supports them to feel safe and settled in the ELC. Staff gather helpful information from families to inform children's personal plans and build trusting relationships. They use this knowledge well to support children's emotional wellbeing through everyday routines within the ELC.
- Staff keep a close check on how well children attend the ELC. When children do not arrive as expected, staff check in with families using whole school attendance processes.
- Children aged two to three years demonstrate a very positive sense of wellbeing. They readily approach staff for affection and support. Staff work well as a team to respond to their wellbeing needs. Children would benefit from quiet times as a small group where they could rest and learn to recognise relationships and their emotions.
- The majority of children demonstrate increasing independence, confidence and a sense of belonging. The large playroom environment offers calm spaces for children to use during the day. Staff offer sensitive interactions to support children in regulating their emotions. They display and make visible in the environment the national wellbeing indicators. Children understand about being responsible indoors and active in the garden. Staff and children worked together effectively to create a children's charter. This links well to children's rights. Staff need more time to embed children's rights within their practice.
- The majority of children attending the ELC have English as an additional language. Staff provide positive encouragement and role model language for children to help them feel included and access learning experiences. Senior leaders and staff now need to refine their

approaches to assessing children's progress in acquiring English as children develop and learn from the age of two. This will ensure they have a clearer, developmentally appropriate overview of children's acquisition of English.

- Staff work well as a team to understand and learn about children's dispositions, strengths and aspects which they would benefit from support. Staff, very recently, used the national wellbeing indicators to create a holistic overview of children's development and wellbeing. In time, this should support them in identifying clearly where children are progressing well and where they would benefit from additional support in their wellbeing and learning. Staff work hard to ensure they respect and include children in the everyday life of the nursery. They now need to develop further the consistent use of inclusive strategies which focus clearly on the needs of individual children. As planned, staff should introduce small intervention groups for children at different developmental stages. Senior leaders and staff have positive working relationships with health professionals and the refugee resettlement team. There is scope to develop further how these partnerships help children and their families address barriers to learning.
- Staff and children share a culturally rich ELC. They show a desire to learn about the lives and cultures of their Afghan families. Staff have introduced these families to the traditions and culture of Scotland and invited them to special events. Staff recognise, as families gain confidence in the ELC, they can encourage them to share their own traditions and cultures with all children. Staff have positive supportive relationships with all families. They now need to work with senior leaders to ensure they have all the data they need to understand and respond when families may need extra support.

Safeguarding

- 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. Areas for development have been agreed with the setting and the education authority.

Explanation of terms of quantity

The following standard HMIE 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.

On behalf of His Majesty's Chief Inspector of Education in Scotland.