

Summarised inspection findings

Bridge of Weir Primary School Nursery Class

Renfrewshire Council

15 September 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

Bridge of Weir Primary Early Learning and Childcare Centre (ELCC) is situated in the village of Bridge of Weir, Renfrew. The ELCC serves children and families from the local area and from other neighbouring villages including Houston and Quarriers village. The ELCC is registered for 58 children from the age of two to those not yet attending primary school. Within this, up to ten children between the ages of two and three can attend at any one time. Currently there are 59 children on the roll. Children attend the ELCC using one of three available models. These include attending during term time, or morning or afternoon sessions 52 weeks of the year.

The ELCC is situated within Bridge of Weir Primary School and includes three indoor playrooms, a lunch area and children's toilets and changing areas. Children have direct access to two gardens throughout the day.

The headteacher is responsible for the ELCC. She is supported by two depute managers and a senior early learning and childcare officer (ELCO) who oversee all daily operations. Staffing is comprised of 11 ELCOs, two support workers and an administrative officer. The staff team have been in post for a number of years.

Curriculum	very good
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 make effective use of local and national guidance to inform the curriculum within the ELCC. They have developed a robust shared understanding of how children learn and use this very effectively to provide a broad and balanced curriculum. Staff demonstrate a strong commitment to building positive relationships and foster a culture of care for children and one another. They consistently place children's wellbeing at the centre of their curriculum thinking and planning to provide experiences that support children's learning and development needs very well. They use this strong focus on wellbeing to shape the design and delivery of the curriculum very effectively. Staff should continue to build on their understanding of the curriculum, making clearer links between children's experiences, learning and progress.

- Staff embed children's rights very effectively across the curriculum. They recognise all children as capable learners and ensure their views, interests and choices influence the experiences and opportunities they provide. They successfully plan experiences that promote participation, inclusion, and respect, enabling children to make choices, contribute to decisions and develop positive relationships with others. They skilfully encourage children to make decisions throughout the day, such as selecting resources and helping to shape aspects of their learning. This helps children experience their rights as a natural part of their everyday learning and play. Staff should continue to build on this strong practice by helping children talk confidently about their rights and what they mean to them.
- Staff make very good use of the outdoor environment to provide children with rich, natural learning experiences. Children take part in regular, high-quality outdoor play where they run, jump and climb with increasing skill and confidence. Children consistently demonstrate high levels of curiosity, imagination, and creativity. Staff support children to record changes in the weather and observe how plants and animals grow and change over time. Almost all children are motivated outdoors and make connections confidently across different areas of the Curriculum for Excellence (CfE).
- All staff lead aspects of the curriculum very effectively. They draw on research and professional learning to review and develop learning experiences across the setting. As a result, children benefit from a curriculum that is thoughtful, relevant, and responsive to their interests, needs, and stage of development. Staff plan experiences effectively that support almost all children to make very good progress. They plan transitions carefully to support continuity and progression in learning. They gather and use information thoughtfully to plan the curriculum, helping children build on what they already know and can do. Transition plans meet children's and families' needs very well, helping children settle confidently into new environments and continue to build on their prior learning.
- Staff work closely with local businesses and community groups to enrich the curriculum and provide meaningful learning experiences for all children. Examples include local bakers, emergency service workers, a nearby bookshop and the local horticultural society. Together with their partners, staff plan engaging experiences that reflect children's interests. These effective partnerships support children to develop important skills for life and learning, including communication, confidence, and problem-solving skills. Children develop their talking, listening, reading and early writing skills very well through stories, conversations and play based on real-life experiences.

Learning, teaching and assessment	very good
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	

Children aged two to three

- Staff support younger children very well to play, learn, and develop alongside older children in their shared indoor and outdoor environments. They use nurturing, responsive interactions consistently to help children feel safe, secure, and confident. As a result, younger children learn from older peers, build confidence, and participate fully in the life of the setting. Staff provide a rich range of developmentally appropriate experiences that support children to make very good progress across key areas of their learning and development. They use daily routines, including snack and lunchtime purposefully to develop children's independence, decision-making and self-help skills. As a result, children are increasingly confident, independent, and capable in a range of meaningful experiences.

Children aged three to starting school

- Nurturing relationships are a key strength of the setting. All staff demonstrate genuine care for children and build highly effective, trusting relationships with them and their families. They use their knowledge of children very well to ensure every child feels valued, safe, and secure. As a result, children are happy, confident, and increasingly independent in their learning and daily routines.
- Staff engage in regular reflection to develop highly effective learning environments that support children's learning and development very well. They provide a rich range of stimulating experiences and ensure children have extended periods of uninterrupted play to explore, investigate, and develop their ideas. They share their knowledge and expertise with colleagues from other settings, helping to support high-quality practice across the local authority. Almost all children engage deeply in their learning, and demonstrate very good levels of concentration, curiosity, creativity, and problem-solving.

- Staff interact with children in consistently caring, respectful, and purposeful ways. They use their informed understanding of how children learn to observe carefully, ask thoughtful questions, and extend children's learning through play. Staff use high-quality conversations to extend children's language, thinking and understanding. As a result, almost all children engage confidently in independent and collaborative play, develop positive friendships, and express their views with confidence. Staff use digital resources appropriately to support learning across the curriculum. They have identified the need to strengthen progression in children's digital skills to ensure children's digital learning builds over time.
- Staff plan high-quality learning experiences collaboratively, responding well to children's emerging interests and developmental needs. Children contribute meaningfully to decisions about their learning, helping to shape experiences that reflect their interests and ideas. Staff use learning walls very effectively to make children's learning visible and to demonstrate how learning is identified, supported and developed over time. They capture and celebrate children's thinking, interests, and achievements, demonstrating clearly how staff observe, respond to and extend their learning. Staff refer regularly to learning walls with children, supporting them to reflect on previous experiences, recognise their progress and contribute ideas for future learning. Learning walls inform responsive planning very successfully and contribute significantly to children's engagement and progression.
- Staff record observations of children's learning in online journals and learning profiles. They use this information effectively to monitor children's progress and identify next steps in their learning. Staff create detailed and personalised lived stories that capture children's significant learning over time. These highlight the knowledge, skills and talents children develop across their learning. Staff and parents value and celebrate children's achievements between the setting and home. Staff should now maximise the potential of lived stories to support children, families and staff to reflect together on children's progress and future learning.
- Staff make confident use of local authority progression frameworks. They use these well to support consistent professional judgements about children's progress in early literacy, numeracy and health and wellbeing. Building on this, senior leaders have designed an effective tracking system that provides a clear and robust overview of children's progress across the curriculum. Staff use this information effectively to identify children's strengths, next steps in learning and any additional support they may require. This enables staff to respond appropriately to children's needs and support their ongoing progress across the curriculum.

Wellbeing, inclusion and equality	very good
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	

- Staff's highly positive, nurturing relationships and approaches significantly enhance children's wellbeing, confidence, and sense of belonging in the ELCC. They place a strong emphasis on building meaningful relationships with all children and families, recognising their important role in supporting children's wellbeing. A strong commitment to inclusion and children's rights underpins their work. They have a deep understanding of each child's needs, interests, and stage of development, and use this knowledge to respond sensitively to each child. Through sensitive interactions, staff help children recognise and express their feelings and emotions confidently. This supports children very well as they learn how to play and share resources with friends.
- Staff use a range of successful approaches to help children develop an understanding of what helps them feel safe, healthy, and included. Children talk knowledgeably about how they keep themselves safe when playing outdoors and baking. This encourages them to develop awareness of their wellbeing very well and builds their confidence in expressing their needs and feelings. Staff should now help children to use the wellbeing indicators to talk confidently about their wellbeing, their needs, and their rights.
- Senior leaders take effective steps to ensure the setting meets its statutory responsibilities for safeguarding and child protection. They review policies and procedures regularly with parents and partners, and support staff to understand and apply these confidently in their daily practice. Children benefit from a safe and nurturing environment where their wellbeing is prioritised.

- Children's attendance is very good. Staff work effectively with families to promote the importance of regular attendance and provide support when needed. Children benefit from consistent experiences that support their learning and wellbeing.
- Staff demonstrate a strong commitment to supporting all children to be included and to make progress in their learning and development. They skilfully ensure children engage in learning in ways that suit them. Staff place a clear focus on recognising and nurturing children's skills and talents, helping them to build on their strengths. They interact with children in a gentle, responsive manner and adjust their approaches sensitively. This helps children feel supported and included and to participate purposefully in the life of the setting.
- Staff know children, families, and their community very well. They use this knowledge, alongside information gathered from parents, carers, and partners, to identify and respond promptly to children's emerging needs. Staff consider sensitively the range of factors that may affect children's learning and wellbeing and take effective action to reduce barriers to their participation. They provide practical and emotional support when required, helping families feel respected, valued, and comfortable sharing concerns. Staff work closely with families and partners to plan, deliver, and review support strategies, ensuring children receive timely and effective help. They recognise the important relationship between children's wellbeing and their capacity to engage fully in learning. As a result, almost all children feel included, participate confidently, and make very good progress in their learning. Senior leaders have identified the reintroduction of guidance to support learning at home as a means of strengthening family learning partnerships further.
- Staff use creative approaches to help children share their experiences of visiting various places across the world. Children enjoy taking "Travel Ted" on holidays and outings and share their experiences in a floorbook and on a learning wall. This helps children learn about different places, families, and communities. Staff should now broaden children's understanding of unfamiliar cultures, traditions, and ways of life beyond those within their family, friends and community.

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.