

Summarised inspection findings

Bushes Primary School Early Learning and Childcare Class

Renfrewshire Council

17 March 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

Bushes Primary School Early Learning and Childcare Class (ELCC) is located within Bushes Primary School, Renfrewshire. The ELCC provides 1140 hours of funded early learning and childcare for 40 children aged from three years to those not yet attending school. At the time of inspection, the roll was 38 children. Children attend daily from 9 am to 3 pm term-time. The ELCC has one large playroom, with access to outdoor spaces, the school gym hall and dinner hall. The headteacher has overall responsibility for the ELCC and has delegated management responsibility to the school deputy headteacher. Staffing consists of one senior ELC officer, four full-time ELC officers, one part-time ELC officer and two early years support workers.

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	

- The ELCC is an integral part of the primary school community. All stakeholders contributed to the creation of the shared vision, values and aims. The values of kindness, friendship, honesty, respect, resilience, learning, achievement and compassion are at the root of everything staff do. This is in line with the school motto 'Blossom at Bushes'.
- The curriculum is based on trusting and nurturing relationships. Staff integrate the rights of the child effectively into everyday practice and routines. Children are able to talk confidently about their rights in a meaningful way. Local and national guidance supports approaches to the curriculum. For example, approaches to listening well to children's voice and capturing it effectively is evident across the environment. Staff plan very well for children's learning across all curricular areas indoors and outdoors.
- Staff provide an extensive range of experiences to ensure children have a broad and balanced curriculum. They have developed a progressive approach to play pedagogy, which is age, stage and needs appropriate. Children independently access outdoor learning daily and experience opportunities for inquiry and exploration. For example, children make potions as they investigate and explore mixing colours. Staff have used professional learning very well to

improve outdoor learning. Staff capture the principles of curriculum design in floorbooks and implement them in daily practice. Staff support effectively children to be successful learners, confident individuals, responsible citizens and effective contributors. For example, children's work is very effectively displayed across the playroom and school.

- All staff know children, families and the local context very well. Children engage enthusiastically in a broad range of experiences, which supports continuity and progression across all curricular areas. For example, science experiments indoors and outdoors engage children very well.
- Staff use a range of effective approaches to gather robust information that supports children's ongoing learning across the curriculum. Transition across the early level is enriched by the collaborative work across the ELCC and school. Senior leaders support continuity and progression for children very effectively through rigorous and robust tracking and monitoring of learning across the ELCC.
- Staff know their local context very well and develop meaningful relationships with local partners to enrich the curriculum. Partnerships with the local care home and local library support children's engagement in a wide range of curricular experiences. Staff value parent's contributions to children's learning and engage with parents in a number of ways. This includes rhyme and storytime evenings, learning journals and setting termly learning targets. Parents engage in the life of the setting through home learning opportunities, for example, with 'Calamari Shannari' and the lending library. Staff update parents via monthly newsletters and online updates. Parents value these regular updates.
- Staff support all children effectively to develop their confidence and skills, through nurturing approaches. Children develop their skills for life and learning through a range of well-considered experiences. Children discuss well the skills they are developing through their learning experiences, for example, counting, listening and sharing. Staff continue to develop their focus on children's skills through their improvement plan priorities. Children confidently ask questions and engage in conversations with adults and peers about their learning. Staff should continue to offer opportunities for children to develop further their digital skills. This should support and extend children's knowledge of the world in which they live.

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	

- All staff have built positive and nurturing relationships with children and their families. These relationships enable children to feel valued and respected. As a result, children show a strong sense of belonging within the setting.
- Staff have developed high-quality indoor and outdoor environments, which support children to develop their curiosity and creativity. As a result, children demonstrate increasing confidence and independence in their learning. Children are highly motivated and demonstrate sustained engagement during play through the wide range of varied open-ended opportunities and real-life experiences. Children use an interactive board, computer tablets and cameras to enhance and record their learning. Staff should continue to develop the use of digital technologies to enrich children's learning experiences, as planned.
- All staff interact skilfully with children, using a range of questioning and commentary to support children to develop their thinking. These interactions enable children to extend their learning and develop their knowledge and skills across the curriculum. Staff model calm and caring interactions. As a result, children are kind and respectful towards staff and each other. Children understand routines and expectations and are supported to manage their emotions very well. Staff should continue to use high-quality interactions to support children to discuss and share their knowledge and skills with others.
- Staff plan for children's learning using both intentional and responsive approaches. Children share ideas confidently with staff, which is supporting them to lead their own learning. Staff plan a balance of child-led and adult-directed experiences, which take account of children's interests, learning targets and needs. These experiences provide the right support for children to ensure they make continued progress. Staff plan opportunities for children to learn in small

groups, including cooking, wellbeing and Bookbug sessions. These sessions provide children with rich experiences, which supports their learning.

- Staff document children's learning and progress in floorbooks, learning journals and through wall displays. Learning journals demonstrate children's significant learning and achievements across the curriculum. Staff share journals with parents to support them to understand their child's progress and children use them confidently to discuss their achievements.
- Staff, supported by senior leaders, have developed an effective approach to tracking and monitoring children's progress across the curriculum. Staff use a range of evidence, and make use of progression tools, to make accurate judgments about children's progress over time. As a result, staff are able to identify where children require further support or challenge. Staff use this information to plan experiences which allow children to develop their skills and make progress in their learning. Staff regularly review tracking information to ensure that planned experiences are having a positive impact on children's progress. Staff should continue to make use of observations and evidence of children's achievements to track and monitor progress and plan for next steps.
- Staff work closely with families and partners to ensure that children's progress is shared and well planned. They value partnerships with families and make very good use of information gathered to ensure that children do not experience barriers to their learning. Staff's effective partnerships with partners ensure that a collaborative approach is taken to improve outcomes for children.

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	

- Positive relationships are a key strength across the setting, as a result, children are settled and calm in their nurturing environment. Staff provide a range of opportunities for children to talk about their emotions and discuss their feelings. This supports almost all children to confidently share their thoughts and feelings with staff and their peers. The welcoming, supportive environment has a key focus on the wellbeing of children, parents and staff. Senior leaders have established very effective approaches to ensure all staff feel valued and respected. Staff work very well together as a team and role model kindness and respect within the setting. Children's attendance at the ELCC is very good. Staff have procedures in place to monitor attendance and engage sensitively with parents, when required.
- Staff strive to get it right for all children and families and have embedded Getting it right for every child in their daily practice. They have developed an innovative approach to supporting all children to learn about the wellbeing indicators in a meaningful and developmentally appropriate way. Children engage effectively with 'Calamari Shannari' to support their understanding of being safe, healthy, achieving, nurtured, active, respected, responsible and included. Children talk confidently about the wellbeing indicators, for example, staying safe outdoors.
- Staff value children as individuals and sensitively encourage their participation in a developmentally appropriate manner. Children's voice is actively encouraged, and all children are supported well to feel included in daily routines and practice. Children who may require additional support with learning are supported very well to engage in a way that works best for them. Almost all children engage well in their play as they explore and investigate a range of

exciting experiences indoors and outdoors. Staff support children effectively through the provision of rich experiences and sensitive interactions.

- Staff identify children's learning needs early through effective observations and robust assessment of a range of information. Staff work in partnership with parents and colleagues to ensure they take full account of children's individual needs. Staff assess children's needs and ensure that children who may require additional support with learning are supported through well planned interventions. All interventions are regularly reviewed at termly tracking and monitoring meetings and appropriate next steps put in place. Staff confidently provide a range of resources and inclusive strategies and welcome specialist input if required. Staff complete additional support needs audits twice a year to ensure children's individual needs are captured. This supports a consistent approach as children transition to primary school and other settings.
- Senior leaders and staff adhere fully to legislative requirements and regularly refresh their knowledge and training. All children have individual care plans, which are reviewed with parents and updated in line with best practice guidance. Staff review personal plans regularly and appropriate next steps are identified and agreed with children, parents and important partners. Staff value the input from outside agencies and recognise the positive impact of collaborative working on children's progress. Children, parents and partners contribute to reviewing children's progress and making well-informed decisions about next steps in learning and support. Children achieve positive outcomes as a result of the targeted interventions in place.
- Staff treat children and parents with kindness, respect and fairness, in line with the setting's values. Staff promote inclusion and continue to embed children's rights in a meaningful and developmentally appropriate way. Staff know all children and parents very well and have a sound understanding of the socio-economic and cultural context in which they live. Staff use their knowledge to offer support in a sensitive manner. They provide highly effective strategies to improve the progress of children, including those who may face barriers to their learning. Moving forward, staff should further promote diversity and enhance children's awareness of the wider world in which they live and grow.

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

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.

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