

Summarised inspection findings

Rosneath Primary School Early Learning and Childcare

Argyll and Bute Council

2 September 2025

Key contextual information

Rosneath Early Learning and Childcare setting is an integral part of Rosneath Primary School. It serves the rural community of Rosneath. The large playroom has direct access to a well-resourced outdoor play area. The early learning and childcare provision has its own secure entrance to the rear of the school building.

The setting is registered to provide early learning and childcare (ELC) for a maximum of 24 children at any one time. Children are aged from three to those not yet attending primary school. At the time of the inspection there were 13 children accessing their ELC entitlement. The setting operates during term time and is open Monday to Friday from 8.50 am to 2.50 pm each day.

The setting is managed by the headteacher. The ELC team consist of one part-time and two full-time childcare and education workers, a part-time classroom assistant and a part-time additional support needs 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 have carefully used neutral colours, natural materials and soft furnishings to create a calm, welcoming and homely environment. They have established strong, caring and trusting relationships with children and their families. They demonstrate the setting's values of love and respect in their daily practice and support children well to learn about emotions and manage their behaviours. There are cosy spaces where children can take time to rest and relax. As a result, most children are happy, settled and confident in the setting. They form friendships and show care and support for others.
- Practitioners are very reflective and have thoughtfully reviewed the environment. Supported by the headteacher, they work very well together and embrace change to secure improved outcomes for children. The environments, both indoors and out, contain a range of stimulating, real-life and natural resources. The experiences on offer clearly link to children's interests and promote excitement, creativity and curiosity. Children enjoy investigating the 'frog spawn' in the water tray and use the range of materials to create their own structures in the nursery garden. Children use the learning areas well, confidently choose where to play and demonstrate high levels of engagement in their play and learning.
- All practitioners know children very well as learners. They provide an effective blend of responsive and adult-led experiences to support children's learning and development. All practitioners engage sensitively and affectionately with children in their play. They are increasingly aware of when to interact to support learning and when to give children time to engage deeply in their play. They ask questions to extend children's thinking and value children's ideas.

- Children are developing their digital skills well as they use devices to take photographs of their play experiences and to record the changing seasons. Practitioners support children to use the interactive board to research information to extend and inform their areas of interest. As identified, they should continue to provide a wider range of experiences to support the development of children's digital skills.
- Practitioners plan responsively around children's interests. They skilfully use these interests to develop learning across the curriculum. They track children's learning using developmental milestone trackers and progression pathways for literacy and numeracy. Practitioners use an online platform to record observations and photographs of children's learning. They use this information well to inform the cycle of learning. They identify individual learning targets for literacy, numeracy and health and wellbeing. These are recorded in children's personal learning plans. Practitioners should ensure observations consistently have a focus on skills and learning. Using the progression pathways to write children's next steps should help to make learning targets more specific. This should help practitioners share learning targets effectively with children to support them to talk about their learning and the skills they are developing.

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

- Children are making good progress in communication and early language. They confidently communicate their needs and ideas and talk about their experiences. They sing familiar songs enthusiastically. They enjoy sharing books with adults and talk about their favourite stories. They recognise their name as they self-register each day. They engage in experiences to create their own imaginative stories and are beginning to draw detailed pictures and form familiar letters. Children would benefit from developing their communication skills further to learn how to be a good listener. This should help them sustain their concentration and listen attentively to their peers during focused group times.
- Children are making good progress in mathematics. They know the number sequence to 10 and beyond and count sets of objects with accuracy. Almost all children are developing well their awareness of using money to pay for goods through role-play experiences. They recognise and name basic two-dimensional shapes and are beginning to understand the language of position and direction. They use the language of measure to describe objects as they play with a variety of open-ended materials. They use simple tally marks to gather and record information. Practitioners should continue to help children to increase their understanding of mathematical concepts to make links in their learning.
- Children are making good progress in health and wellbeing. They demonstrate high levels of independence as they dress for outdoor play and serve their own food at snack and lunch. They know and follow daily routines well. They engage in energetic play and confidently run, climb and balance in the outdoor play space. Most children are developing well their fine motor skills as they use a range of utensils and tools competently in their play. Practitioners should continue to support children to develop strategies to help them talk about and understand their feelings and emotions.
- Children are making good progress in learning over time, and most are on track to meet all their developmental milestones. They learn about science as they explore the life cycle of frogs, combine substances in messy play and grow flowers and vegetables. They learn about the world of work through role-play experiences such as the travel agent. They explore technology as they create their own bridge structures using a variety of materials.
- Children contribute effectively to the life of the setting, for example, through lunch time and risk assessor leadership roles. They learn how to look after the environment and contribute to the community through litter picks on the beach. Practitioners encourage parents to share

children's wider achievements from home. As identified, introducing systems for tracking children's achievements should help to capture the full development of skills and ensure all children have the opportunity to experience success.

- Practitioners know their families well and have a good awareness of the socio-economic context for children and families. They have created a supportive and inclusive ethos where all children feel valued. They are proactive in reducing barriers to learning and implementing strategies for children who require support with learning. Most children are now ready for increased challenge in their learning and play. This will help children make the best possible progress.

Other relevant evidence

- Staff should continue with plans to ensure snack provision is in line with the Setting the Table guidance.

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.