

Summarised inspection findings

Gargieston Primary School Early Childhood Centre

East Ayrshire Council

27 June 2023

Key contextual information

The Early Childhood Centre (ECC) is based within Gargieston Primary School. There is one large indoor playroom, an outside courtyard and garden. The ECC has implemented the 1140 hours. Children can attend for five days from 8:45 a.m. to 2:45 p.m. There are 67 children on the roll. The ECC is led by the headteacher and a senior lead early learning childcare practitioner. There are 12 early learning childcare practitioners and one support assistant. A peripatetic teacher from the local authority supports key developments in the ECC.

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

- Relationships between practitioners, children and parents are very positive and nurturing across the ECC. Children are relaxed, well behaved and confident in playing and talking with other children and adults. They have developed friendship groups and play very well together. Children are kind and respectful to their peers, sharing and taking turns well. Most children demonstrate good levels of engagement and are able to sustain their play.
- Practitioners give children autonomy to lead their own learning and have effectively improved the environment. However, they should consider further changes in the environment to increase the opportunities for breadth and depth in children's play. Practitioners should continue to consider the balance between child and adult initiated learning. A few children would benefit from more adult direction and support to engage in purposeful play.
- Children have access to a wide range of open-ended resources and natural materials to support their play. Practitioners should continue to develop further the spaces for play inside and outside. This will provide further opportunities to develop children's creativity, resilience and independence. Children engage in outdoor play well, particularly enjoying the construction area. Practitioners should continue with their plans to extend children's opportunities for outdoor learning in the local area.
- Practitioners know and understand children as individuals. They should use their knowledge of children to build further on children's strengths and interests and provide more challenge for children who require it. Most practitioners use skilled questioning well to engage children in their learning. At times, children access a range of digital technology. Practitioners should ensure that access to digital technology is more easily available to extend further children's learning.
- Practitioners regularly share their observations of children's learning using digital platforms. Parental engagement with learning journals is high and is reviewed regularly by practitioners and senior leaders to help maintain these levels of engagement. Practitioners support children to reflect on their experiences using their journals and the learning wall. This is involving

children more regularly in talking about their learning. Practitioners should continue to provide opportunities for children to reflect on their learning and plan what they are going to do next. This will strengthen children's understanding of the progress they are making.

- Practitioners use an early level literacy assessment tool well to assess children's progress and identify those who require support. Children with blended placements receive appropriate support in their continuity of learning through practitioner collaboration.
- Practitioners have developed approaches to child-led planning and tracking using floorbooks. They link this planning to the experiences and outcomes of Curriculum for Excellence (CfE). Children's voice in the planning and tracking process is evident from their photographs, drawings and quotes in the floorbooks. Senior leaders developed a new system for monitoring the floorbooks. This is promoting practitioner reflection and deepening their understanding of the planning and tracking process.

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

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

- Overall, children make good progress in developing their early language skills. Most children are confident communicators and demonstrate a wide range of vocabulary. They are skilled in forming individual questions. Children listen carefully to the responses of their peers and use these to inform their contributions. Targeted learning groups are improving children's talking and listening skills. The majority of children's drawings contain a high level of detail. Children show an interest in writing and learning about letter formation. A few children have extended this to label their creations. Almost all children demonstrate a keen interest in books and benefit from engagement in book sharing sessions with familiar adults. Children are ready to use their existing skills in early writing to play a more active role in documenting their learning.
- Overall, children make good progress in their early numeracy and mathematical skills. Most children confidently explore numbers within 10 in a range of contexts. Practitioners should now offer children more challenge through exploring bigger numbers. Children naturally problem solve when exploring two-dimensional shapes and three-dimensional objects. They investigate weight using a balance scale using appropriate mathematical language to describe their observations. Practitioners should now consider more challenging, open-ended, real-life opportunities, which provoke children's creativity.
- Overall, children make good progress in their health and wellbeing. Practitioners' strong focus on health and wellbeing supports children's development in this area well. Almost all children engage positively with their peers as a community of learners. Children recognise a range of emotions and have a meaningful understanding of their wellbeing and their rights.
- Over time, children are making good progress across their learning. Children are proactive in seeking out and connecting with others. Children engage well in shared play. There is evidence of children applying their learning in different contexts.
- Children contribute to the life of the setting which is building their confidence well. There is scope now for children's leadership responsibilities to be extended further. This should include consistent opportunities to consider more closely local and global citizenship. Children's individual achievements are celebrated in children's electronic journals and on the 'Wow Wall'.
- Practitioners strive to ensure they promote equity across learning for all children. They take account of barriers to learning for individuals and work with partners to shape personalised support. This is helping them to ensure children build upon what they already know and make the best possible progress.

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.