

# Summarised inspection findings

**Barr Early Years Centre**

South Ayrshire Council

27 June 2023

## Key contextual information

Barr Early Years Centre is based within Barr Primary School, Barr, South Ayrshire. The setting has one playroom, free-flow access to the outdoors and access to the wider school grounds such as the gym hall and playground. The setting is registered for 14 children aged from two to those not yet attending school. At the time of inspection, four children were on the roll. No eligible two year olds were registered at the time of inspection. Staff consists of two full-time early years practitioners who are responsible for the day to day running of the setting. The principal teacher in the school has managerial responsibility for the setting with the headteacher having overall responsibility. The setting offers 1140 hours early learning and childcare for children 9 am – 3 pm, term time.

### 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, warm and nurturing, across the nursery. Practitioners have created a welcoming and inclusive ethos, centred on children's rights, with children feeling safe and secure. They are respectful of children and listen to and act on their views. Practitioners promote children's confidence and self-esteem very well through sensitive and responsive interactions. Children play well together and are kind and caring towards their peers. All children engage very well in their learning.
- Practitioners plan engaging experiences which are tailored to children's individual needs and interests. They include resources that support sensory and schematic play. The well-considered environment, which has been upgraded recently, supports children to explore a range of resources indoors and outdoors. Children free flow to the inviting outdoor space which is an extension of the playroom. They show sustained engagement in the activities provided and demonstrate independence in their play.
- Practitioners know children very well as learners and value children's opinions and views. They use their interactions with children well to support children's progress in literacy, numeracy and health and wellbeing. Practitioners would benefit from professional learning to develop their use of questioning. This would support them to extend children's learning further and provide increased challenge for those who require it.
- The principal teacher is a good role model for practitioners when using digital technologies to enhance children's experiences. She supports children well to use devices to explore and research topics that interest them. She should continue, as planned, to provide support and professional learning for practitioners. This should ensure practitioners provide opportunities for children to explore digital technologies through their play and learning.
- Practitioners gather detailed observations, linked to milestones and Curriculum for Excellence experiences and outcomes, to plan children's next steps in learning. They support children who

require additional help with their learning well. They use the wellbeing indicators well to plan targets appropriate to children's needs and next steps in learning.

- Practitioners use a balance of intentional and responsive planning, using helpful local authority frameworks effectively to plan learning experiences across all curriculum areas. They use floorbooks well to capture children's learning and responsive planning. The principal teacher should work with practitioners to consider whether approaches to planning could be streamlined to ensure they are manageable long term.
- Practitioners track children's progress well across all curriculum areas. They observe children closely and record how well they are developing against their individual milestones. As a next step, the principal teacher should consider how to support practitioners to moderate with colleagues beyond the nursery, including P1 teachers. This would support practitioners to have a deeper understanding of the range of skills children develop as they move through early level.

## 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

very 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 make very good progress in early communication and language. They communicate confidently with adults and their peers within the nursery and listen well to others. Children use an increasing range of vocabulary relevant to their play and learning. They enjoy reading books and talking about what happened in the story. Younger children use words and gesture effectively to express their feelings, wants and emotions. Practitioners should extend the use of symbols to support and enhance younger children's communication skills further. Overall, children show a keen interest in mark making. They enjoy copying words from their environment and understand that print carries meaning.
- Children are making good progress in numeracy and mathematics. Children count with understanding and can match numerals to pictorial representation. They can count out accurately items to five and beyond. Children enjoy sorting and demonstrate confidence in this area. They can sort and order items accurately using size, shape and colour. Children are ready to explore aspects of information handling further as well as extend their understanding of the value of different coins.
- Children's progress in health and wellbeing is very good. They are improving their balance and coordination when using wheeled toys within the playground. Children serve themselves confidently during snack and lunch times and enjoy the social aspect of these experiences. They demonstrate a very good understanding of the need to follow hygiene routines such as washing hands before handling food. Practitioners are keen to re-introduce children helping to prepare snack now mitigations are easing.
- Practitioners use a robust tracking process to evidence that children are making very good progress since starting at the Early Years Centre. They use tracking information very well to plan children's targets, linked to children's milestones. This approach is supporting children to develop a wide range of skills, knowledge and understanding, as a result of their nursery experience.
- Children and families share children's achievements from home through the e-journals and verbally during drop-off and collection. Practitioners celebrate children's achievements on the 'Bee Proud' wall, in their e-journals and through newsletters. Children contribute confidently to improving their environments. For example, they took decisions about the activities and resources they wanted available in their outdoor space.

- Practitioners know children and their families very well. They use their knowledge of individuals effectively to plan appropriate support for children who face barriers to their learning. They link very well with partners to provide additional support to parents and the community such as regular parent groups and 'bookbug' sessions. The Parent Council provides financial support to ensure all children gain experiences beyond the setting and village with no cost to individuals.

## 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.