**1.3 – Leadership of change – Very Good**

* The HT provides strong and supportive leadership and there is now a culture of ownership of continuous improvement, supported by the DHT, within the Early Learning and Childcare, (ELC) setting.
* Teamwork is very effective. This is impacting positively on team practices, the learning environment, and children’s experiences.
* The ELC team have a shared vision of improvement for ELC. They have worked to develop aims which reflect BtA and align with the school Vision and Values.
* All ELC practitioners told us they now feel valued, included and very much part of the school community and well supported by the SLT.
* The practitioner team have a good understanding of early years pedagogy and have embraced Froebelian approaches to learning.
* The DHT and EYOs work with the ELC team to support regular engagement in self-evaluation and ensure robust monitoring of all aspects of the ELC provision. This leads to continuous improvement across the setting.
* Practitioners value the regular formal and informal feedback on their practice by the DHT.
* Practitioners are becoming confident and can see the value in peer moderation to improve practice.
* Practitioners feel empowered and are building on their learning from the cluster networks and other CLPL opportunities including RIC events.
* Practitioners are committed to building partnerships across West Lothian to develop and improve practice.
* All practitioners have distributive leadership roles and there is a feeling of positivity around change and leading improvements in their setting.

**Next Steps**

* The SLT should now work with all ELC practitioners to embed the newly developed aims of the setting and ensure that the Visions and Values are visible and known and understood by children and families.
* The SLT should lead collaborative working across the Early Level to develop play based pedagogy and practice in P1.

**2.2 – Curriculum – Good/ Very Good**

* The ELC setting environment reflects Froebelian principles and this has had a positive impact on pedagogy and richness of children’s experiences.
* A rich variety of loose parts and open ended resources is used effectively by staff to promote curiosity, inquiry and creativity.
* During our visit we observed that almost all children were highly focused and engaged in purposeful play indoors and out.
* A wide range of imaginative experiences are planned in response to children’s interests. Children are encouraged and supported to take a lead in planning their own learning.
* There is a strong focus on literacy, numeracy and H&WB and both experiences and outcomes and the key aspects of learning are used to inform planning.
* The ELC practitioner team continue to develop the rich, enabling outdoor area to promote curiosity, creativity and enquiry for all children.
* Practitioners were observed being responsive to children’s interests, supporting and challenging the children in their play.
* Practitioners now use the local environment and amenities to effectively support and enrich learning experiences.
* Children benefit from learning through a range of real life contexts enabling them to develop independence and confidence, indoors and out.
* All practitioners are committed to high quality professional learning to extend knowledge and skills. This is clearly evidenced in the life of the setting.

**Next Steps**

* To further develop opportunities for children to independently make use of digital technologies in their learning.
* To further develop family and community partnerships to support children’s learning around the world of work to foster a culture of aspiration.

**2.3 – Learning, Teaching & Assessment - Very Good**

* The EYOs support practitioners to develop their consultative planning practices and children’s voice is evident.
* All staff take responsibility for floorbook planning with the children. When questioned, children confidently spoke around the experiences in the floorbooks demonstrating deep learning. The learning walls enable learning to be shared with parents/carers.
* Almost all children were observed being highly engaged and persevering with tasks.
* Almost all children were confident in the ELC setting, making independent choices.
* Children confidently approached practitioners for support when needed. Practitioners sensitively support children’s play, demonstrating an awareness of differing needs, using varying strategies as and when required.
* Staff interactions effectively extended children’s learning ensuring that interest in their play and learning is sustained. Experienced practitioners are good role models for less experienced staff and students.
* Children are supported to develop a range of dispositions to learning.
* Children have opportunities to participate in some group experiences.
* Children are given opportunities to talk about their learning and achievements with practitioners and their peers.
* Online Learning Journals are used effectively by all practitioners to record observations about children’s progress and development. The two EYOs model good practice here and support others well ensuring equity in quality of observations for all children.
* Planning is responsive to children’s interests and needs and clear assessment focus, linked to planning is identified at weekly meetings.

**Next Steps**

* There is some scope to further develop parents’ and children’s understanding of the United Nations Rights of the Child.
* Practitioners should continue to further develop their questioning skills to scaffold learning and encourage challenge and creativity.

**3.1 – Ensuring Wellbeing, Equality & Inclusion – Very Good**

* There is a nurturing, inclusive and welcoming ethos in the ELC setting. Interactions are warm, positive and supportive and underpin the work of the team resulting in children who are growing in confidence.
* Partnerships with parents are strong and practitioners use these partnerships to gain deeper understanding of the child as an individual.
* All practitioners are knowledgeable about children’s and families’ individual needs. They are aware of targets and strategies for support for children with IEPs.
* Children are involved in decision making across learning in the ELC setting. They are listened to and given time to express their thoughts and ideas and there is clear evidence of this in the displays and Floorbooks.
* Consideration is given to individuals’ needs and support when planning learning experiences.
* All practitioners know what is expected of them in relation to statutory duties, and take responsibility for this.
* Strong relationships between the ELC team and other agencies promote inclusion.
* The GIRFEC wellbeing indicators are displayed around the ELC setting and practitioners are working to develop children’s understanding of these.
* Children’s involvement in healthy menu provision for snack is evident. Children can talk about making healthy choices.
* The strong, collaborative and nurturing team ethos impacts on the wellbeing of all children. Two year olds in the setting are supported skilfully and sensitively by staff who know and meets their needs well.

**Next steps**

* Practitioners should continue with their plans to further develop children’s and families’ understanding of GIRFEC and the wellbeing indicators by embedding them in play and the life of the ELC setting.
* Practitioners, supported by SLT should now consider how the newly installed sensory room can be used to support the wellbeing of all children in the setting.

**3.2 Securing children’s progress – Very Good**

* Children have a wide range of opportunities to develop mark making and writing skills across their learning indoors and out.
* There is evidence of rich numeracy and maths experiences which are responsively planned with the children. Children were observed confidently using MNU skills across learning indoors and out.
* The rich range of open ended resources enable staff to support and challenge children in their play.
* Children are happy, engaged and highly motivated about playing outdoors. There is a rich range of opportunities for them to develop their creativity and problem solving skills. This is all impacting positively on children’s health and wellbeing.
* Children are developing within the four capacities of CfE.
* Children are settled and confident in the ELC setting and were observed demonstrating a good level of independence.
* The work of the EYO graduate has supported whole team engagement with the WL trackers for literacy, numeracy and H&WB.
* The strong working relationship between the EYO graduate and the speech and language therapist is impacting on the skills of the team to enable them to support targeted children. All targeted children are making good progress.
* The EYO graduate makes very good use of the literacy progression pathways to plan for interventions for targeted children.
* There are regular planned opportunities for the whole ELC team to discuss children’s progress and plan for interventions and support to ensure equity and inclusion.
* There is a full programme in place to support children and their families’ transition to school.
* Children’s progress and development is discussed with Primary 1 staff at point of transition to ensure continuity and progression.

**Next Steps**

* ELC practitioners should continue their efforts to engage parents in their children’s learning and continue to support home learning.
* The DHT and EYOs should continue to work with practitioners to help them develop their knowledge of curriculum pathways to inform next steps in learning.

**2.7 Partnerships – Very Good**

* Relationships with parents are very good. Practitioners are very welcoming and supportive and parents feel part of the life of the centre.
* Parents’ views and opinions on the life of the centre are continually sought. They are valued and acted upon.
* Practitioners are committed to learning and sharing practice through the early years cluster networks.
* Displays in the foyer support home learning activities and encourage parent/ carer engagement.
* Links with partner agencies are strong. The centre has a very strong partnership with the school’s PEF speech and language therapist. The EYO graduate has been upskilled due to the strength of this relationship.
* The EYO graduate works effectively with colleagues and partners to implement a range of targeted supports which support family involvement.

**Next Steps**

* The SLT should continue with their work to support collaborative working across early level to develop play based pedagogy and practice in P1.
* Practitioners should continue to work with parents/ carers to encourage their contributions to the life and work of the centre.

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| **QI** | **School Grading** | **VSE Grading** |
| **1.3 – Leadership of change** | **Very Good** | **Very Good** |
| **2.2 – Curriculum** | **Good** | **Good** |
| **2.3 – Learning, Teaching & Assessment** | **Very Good** | **Very Good** |
| **3.1 – Ensuring Wellbeing, Equality & Inclusion** | **Good** | **Very Good** |
| **3.2 Securing children’s progress** | **Good** | **Very Good** |
| **2.7 Partnerships** | **Good** | **Very Good** |