Summarised inspection findings

Moorfoot Primary School Childcare Setting

Midlothian Council

20 December 2022

Key contextual information

Moorfoot Early Learning and Childcare Setting (ELC) is located within the Moorfoot Primary School building in the village of North Middleton. The setting provides 1140 hours of early learning and childcare during term time between the hours of 8.35 am to 3.10 pm (Monday-Thursday) and 8.35 am to 12.15 pm on Friday. Children attend from the age of three. The setting is registered for 24 children at any one time and the current roll is 12 children aged 3-5 years old. The Senior Early Years Practitioner (SEYP) has been in post since August 2022. She provides day-to-day management under the leadership of the headteacher. A principal teacher from the Early Years Central Team at Midlothian Council supports the setting. The provision consists of a playroom that has direct access to a large outdoor area. Practitioners make regular use of the school gym hall and school library. The setting has experienced significant staffing changes in recent years.

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	

■ All children are happy and secure in the setting and engage in spontaneous and planned play. Practitioners are committed to children's rights and these rights are intentionally promoted on a weekly basis. This results in children who are aware of their rights and feel they are listened to and respected. The SEYP and practitioners effectively audit and make significant improvements to the indoor environment. This is providing increasingly purposeful and creative play and learning opportunities. Practitioner-led improvement has established a 'story book shed' in the outside area. This supports the development of storytelling and literacy and connects families with the ELC setting through familiar stories. The ELC team have identified correctly the need to develop further the large outdoor space. They visit local ELC settings and research ideas to ensure developments challenge and support all children in their learning. They should continue to monitor levels of engagement across the setting to develop further children's sustained engagement.

■ All practitioners are supportive and caring. Children feel safe and are confident in their indoor and outdoor learning environments. Practitioners support and respond to children's interests and behaviours to provide creative and stimulating experiences. Practitioners are developing their questioning skills to increase children's independence and deepen learning and play experiences. Practitioners are at the early stages of using digital technology to enrich and support learning. Senior leaders should support further this area for improvement, in line with whole school approaches and successes.

■ Practitioners record observations of learning episodes in Family Learning Journals which are shared with parents. The journals contain learning priorities for literacy, numeracy and health and wellbeing which are linked to local authority progression frameworks. Practitioners, children and their families now have a clearer picture of learning outcomes and next steps. The ELC team should now attend further professional development on observing significant

learning. This should support a more focused approach and use of assessment that links to planning and tracking.

■ Practitioners use a range of planning documentation over a variety of timescales and respond to children's interests and ideas. Practitioners are increasing children's voice in the planning and this is supporting children to lead their own learning. Practitioners review the planning regularly and effectively contribute knowledge and ideas. The SEYP manages the pace of change very well. There have been significant positive improvements to the Moorfoot ELC environment and approaches to planning, tracking and practice have been successfully updated. She has identified correctly the need to review and reflect on planning and assessment approaches, using the local authority observation, assessment and planning cycle. This is linked to national ELC practice guidance, Realising the Ambition: Being Me. Senior leaders should extend school tracking meetings to include children within the ELC setting. This will ensure continuity of learning across the early level and will support a clearer overview of children's progress.

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 that need to be addressed as a matter of urgency.

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

- Most children are making good progress in health and wellbeing. Practitioners support children's health and wellbeing through developing positive nurturing relationships. Children work well together solving problems, sharing resources and developing friendships. Most children show increasing levels of independence at meal times and understand the need for personal hygiene. Most children have very well developed ride-on skills, with a few able to ride pedal bikes independently. Children would benefit from further experiences outdoors, including local walks. This would develop further their sense of wonder and awareness of the seasons.

- The majority of children are making good progress in early language and communication. The majority of children can talk using age appropriate vocabulary. They listen to and respond to simple instructions. Children's literacy skills include mark making to draw self-portraits and communicate meaning. Almost all children enjoy reading books with adults. The majority of children can retell a familiar story. They visit the school library once per week to widen their choice and experience of texts. Practitioners should develop further the use of environmental print to provide children with more real life contexts for mark making.

- Most children are making satisfactory progress in mathematics and numeracy. Most children identify numerals from zero to ten and use number rhymes to match numbers to quantities. The majority of children use one-to-one correspondence to count a given number of objects to 10. Children recognise a range of two-dimensional shapes during play. The majority are ready to explore further three-dimensional objects and their properties. Most children use the language of measurement during block play and measuring cylinders at the water tray. Practitioners should provide further challenge for children to develop and apply skills in numeracy and mathematics using real-life situations.

- Senior leaders and practitioners are improving their approaches to tracking and monitoring children's learning in literacy, numeracy and health and wellbeing. Senior leaders should continue to embed the updated tracking and monitoring processes. This will provide clearer information for practitioners and develop further children's prior knowledge to make the best possible progress.

  Practitioners record effectively children's achievements in their family learning journals. Practitioners should continue to encourage parents to share children's achievements and prior learning. They could also link these directly to the skills for life and learning. Senior leaders recently updated the whole school achievement tracker to include children within the ELC. This will support practitioners in constructing a better understanding of the whole child.

- Practitioners are inclusive and welcoming to all families and children. They celebrate different festivals and use a range of resources. Practitioners understand the challenges children and families face. They provide effective support for children and families who are experiencing barriers to learning. They are aware and recognise the potential impact these can have on children's wellbeing and learning. Senior leaders and practitioners identify targeted intervention and universal approaches that support identified children to make the best possible progress. They make good use of individual plans and regular meetings to discuss children's needs. Practitioners make timely referrals to partner agencies, including occupational health, speech and language therapy and health visitors. They understand their role in promoting equity and provide sensitive and valued support and advice.

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.