

Report

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Report to:	Hamilton Area Committee
Date of Meeting:	30 November 2016
Report by:	Executive Director (Education Resources)

Subject:	Education Scotland report for Larkhall Children's Centre
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise of the outcome of the inspection of Larkhall Children's Centre by Education Scotland Inspectors.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the Education Scotland report on Larkhall Children's Centre be noted.

3. Background

3.1. Education Scotland undertook an inspection of the quality of educational provision within Larkhall Children's Centre in May 2016. The report was published on 28 June 2016.

3.2. The inspection team talked to parents and children, worked with the management team, observed staff engagement with the children and looked at children's progress across their learning. The report that was published tells you about the quality of education at the establishment and how children benefit from learning there.

4. Findings of HM Inspectors

4.1. Particular strengths of the establishment

- ◆ children learn and achieve very well in the nursery
- ◆ children enjoy extremely positive relationships with staff
- ◆ almost all children are making very good progress in early literacy and language and numeracy and mathematics
- ◆ children who need additional help with their learning are identified and supported at an early stage
- ◆ relationships between staff, children and their families are very strong which supports children's learning
- ◆ transition onto primary school is very effective and provides children and families with very good support
- ◆ the effective leadership of the management team in handling change and building leadership qualities in staff

- 4.2. Staff working with children under 3 provide a good variety of stimulating experiences in an enabling environment. They plan for children's learning using national guidance and have used Building the Ambition to refresh and refocus their work with younger children. They use indoor spaces, outdoor spaces and the local community to enhance the curriculum. Staff planning is responsive to the individual needs and developmental stages for all children.
- 4.3. The curriculum for children aged 3 to 5 is broad and balanced and covers all areas of children's learning. Staff ensure that children have frequent opportunities to develop their skills, with an appropriate focus on literacy, numeracy and health and wellbeing. Staff planning shows that staff are becoming more confident in using experiences and outcomes to ensure that a good broad general education is provided for all children.
- 4.4. Almost all children are highly motivated and engaged in their learning. They are making independent choices about their activities in the playrooms after discussions with staff at the beginning of the session.
- 4.5. Almost all children are confident in their play. They demonstrate a high level of motivation and engagement. There are several examples of children sustaining interest for extended periods. A few children worked for very extended lengths of time with the microscope, examining snails and worms. Others worked for extended lengths of time making shadows and learning about robots.
- 4.6. Children are encouraged to follow their interests. Staff support this extremely well by encouraging children to think about and seek out what they would need to help them develop their play. Children select symbols to help them decide.
- 4.7. Children clearly feel safe and secure and valued in the setting. They readily seek out adults to join their play. For example, a few children invited a member of staff to join their play in the outdoor tent area. The adult's interactions in this area resulted in a very rich learning experience for the children.
- 4.8. Children have individual learning targets highlighted in their individual learning plan. Children have regular opportunities to discuss their learning with staff.
- 4.9. Children's ideas and suggestions are captured through discussions. Together staff decided that the mind maps and floor books were not inclusive. In line with their more responsive planning they decided to trial more discussion with children rather than completing mind maps and floor books. Staff interaction and key questioning supports discussions for children, sharing what they want to learn next.
- 4.10. Children are developing confidence through taking part in activities within their local community, for example, visiting the library, construction sites and local businesses. In one local business the children's work was displayed.
- 4.11. Children are developing an awareness of others and the world around them and take part in local and national charity events such as Children in Need and visiting residents in the local sheltered housing. The residents also visit the nursery and attend their celebrations.
- 4.12. Children are becoming very aware of ecological and sustainable issues through their work indoors and outdoors. They plant their own seeds and flowers and vegetables

in their own garden. The nursery is working towards silver eco status from Eco-Schools Scotland.

5. Employee Implications

5.1. None

6. Financial Implications

6.1. None

7. Other Implications

7.1. There are no direct risks associated with this report which is provided for information only.

7.2. There are no significant sustainability issues in connection with the recommendations contained within this report.

8. Equality Impact Assessment and Consultation Arrangements

8.1. There is no requirement to carry out an impact assessment in terms of the proposals contained within this report.

8.2. The content of Education Scotland reports are shared with parents, staff and children.

Jim Gilhooly

Executive Director (Education Resources)

3 November 2016

Link(s) to Council Values/Objectives

- ◆ Raise educational attainment for all
- ◆ Improve the lives of vulnerable children, young people and adults
- ◆ Get it right for every child
- ◆ Strengthen partnership working, community leadership and engagement

Previous References

None

List of Background Papers

- ◆ Education Scotland report dated 28 June 2016

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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