



Arthurlie Family Centre

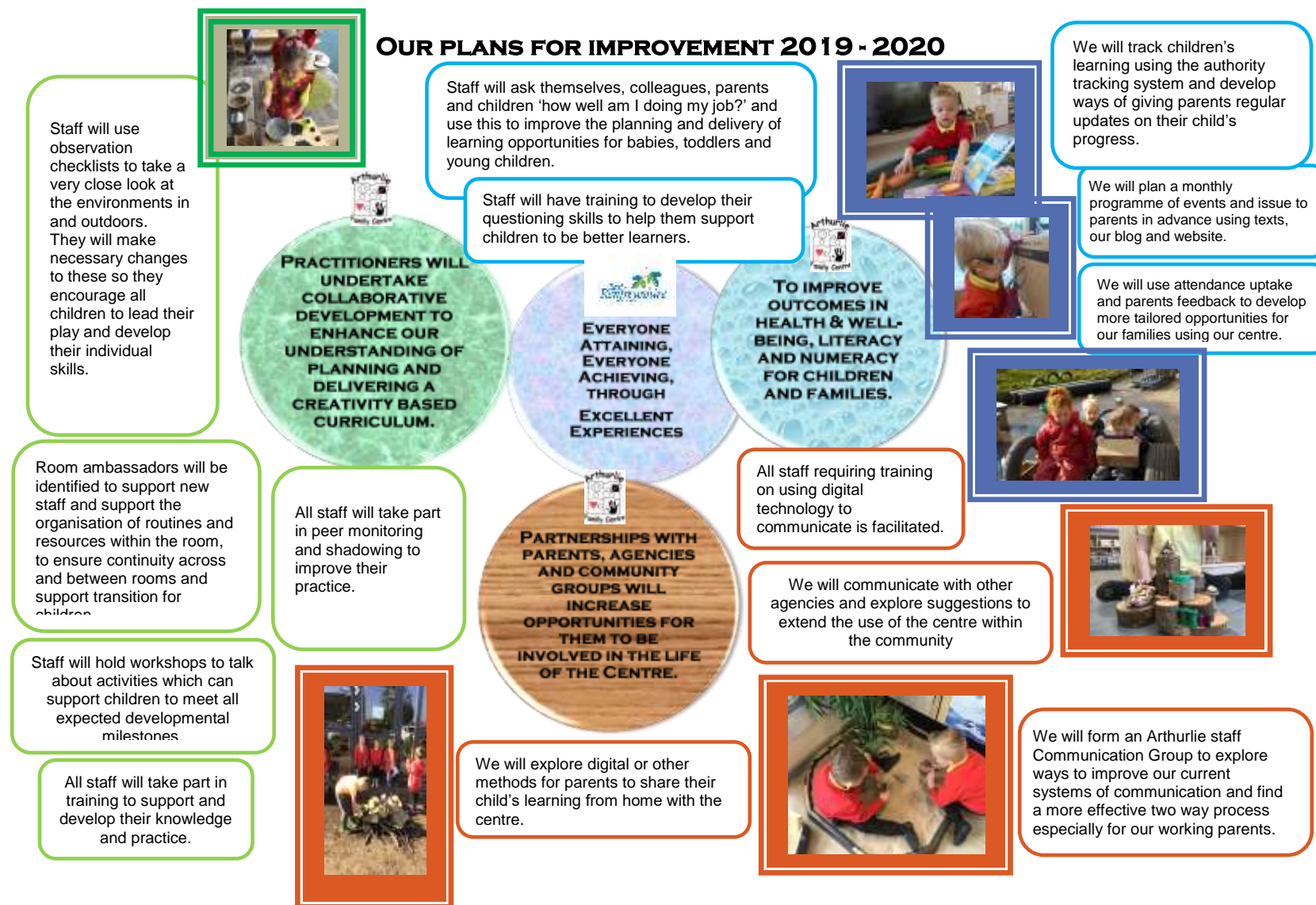
(Summary for parents/carers.)



Standards and Quality report
2019 - 2020
&
Improvement plan
2020-2021

(Full Version on BLOG)

This was our plan for making improvements August 2019 – March 2020:



So these are the actions we took and the outcomes

Practitioners will undertake collaborative development to enhance our understanding of planning and delivering a creativity based curriculum

All staff will take part in peer monitoring and shadowing to improve their practice.

Room ambassadors will be identified to support new staff and support the organisation of routines and resources within the room, to ensure continuity across and between rooms and support transition for children.

Staff will hold workshops to talk about activities which can support children to meet all expected developmental milestones.

All staff will take part in training to support and develop their knowledge and practice.

Staff will use observation checklists to take a very close look at the environments in and outdoors. They will make necessary changes to these so they encourage all children to lead their play and develop their individual skills.

Progress & Outcomes

There is a strong culture of reflection and self-evaluation within the centre.

- Staff have actively been continuously evaluating their work through on-going dialogue, peer evaluations, learning visits and collegiate working.
- Staff have listened carefully to the children and have made positive changes to the inside and outdoor environment to improve their experiences.
- Staff feel empowered to initiate improvements in their playrooms and take on a range of leadership roles. 93% of staff report that they have opportunities to take on leadership roles. One of these opportunities is Room Ambassador.
- Staff have been well supported to engage in professional learning including the BA Childhood Practice, PDA8, Froebel qualification, Early Childhood & Neuroscience and various Open University and online courses relevant to our improvement targets.

Partnerships with parents, agencies and community groups will increase opportunities for them to be involved in the life of the Centre.

We will explore digital or other methods for parents to share their child's learning from home with the centre

We will communicate with other agencies and explore suggestions to extend the use of the centre within the community

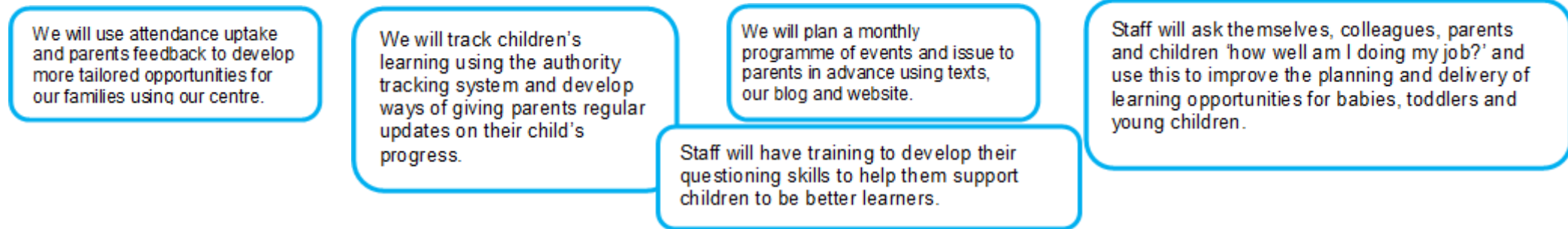
All staff requiring training on using digital technology to communicate is facilitated.

We will form an Arthurlie staff Communication Group to explore ways to improve our current systems of communication and find a more effective two way process especially for our working parents.

Progress & Outcomes

- Positive, nurturing relationships had developed between staff and the children as well as with the children themselves.
- The head teacher and practitioners work closely with parents and other partners to ensure children and families receive the support they need e.g Educational psychologist, Family First, Occupational Therapist, Hearing impairment service, Tesco & foodbank, adult learning services e.t.c.
- Children are enthusiastic about sharing their interests and events from home using digital media and likewise staff make use of Twitter and Blog to share children's learning experiences on a regular basis.
- Management have made use of digital platforms during 'lockdown' to communicate and receive feedback from parents/carers. This feedback has supported the centre in forming the improvement plan 20/21.
- There is a clear focus on recording significant learning within children's learning journals which contain a range of evidence providing a comprehensive overview of each child's development.
- Feedback from parents has supported the centre in developing an excellent transition programme for children from home and within nursery and onto school.

To improve outcomes in health & well-being, literacy and numeracy for children and families.



Progress & Outcomes

- Most children (87%) who had attended Arthurlie Family Centre reached their developmental milestones in 2018-19; up from 59% the previous year. The proportion of children in the family centre achieving their milestones was above the East Renfrewshire average (85%) and national expectations of 85%.
- Overall performance in numeracy and literacy Baseline Assessments in 2018-19 was significantly above expectations; there was also a very small gender gap of 3 points and 1 point in favour of girls in numeracy and literacy respectively.
- Staff have reflected on current attachment research to develop comprehensive transition arrangements within the centre. They have focussed on building positive expectations about change, fostering children's emotional resilience, and promoting social competence and self-esteem.
- Almost all children confidently explore all areas of the setting to support their play and learning. They are interested, motivated and supported to lead their learning.
- The development of a tracking pro forma for literacy, numeracy and Health & well-being has provided all staff with a means of recording children's attainment and all key staff used this information to moderate progress with colleagues and share through professional dialogues.
- Parents' evaluations were very positive especially within the POPP training and parents are keen to engage in this when they hear about the success of other parents. .

This is our new plan for making improvements from Aug 2020 – July 2021

OUR PLANS FOR IMPROVEMENT 2020 - 2021

JOINED UP LEARNING

- Sharing skills and milestones achievements
- Digital- Learning ideas shared
- A Day In Your Child's Life at Nursery – video
- Induction video tour for new children & parents
- Think Link – digital platform for sharing video links about learning at nursery



STAFF WORKING TOGETHER

- Buddy system for staff development & Learning
- All groups with 2 Key Workers
- Room Ambassadors leading play training with staff in rooms



STAFF DEVELOPMENT

- Pedagogy and play
- Executive functioning
- Sensory processing
- Trauma sensitivity



NURTURING CHILDREN

- Getting It Right for Every child – meeting children needs through Joint working with Health Visitor, Social Work, Family First and Educational Psychologists, Care Plans, Individual/group support
- Putting into practice the UNCRC Rights of the child
- Staff put into practice Solihull training on attachment in the centre
- Nurturing environments for children
- Outdoor play

SECURING CHILDREN'S PROGRESS
Progress in communication, early language, mathematics, Health & Well Being

EVERYONE ATTAINING, EVERYONE ACHIEVING, THROUGH EXCELLENT EXPERIENCES

LEADERSHIP OF LEARNING
Professional engagement and collegiate working



CURRICULUM Pedagogy and Play.

PLANNING FOR LEARNING

- Starting with the child's interests
- Observation leading planning
- Capturing stages of development, schemas and interests



SHARING WITH PARENTS

- Journals showing evidence of progression in learning & child initiated themes.
- Using digital technology to share learning and expectations
- Addressing individual children's needs



LEARNING AND DEVELOPMENT

- Focus on : Musicality – importance of music
- Rhyming – becoming an able reader
- Science, Technology and Maths – Learning for Life
- Outdoor Active and creative learning