**Glen Family Centre**

**Standards and Quality Report**

**Session 2022 -2023**

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| **Context of Glen Family Centre**  |
| Glen Family Centre provides early learning and childcare for a maximum of 50 children during each nursery session; 19 children birth to 2 years and 31 children 2-3 years. Our role this session was76. Glen Family Centre offers flexibility for families in its delivery of early learning and childcare and children can attend full time, part time, term time and extended year depending on family circumstance/need and where places are available (50 weeks).Glen Family Centre serves a diverse social and economic area across Thornliebank, Busby, Clarkston, Newton Mearns and Giffnock and on occasions the Barrhead area of East Renfrewshire. Within Glen, 18% of children have identified ASN, 28% of children are from a minority ethnic background and 11% of children have English as an additional language. There are strong links with our Woodfarm Cluster nurseries, primaries and secondary school, most staff have been involved to varying extents in cluster working. These partnerships are key to ensuring effective, high quality 0sensitive transitions for our very young children and families. Teams are regularly involved to joint cluster working and showcasing high quality practice with further links enhanced through the Early Years Neighbourhood Group providing additional opportunities to work collaboratively. In recognising the principle of Getting it Right for Every Child, (Scottish Government, 2006), the centre embraces and promotes multi-agency partnership working to ensure best outcomes for children. In doing so, the team is complimented by a number of professionals and agencies who work with families and children attending including Educational Psychological Services, Social Work, Speech and Language Therapists, Sensory Support Service Physiotherapists, Health Visitors and Family First. These professionals may work with individual children and families or may be involved in providing wider services and support for the centre including membership of our Joint Support Team.  In Glen Family Centre we have high aspirations for our children and recognise that through building positive, nurturing relationships, this lays the foundation for partnership working. Our families are key to raising attainment for our children and we embrace them as equal partners in the life and work of the centre .Many children and families access the service through multi-agency referral to the Early Years Intervention Group (EYIG). This multi-agency group discusses and offers help and support to meet the varying needs of children in the early years  A number of two year olds are eligible for 1140 hours free early learning and childcare dependent on benefit entitlement. Children and parents drive the delivery of the service and are involved in decision making at many levels including the development of environments, parental engagement opportunities, fund raising spending and sharing family learning at home through different mediums. This session, a Head of Centre (HoC), a Depute Head of Centre (DHoC), a Senior Child Development Officer(SCDO), Acting Senior Child Development Officer 14 FTE Child Development Officers, 2FTE play workers staffed Glen Family Centre. A senior clerical assistant, a cleaner/janitor and a catering assistant further support the work of the centre. More information on our service can be found at <https://blogs.glowscotland.org.uk/er/Glen>twitter@Glen\_FCThe breakdown for session 2020/2021 can be found below.

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|  | Totals |
| Total number of children accessing a nursery place during session  | 75 |
| Number of children with identified Additional Support Need |  14 |
| Children referred via EYIG (Early Years Intervention Group)  | 23 |
| Number of 2 year old funded places  | 6 |
| Number of placements where total cost is met by parents  | 49 |

 **Everyone Achieving, Everyone Attaining through Excellent Experiences****Our Values**Respect Equality Inclusion Achievement Nurture Reflection Innovation **Our Vision** Children, families and practitioners achieve their full potential through meaningful involvement in a nurturing and safe environment where they feel respected as individuals and have a positive sense of responsibility for themselves and others. Our motivated, passionate, inquiring and nurturing team provide excellent quality of care and education for all families. They are constantly and positively embracing new research and learning to further inform their own professional knowledge and understanding. High quality collaboration with all external and partner agencies ensure all families have the opportunity to access appropriate expertise at the point of need. Exchange of high quality information at the point of transfer ensures that all children receive a seamless transition to their three year old placement. **Our Aims** At Glen Family Centre we aim to: * Be advocates of children and childhood ensuring children’s voice and children’s rights shape our practice and approach.
* Ensure our children’s emotional health and wellbeing is at the heart of our excellent practice by loving, caring for and nurturing our very young children.
* Maintain an ethos that recognises, promotes and celebrates diversity, ensuring all members of our learning community feel safe, valued, included respected and fairly treated.
* Provide a sector leading early learning and childcare environment that meets the holistic needs and high aspirations of our very young children, families and community.
* Provide excellent experiences that are rich and developmentally appropriate, differentiated, connected and relevant to and build upon children’s own experiences and interests.
* Involve families in every step of their child’s learning journey, genuinely respecting, embracing and building upon the confidence, skills and attributes of parents and the importance of home learning environments.
* Use our extensive indoor/outdoor environments to extend and enrich our children’s learning journey through curiosity, awe and wonder, exploration, investigation, risky play and a connectedness to nature/natural world and feelings of wellbeing. Our children will have opportunity to spend the majority of their day learning outdoors.
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| **Glen Family Centre Improvement Plan Priorities 2021-2022** |
| **Leadership and Management :** |
| * Build a professional team where there is a strong leadership of learning based on collegiate working, improving outcomes for all
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| **Learning Provision:** |
| * Expand partnership working with families and the community to secure better outcomes and improve learning and achievement
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| **Successes and Achievements:** |
| * Promote inclusion and equity supporting all children to make very good progress and fulfil their potential
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| **Method of Gathering Evidence**  |
| * Self - evaluation surveys through a variety of media - views of children, parents, team and community partners
* Self evaluation journal for staff and families
* Parental engagement with children’s personal learning journals both paper and online
* Key worker and SLT monitoring and evaluating children’s learning journals
* Learning walls linking observations of learning both at home and nursery
* Use of Video Enhanced Reflective Practice to reflect and consider interactions
* Opportunities for children’s voice/children’s rights through a variety of methods
* Observation of children’s learning within highly engaging environments indoors/out
* Monitoring of learning and teaching, attainment and achievement throughout the year through use of moderation of Authority Tracking Tool
* Tracker meetings for individual children’s progress
* Regular improvement plan review
* Comments/suggestions from visitors both within/out with authority
* Team reflection/comments through regular self-evaluation using the challenge questions in HGIOELC, Realising the Ambition and National Care Standards
* Parents feedback during family engagement events, consultation calls/informal daily communication/ meetings /emails and texts
* Care Inspectorate guidance and support undertaken and recorded
* Well - being/care plans for children regularly reviewed and updated
* The use of GIRFEC paperwork – early identification of children and families likely to require support
* Professional dialogue using Quality Conversation paperwork
* Solution Focused meetings
* Coffee and chats
* Minutes from Joint support Team meetings
* Transition conversations with associated nursery settings
* Minutes of meetings; nursery, cluster and Early Years Neighbourhood Group
* Observation of key focus areas through learning visits with other centres
* East Renfrewshire Council Collaborative Improvement visit (CIV)
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| **How good is our leadership and approach to improvement?****(1.1, 1.2, 1.3,)** **Evaluation: Very Good** |
| **NIF Priority*** Placing the human rights and needs of every child and young person at the centre of education
 | **School Priorities** * Continue to develop and promote pedagogical leadership at all levels
* Cluster working to improve staff skills and knowledge
* Strengthen partnerships with local nurseries through the development of a twinning project
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| **NIF Driver(s)*** School and ELC Leadership
* Teacher and practitioner professionalism
 | **Local Improvement Plan – Expected Outcome / Impact*** A skilled and confident workforce
* Higher levels of parental engagement with improved communication collaboration and consultation in their children’s learning and in the life of the school
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| ***Progress, Impact and Outcomes***Within Glen Family Centre we have made very good progress as we have continued our focus on developing leadership skills at all levels. In November 2022 our centre participated in the Woodfarm Cluster ‘Collaborative Improvement Visit’ (CIV). The cluster agreed to pilot this model where the visit was based upon the establishment improvement priorities and a consistent focus on learning and teaching and raising attainment for all. This included a visiting team consisting of two members of the Quality Improvement Team and a Head of Centre from East Renfrewshire Council. They explored self-evaluation processes and practices in the context of the Education Departments vision ‘Everybody Attaining, Everybody Achieving through Excellent Experiences’ as well as the Cluster and individual establishment’s improvement agendas. The visiting team found the following key strengths* The effective leadership of the Head of Centre who, along with the Depute, has successfully created a culture of curiosity, enquiry and learning for all. As a result of the collaborative approach to leadership, practitioners are confident to reflect on their practice, share their ideas and debate what works. They collectively use their knowledge, experience and current research to drive improvement for children.
* The enthusiastic and receptive staff team who promote warm and nurturing relationships across the setting. Their commitment to lifelong learning enables them to offer children and families very high quality support.
* Attractive and engaging learning environments, indoors and outdoors, which successfully promote children’s curiosity, creativity and enquiry. Children of all ages are provided with rich opportunities to explore the world around them using all of their senses as they play and learn.
* Each child is valued and respected as an individual. Their care and learning needs are very well identified in partnership with families and effective supports are provided.

As part of the improvements highlighted in the CIV report, the Head of Centre identified the need to streamline a more realistic and narrow focus for improvement. Thus allowing the Senior Leadership Team (SLT) and staff to have a clear attainable vision for targeted improvement. The HoC chaired the Early Years Neighbourhood group, a successful platform to allow the opportunity to discuss current innovations within centres, share ideas and offer solutions to issues arising. Within Glen Family Centre we value the opportunity for Cluster working. The HoC, DHoC and 1 Child Development Officer (CDO) were actively involved in Cluster working and took forward improvements at cluster level. . The DHoC and CDO attended regular working parties throughout the year on Effective Feedback. A Woodfarm Cluster Conference was held on the May In-Service day. The DHoC and CDO were part of a team who delivered training to all Early Years staff within the cluster on ‘Quality Conversations in the Early Years’. This further supported our staff’s knowledge as this training had a particular focus on the Julie Fisher book ‘Interacting or Interfering’ and sustained shared thinking which complimented our own centres book study.Within the centre there has been a significant increase in the amount of children with identified Additional Support Needs. This year the number has risen from 6 children in 2021/2022 to 11 children in 2022/2023, equating to 30% of the children within the 2-3 room. The Depute Head of Centre supports all staff to implement highly effective individual strategies to ensure that a solution focused approach is used to inform prompt interventions. Wellbeing plans are developed and regularly reviewed with families. As a result, the strategies help children to make progress at a stage that matches their development.Furthermore, our Educational Psychologist provided regular Drop In Sessions for staff where they could meet individually and discuss strategies being used in their practice and seek advice on how to best support all children. These sessions were successful with staff commenting that they valued the opportunity to be given time to chat and seek advice to improve their practice and reinforce their current strategies. Due to the success and uptake from staff asking for this opportunity, we aim to continue these sessions. Our Senior Child Development officer represented the Centre as our Equalities Coordinator. As a result of her attending ,it highlighted a few areas for improvement to reflect the different cultures within our centre. Therefore, we now regularly invite and consult families to share traditions and home lifestyles to ensure that we are inclusive within our play areas. We have updated our GIRFEC form to include individual family’s cultural celebrations allowing for more meaningful and relevant planned experiences.Children and families benefit greatly from the family inclusive ethos. Diversity is valued, promoting inclusion, equity and equality. All practitioners demonstrate respectful relationships and understanding of children’s individual needs. Differences are celebrated where children have the freedom to exhibit and explore these through the inclusive environments. We continue to develop leadership skills at all levels. High priority is placed in ensuring staff engage in Continuous Lifelong Professional Learning (CLPL) which is relevant and meaningful to their professional development and the needs of the centre. Through Quality Conversations dialogue, the S LT support and empower staff to lead aspects of the Improvement Plan and undertake professional learning which supports delivery of the settings priorities. In questionnaires, all practitioners agreed or strongly agreed that their professional learning enables them to reflect on and improve their practice. Most staff have undertaken a range of professional learning including, STEM, Bookbug, Autism Inclusive Practice, Solihull, SIDS, Bucket Time, First Aid, Sensory Support, Connecting with Parents and Speech and Language Strategies. As a result of a tailored, focused programme of professional learning, SLT have regularly monitored playrooms and observed that most staffs confidence and knowledge has increased in planning high quality learning experiences, promoting and challenging all learners. Most staff are beginning to use or improve on their interactions and tuning into the child, due to the professional reading and dialogue from the book study. Practitioner Comment :“*I find I am observing and listening more as opposed to interrupting to ensure I am not missing vital opportunities to extend and gain more knowledge about children’s interests.”*Practitioner comment*: “Bookbug training has really helped build my confidence delivering family engagement events. I have new ideas and ways to help develop children’s language through songs and rhyme that I can share with my team and families.”* Almost all staff continue to participate in our professional learning focus on developing interactions to develop children’s learning. Rich discussions have taken place during In-service days around our book study ‘Interacting or Interfering’ by Julie Fisher.Practitioner comment “*It makes you think about the wording you use and the questions you ask*.”This learning focus is supported through continued use of Video Enhanced Reflective Practice (VERP). Practitioners value the opportunities VERP provides for reflecting and improving practice and interactions. All practitioners have had an opportunity to participate in learning visits to other centres with a focus on family engagement and creative learning environments. All staff used the same Q.I.’s 2.5 & 3.3 to self-evaluate current practice and areas for improvement. As a result of the visits, staff expressed a desire to take forward online learning journals and begin to use Big Books for planning with children. This led to a small test of change where two staff piloted Seesaw online learning journals, this new platform focused on four children in consultation with their families. Practitioners and families were very positive about this test of change and during a coffee and chat with SLT, 100% of the sixteen parents who attended agreed to the transition to the online platform. However, whilst piloting this method, it was observed and evident that children were missing being able to physically access their journals and discuss previous learning. Therefore as a next step we will visit another centre using Big Book Planning and consider using this method for children to reflect and comment on their learning and plan next steps. Practitioner *“I liked the planning as it was in every area. Floor books could be revisited by children for breadth and depth of learning.”*Furthermore, the learning visits benefitted all staff in validating their own current environments. They reported them to be creative and inspirational in providing opportunities for open ended play.As part of our Improvement Plan, we intended to develop a twinning programme and work in partnership with cluster nurseries. Through discussion at the Early Years Neighbourhood Group it was agreed that 1140 hours was having an impact in various ways on the pace of the day across all centres. Therefore on reflection, we recognised that we had to look inwards at our own centre and have taken the decision to postpone this action for now. Senior Leaders held regular tracking tool focus meetings with all practitioners, allowing for moderation which identified common threads of strengths and areas for development in children’s milestones. This professional dialogue highlighted areas of learning where opportunities were being missed. After reviewing current approaches, it was noted that children’s development would be enhanced and challenged by introducing a Backdrop Plan where this information could be added. SLT will continue to support all staff to help improve confidence and skills in gathering, analysing and using data to inform their practice.Successful family engagement is a key feature of Glen Family Centre. In questionnaires almost all (94%) parents agreed or strongly agreed that the setting *“organise activities where my child and I can learn together”.* Furthermore, all staff also felt that arrangements for engaging parents in their children’s learning are effective. One CDO has continued to link successfully with local organisations, to provide generous donations for family engagement events. We continued to have strong links with partners including our Family First worker, Educational Psychologist, Speech and Language, Sensory Support and Health Visitors allowing us to work collaboratively to sign post parents to the most appropriate and timely support when needed.Both the leadership and staff team embraced self-evaluation and collegiate working in order to secure improvement for all stakeholders.**Next Steps** * Introduce Floor Book planning in all areas
* Continue to work in partnership when planning events and improvements with families and agencies

 * Continue to build staff capacity by engaging in Career Long Professional Learning to support continuous improvement with particular focus on communication and language
* Build on staff knowledge through training to understand and undertake their role in evaluating children’s progress – data collecting
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| **How good is the quality of care and education we offer?****(2.1, 2.2, 2.3, 2.4, 2.5, 2.7)** **Evaluation: Very good**  |
| **NIF Priority**;* Improvement in children and young people’s health and wellbeing
 | **School Priorities*** Families and community are active participants in devising a programme of events
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| **NIF Driver(s)*** School and ELC improvement
* Parent/carer involvement and engagement
 | **Local Improvement Plan – Expected Outcome / Impact*** A consistently high satisfaction level of residents engaging with our service
* A positive culture in health and wellbeing in every school and service
* Resources which lead to improvements for learners and service users
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| ***Progress, Impact and Outcomes***All leaders and practitioners’ within the centre share a strong commitment to ensuring that every child has their own identity and that they, and their families, feel welcomed and valued within the setting. Transitions are effectively planned and implemented in partnership with families, and other services where appropriate, to suit the individual needs of each child. Feedback from our successful CIV stated:‘Learning environments were noted to provide children with attractive spaces to explore. They were observed to be well planned and attractive, creating a homely feel, which is welcomed by parents. Children demonstrated high levels of curiosity and engagement and interest in the range of open – ended natural materials available to them. In order to support the higher percentage of children requiring additional support it was recognised that there was a need to adapt our environments to further meet individual learning styles. Therefore, a solution focused meeting was held with all staff to discuss how to create a more inclusive environment. This resulted in an area within the baby room being identified as a space for a smaller, calming sensory room, available two days per week. Overall, this improved learning spaces for all learners in the centre. Through budget discussion, we were able to release a small amount of money to purchase appropriate sensory resources specific to the needs of the children. We consulted another specialist centre and professionals to seek advice prior to purchasing resources. The majority of staff have observed children are calmer and are able to sustain activities for longer periods of time. Most children are beginning to make choices in their preferred learning. Communication has improved for some children through gestures and words. Parents have commented that they felt happy knowing that their child was being well supported and had a quiet space to go to when required.We will continue to drive forward and seek improvements that benefit all children in their learning to ensure positive outcomes for all.  Within Glen Family Centre we work with a keyworker system. Through verbal feedback, families indicated that they prefer this. However, as a result of higher staff absence throughout the year, families commented that they hadn’t seen their child’s keyworker for periods of time. This in turn highlighted the need for families to be able to build relationships with all staff in order to gain trusting respectful connections, where, if required, they would feel comfortable sharing personal information with others. Therefore, a staff rota system will be introduced enabling all staff to have the opportunity to welcome families. Staff names and photographs will be placed at the entrance allowing families to familiarise themselves with staff who will be supporting their child into the centre. All families allocated a place were offered a home visit with their child’s keyworker and a member of the SLT prior to starting. Families who did not wish a visit were offered the same settling support through telephone calls and nursery visits. The transition from home to nursery was discussed with the family and settling was tailored to individual needs of the child .A range of methods were sensitively offered prior to the child starting including extended settling in visits if required or requested, Stay and Play, Coffee and Chat, Bookbug and invites to events running within the centre.A parental engagement focus group spoke very positively on the impact of flexible transitions, they appreciated the thoughtful touches such as the Welcome Pack and Starting Nursery story and the opportunity to participate in Bookbug thus getting to know staff, other families and learning environments before their child started. They reported this enabled their child and family to feel a sense of security and belonging and build relationships with staff. Parent Comment: *“The goody bag lets me know that you are thinking about me and how I feel along with my child.”*All staff reported that they saw a significant improvement in how children settled within the centre using this more relaxed flexible approach.SLT ensured that parents were involved in evaluating and reviewing the range of family engagement and learning opportunities available within the setting. This ensured that activities offered were designed to meet the needs of current families. We will continue to monitor attendance, success and impact of our family engagement events, ensuring families are included in planning. Overall attendance was consistently high with families reporting that they appreciated the opportunity to participate in learning experiences that they can replicate at home and also the chance to meet other families. Termly coffee and chats were offered to meet the SLT, for families to meet each other and share developments and suggestions for the centre. All staff ensured that they participated in at least one of the events to allow for relationship building with families in a social context. During a recent coffee and chat where 16 parents attended, they requested regular open day family events where they could play and learn along with their child in a non-threatening relaxed fun environment. As a result we held a successful Christmas Event with 100% families attending, Spring Festival with 68% families attending and a Coronation garden party where 51 % familiesparticipated. Family Comments: **Spring Festival**  **“**We *had a great day, really nice to meet other parents and get involved with the kids.”**“Very welcoming, all exciting and varied activities. All staff fully engaged to ensure a fantastic experience for all children.”* **Coronation Garden Party***“Woodwork was so much fun and different to the usual activities at children’s events, more of these please.”* These events have benefitted current and previous families, increasing confidence in parenting skills, higher expectations for their child and building relationships with others. Families were seen to offer support and advice to each other allowing for successful networking outside and beyond the nursery environment. Twitter remains a successful platform to share learning with families, 67% of families have joined our closed Twitter account.  Parent Comment re Twitter post*“I was so impressed to see a photo of my child attempting to climb on the nursery obstacle course, this has given us confidence as a family to challenge her by providing similar experiences in our garden at home.“*However, parental feedback also highlighted that our engagement events could be tailored more effectively to our families who struggled to attend large events due to the learning needs of their child. As a result, we offered more intimate Stay and Play with an opportunity for coffee and chat for families whose children have Additional Support Needs.49% of families invited came along. This was carefully planned with other professionals including our link Educational Psychologist and Speech and Language Therapist.With the development of the new sensory room, this provided the opportunity for a calm, relaxed environment for families to engage in appropriate play with their child, gain knowledge on suitable resources and for other professionals to model play to enhance parental knowledge. The positive impact of these sessions was evidenced through verbal feedback and questionnaires from the families attending, of which 100% of families stated that they would like to attend another similarevent. The centres Improvement Plan reflects the learning development of staff in order to support the improvement in children’s attainment. Almost all practitioners have participated in a varied programme of professional learning. Some staff have engaged in Bookbug training and have led different events throughout the year. As a result, children are now able to recognise the Bookbug character and what it symbolises and respond through singing time. Children are also able to make song requests verbally and with Board maker cards. Furthermorefamilies are knowledgeable on rhymes and songs and able to promote early literacy reporting that they share this at home. This has also benefited our families where English is not their first language, with one parent sharing a Turkish lullaby which soothed her child at home thus allowing us to better support them in nursery. A Lending library was introduced; however, families reported that although this was a good resource they felt it was not something that was required frequently. As a result we now use parental engagements events to showcase our lending library and information on how to access local libraries has been shared with all of our families. Staff are skilled at signposting families to a range of support networks available within the community and beyond. One family has attended an online parenting course, and five families have been supported by Family First. SLT hold termly Tracking Tool professional dialogue meetings with all staff and use this to moderate and assess all children’s progress effectively. These meetings have provided the team with crucial information when planning next steps and facilitating early intervention for children requiring additional support or challenge. Furthermore, these meetings highlighted commonalities of skills that were being missed in planning therefore further steps will be taken to ensure tracking progression in all developmental areas is met using a variety of observational methods. NEXT STEPS* Introduce a staff rota system for taking children in and out of the nursery with staff photographs being displayed to allow families to get to know and recognise all staff, aiding the building of relationships.
* SLT to develop a backdrop plan to align closer links with ERC Tracking Tool which will support staff with planning experiences and charting the progress and learning of individuals and moderation across the centre
* Through observations, continue to monitor and moderate systems for planning and tracking children’s learning
* *are manageable and effective in improving learning and*
* *How well does the in*
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| **How good are we at ensuring the best possible outcomes for all our children / learners?** **(3.1, 3.2)** **Evaluation: Very good**  |
| **NIF Priority*** Improvement in attainment, particularly in literacy and numeracy;
* Closing the attainment gap between the most and least disadvantaged children and young people
 | **School Priorities*** Use data to review and enhance children’s learning
* Practitioners are knowledgeable in ensuring planning is child-centred, inclusive and responsive
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| **NIF Driver(s)*** School and ELC improvement
* Curriculum and assessment
 | **Local Improvement Plan – Expected Outcome / Impact*** A culture based on Getting it Right for Every Child
* A culture of self-evaluation and continuous improvement in all schools and services
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| ***Progress, Impact and Outcomes*** We continue to make very good progress in ensuring best outcomes for all children. The staff team are receptive and committed to lifelong learning which has enabled them to offer children and families very high quality support. They make effective use of the CLPL library which contains a range of books appropriate to the setting and promotes reflection, discussion and a shared focus. Practitioners collectively use this knowledge, experience and current research to drive forward identified improvements**.**As a result of this year’s professional reading of ‘Interacting or Interfering’ by Julie Fisher, most practitioners have engaged in meaningful discussions during In Service days. These discussions highlighted that all staff agreed at some point that they ask too many questions and talk too much, not allowing time for the child to respond or initiate communication. The Woodfarm cluster held a conference during the May In service for all teachers and practitioners to support the ethos of professional engagement and collegiate working. Most practitioners attended two workshops on Quality Conversations in the Early Years. Rich discussions were heard ,sharing evidence of children’s learning and promoting reflection on how we are doing and what we could do better.This professional learning alongside the centres book study, resulted in practitioners becoming more aware and responsive to children’s verbal and non-verbal interactions. They used questioning, modelling and commenting more frequently and appropriately to scaffold children’s learning thus enriching language and communication. They continue to build on their skills and knowledge .A recent staff questionnaire evidenced 100**%** of staffreflected positively on their training enhancing their practice. Staff Comment; “*I feel from the book study and May In Service that it has reminded and reinforced how I interact with children, I use less questioning and more statements such as I wonder.”* *“I wait until invited into children’s play or conversation.”*Staff have a sound understanding of children’s individual learning styles and needs and strive to ensure that all children experience high quality learning experiences. The successful development of the Sensory room for children requiring additional support has provided an environment where children are noticeably more attentive to the resources provided as opposed to the overstimulation observed within the larger playroom. Thus children accessing the room are calmer and content, placing them in a better position to be more able to learn. Some children have developed an awareness of self-regulation by gesturing when they would like to attend the room when feeling distressed. Although we recognise that there is a limit on the time and days available to use the Sensory Room, the benefits for the individual children are evident .Some are making small progress in language development and in using non-verbal gestures. Short periods of rich interactions with adults have been observed to be developing with anxiety levels lessening thus allowing for positive periods of time when accessing the larger playroom. Furthermore, the children using the larger playroom have opportunities to sustain activities due to less interruptions from others. We will continue to support practitioners to measure and assess the impact that these interventions have on children’s progress through a variety of observation methods. GIRFEC principles were firmly embedded in our everyday practice and practitioners made appropriate use of the wellbeing indicators to share information within their team and other agencies. The DHoC continued to lead key staff ensuring all children requiring additional support for learning had a wellbeing plan which was regularly reviewed and updated. Staff and children are regularly supported by visits from physio, sensory support and all staff have taken part in training on In Service days. Some staff have had opportunities to attend joint home visits with the Sensory Support team and our link Educational Psychologist. An effective Joint Support Team is in place where families are included in the process and their views are taken into account. As a result of the excellent partnership working with Educational Psychologist, Sensory Support, Physiotherapist, Speech and Language and Family First, almost all staff were confident and knowledgeable in participating in JST meetings. Some staff felt more comfortable and knowledgeable when contributing to the child’s wellbeing plan, sharing information and working together with families to plan appropriately. As a result, all children were provided with timely and appropriate intervention and support for their learning and development. With varied staff skills and knowledge, it was recognised that almost all staff would benefit from training in communication and physical development strategies to support our youngest learners. Almost all staff participated in training from Speech and Language, Sensory Support and Physiotherapy, to enhance and improve all children’s development in communication and language and physical development. As a result, staff are becoming more confident and knowledgeable in supporting children’s physical and social development through interactions, by using a variety of exercises, assessing, planning and providing suitable and challenging learning environments. Staff share their knowledge with families informally on a regular basis by inviting them into the playrooms, sharing learning on Twitter and online journals. Parent Comment: “*Thank you for great ideas. My daughter loves the lights that I bought for her bedroom, it really helps soothe her”.* With children now able to mix between playrooms, most children from the Acorns and Squirrels benefitted from this opportunity. This successfully promoted children’s confidence, social skills and physical development. Transitions are smoother and less distressing due to children building relationships with staff and becoming more familiar with the new environment prior to moving into their new playroom. The mixing of age groups enabled children the freedom to socialise with children of differing abilities and ages, promoting sensitivity and understanding to the needs of others. Children were seen to undertake a caring, nurturing approach .The impact is evident through observations where staff record a positive attitude to change where children’s eagerness is noted, most embrace new environments and persist during new opportunities promoting challenge. With children attending on a variety of patterns, staff strived to offer all children an opportunity to explore spaces and resources both indoors and outdoors throughout their day. SLT observations highlighted a need for further assessment on the pace of the day focusing on the quality and equity of experiences offered across all sessions. We will continue to review and adapt routines to minimise interruptions to children’s play. NEXT STEPS* All staff to participate in Leuven Scale monitoring
* Develop a data rich culture in supporting children’s learning and development
* Monitor the impact of 1140hrs on the quality of time and interactions when supporting children’s learning
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| **What is our capacity for continuous improvement?** |
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| Glen Family Centre has a very strong capacity to continue to improve. Our distributive leadership style supports staff to build strong partnerships with parents and other agencies with a clear impact on the confidence of staff and their role in planning for children’s learning and wellbeing. Career Long Professional Learning activities undertaken continues to have a positive impact on building staffs skills and practice and the learning experiences on offer. Children experience respectful and sensitive care from responsive staff who help them to feel valued and included. We will continue to make more effective use of data that will impact on tracking children’s learning, seesaw journals, inclusion and support children’s play.  |

**National Improvement Framework Quality Indicators**

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| **Quality indicator** | **School self-evaluation** | **Inspection evaluation** |
| 1.3 Leadership of change | Very good |  |
| 2.3 Learning, teaching and assessment | Very good  |  |
| 3.1 Ensuring wellbeing, equity and inclusion | Very good  |  |
| 3.2 Securing children’s progress / Raising attainment and achievement | Very good  |  |

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| **School Improvement Priorities 2020-2021** |
| * To ensure progress for all learners through effective use of assessment tools
* To further develop the positive impact of working with families to improve learning and achievement.
* Continue to strive for excellence in building a professional team committed to improving outcomes for children
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