

Hazeldene Family Centre

Standards and Quality Report



2021/2022

Context of the Family Centre

Hazeldene Family Centre provides Early Learning and Childcare for children between the ages of 3 and 5 within the community of Newton Mearns. The building was originally part of Mearnskirk Hospital. It was converted to Hazeldene Nursery School in 1997 and became a Family Centre in August 2015. The centre is registered for 80 children at any one time and is open from 8.00 a.m. to 6.00 p.m. including during school holidays.

The centre is part of the Mearns Castle Cluster and staff work closely with various local schools in the area. The family centre is non-denominational and welcomes children and families of all faiths, beliefs and backgrounds.

Hazeldene benefits from three bright and attractive playrooms and mature gardens. Very good use is made of the local environment and children visit the woods regularly. Parents are generally welcome at all times to join their children in the playrooms to support the learning, however due to COVID-19, this has temporarily had to be suspended.

The Vision, Values and Aims were developed through consultation with children, parents and staff and were reviewed by parents and staff in 2020. These have been agreed as follows:

Mission Statement:

Hazeldene Family Centre is a nurturing and inclusive family environment, where children, parents and staff *learn and grow together* to achieve the best outcomes.

Vision:

Learn and grow together

Values:

- Nurture
- Respect
- Wellbeing
- Relationships
- Achievement

Aims:

In our family centre we offer the highest quality service by aiming to:

1. Build close working relationships between children, parents, staff and the local community.
2. Enable all involved in the life of the family centre to feel valued, respected and included.
3. Nurture each child's wellbeing and sense of belonging.
4. Create a safe, healthy and challenging learning environment which encourages curiosity and creativity.
5. Provide carefully balanced learning, child-initiated active play and discovery.
6. Provide rich, relevant experiences which help children to develop holistically as confident, independent learners.

Improvement Plan Priorities

Priorities for 2020-21 were as follows:

- 1. Leadership and Management** – *To build a professional and sustainable team committed to improving outcomes for children through enabling them to lead their own learning.*
- 2. Learning Provision** – *To further develop the positive impact of working with families to improve learning and achievement.*
- 3. Successes and Achievements** – *To ensure all children are attaining and achieving through excellent experiences across the extended day.*

Methods of Gathering Evidence

A range of evidence was gathered to evaluate the key work of the establishment, including:

- solution focused meetings
- e-mails/telephone calls with parents
- daily conversations with children
- monitoring of learning and teaching, attainment and achievement throughout the year
- meetings to track individual children's progress
- surveys carried out with staff and parents to evaluate current strengths/areas for improvement
- consultation with children about learning experiences/areas
- using the challenge questions in HGIOELC and Realising the Ambition
- observation of playroom practice
- learning walks focusing on the experiences of the learners
- observation of displays
- monitoring of children's learning journals
- feedback from visitors to the centre

How good is our leadership and approach to improvement?		(1.2, 1.4)
Evaluation:		
NIF Priority Improvement in attainment	School Priorities 1. Leadership and Management – Professional Learning and Enhanced Practice.	
NIF Driver(s) <ul style="list-style-type: none"> • School leadership • Teacher professionalism 	Local Improvement Plan – Expected Outcome / Impact <ul style="list-style-type: none"> • A skilled and confident workforce • A culture of professional enquiry • An ethos of high expectations and achievement 	
<i>Progress, Impact and Outcomes</i>		
<u><i>Leadership and Management – Professional Learning and Enhanced Practice</i></u>		
<p>The Head Teacher has participated in the authority-level ‘Leadership Academy’ focused on the Education Endowment Foundation’s ‘Putting Evidence to Work: A School’s Guide to Implementation’. The Head Teacher has successfully applied and been allocated a place on Cohort 8 of the University of Strathclyde’s ‘Into Headship’ programme. The Head Teacher sits on the ERC Numeracy and Mathematics Strategic Group and was actively involved in the authority-level “Review of Numeracy and Mathematics in East Renfrewshire” Collaborative Improvement Visit (ADES & Education Scotland).</p> <p>The Nursery Teacher has successfully completed all necessary Quality Assurance and Moderation Support Officer (QAMSO) training with the West Partnership. All moderation evidence submitted as part of the authority-level Learning, Teaching and Assessment exercise was graded as meeting the national standard across the three groups that analysed the same evidence. She has also successfully completed her Postgraduate Certificate in Leadership for Learning with the University of the West of Scotland.</p> <p>All (100%) staff have started to participate in Claire Warden’s ‘Mindstretchers Academy’ – the home of the Floorbook Approach to child-led inquiry. As they redesign playroom spaces, staff have strived to ensure that literacy, numeracy and health and wellbeing are embedded within the curriculum with plenty of opportunities to explore related concepts through planned adult-led experiences as well as the continuous provision. Staff have recently begun to plan for each area of the playroom over a longer period of time leading to greater depth in children’s learning and coherence of their experiences. Each staff member considers how they can develop the children’s literacy and mathematical skills within their provision. Resources have been selected to ensure open ended possibilities throughout the continuous provision and provide children with stimulating learning environments. This longer period of allocation ensures that staff have the time to develop provocations for learning, affording children the genuine opportunity to follow their own threads of thinking and lines of enquiry, and provide deeper-level learning opportunities.</p> <p>One Child Development Officer has successfully applied to complete her BA Childhood Practice degree. Another Child Development Officer has successfully achieved a promoted post in another local authority.</p>		
<u><i>Parental Perceptions of Leadership</i></u>		
All (100%) of parents felt that staff treated their child fairly and with respect with most (83%) feeling that the nursery was well led and managed and would recommend the setting to other parents.		
<i>Next Steps</i>		

- Build staff capacity in pedagogical leadership
- Leadership Coaching and Mentoring for new members of SLT
- Introduction of Floorbook Approach to in-the-moment child-led planning to afford children genuine opportunities to lead their own learning.

How good is the quality of care and education we offer? (2.2, 2.5, 2.7)	
Evaluation:	
NIF Priority Closing attainment gap between the most and least disadvantaged children	School Priorities 2. Learning Provision – Working with Families to Improve Learning
NIF Driver(s) <ul style="list-style-type: none"> • School Improvement • Parental engagement 	Local Improvement Plan – Expected Outcome / Impact <ul style="list-style-type: none"> • Higher levels of parental engagement in their children’s learning and in the life of the centre. • Learners experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential
<p><i>Progress, Impact and Outcomes</i></p> <p><u>COVID-19</u> This session has involved leading and managing a lot of change as a result of the COVID-19 pandemic and the resultant easing of restrictions.</p> <p>The Head Teacher has led the change from two distinct playrooms to the re-introduction of free-flow play between playrooms and gardens. Children have developed friendships with children from ‘<i>The Other Room</i>’ and have accessed opportunities across a wider range of learning areas. The majority of children have been observed in engaging in sustained play for longer periods of time.</p> <p>Following easing of COVID restrictions, results from a recent parent consultation highlighted that parents/carers were keen to re-enter the building to drop-off/ collect their children. Due to the pandemic, most parents had not been allowed to enter the building for the entire duration of their child’s pre-school experience. The Head Teacher sensitively led this change across the nursery community and has successfully re-introduced parents at collection times only. This has been warmly received by parents with some commenting:</p> <p><i>“Can I just sincerely thank you all for looking after my wee girl so well for the past two years”</i></p> <p><i>“Thank you so much for taking such good care of my daughter while I’ve been handing her over to you at the door all this time. It’s so lovely to get in and see her interacting with her friends and seeing all that she does.”</i></p> <p>Staff have engaged in 7/8 weekly pastoral phone calls to families throughout the pandemic. This has been widely received across the parent/carer body and resulted in the highest number of referrals to the Psychology of Positive Parenting Programme (PoPP) in the history of the Centre. However, while the majority of parents (64%) feel encouraged and informed about the work of parent groups, less than half (49%) of parents feel the setting gives them ideas on how to support learning at home.</p> <p><u>Keyworker Rebrand</u></p> <p>Results from a parent consultation around ‘Q.I. 2.1 Safeguarding and Child Protection’ found that while children were familiar with their keyworker person, they were less sure of which keyworker group they belonged to. This was corroborated by a focus group of ante-pre children and an increased focus on group identity, belonging and unity was identified as a development</p>	

need. Staff worked collegiately during In-Service to suggest group names that were more meaningful to the context the children learn in – Woodland Animals being the most popular choice due to the frequent Woodland Walks. The Head Teacher then engaged in a consultation exercise with the majority of children to devise suggestions of woodland animal names for group names. Staff then selected a name from the list with the children returning next session.

Next Steps

- Term 1 - review and submit evidence for Family Friendly Gold accreditation
- Review historical approaches around 'Parents Group' – consider re-brand to involve relatives, family members, childminders involved in pick-up/drop offs.

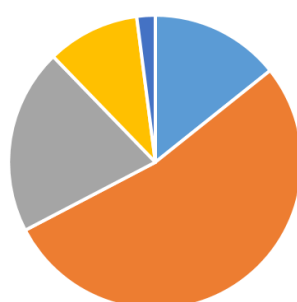
How good are we at ensuring the best possible outcomes for all our children / learners? (3.2, 3.3) Evaluation: Good	
NIF Priority Improvement in attainment, particularly in literacy and numeracy	School Priorities 3. Ensure all children are attaining and achieving through excellent experiences across the extended day.
NIF Driver(s) <ul style="list-style-type: none"> • School Improvement • Assessment of children's progress 	Local Improvement Plan – Expected Outcome / Impact <ul style="list-style-type: none"> • A positive culture in health and wellbeing • An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school
<p>Progress, Impact and Outcomes</p> <p><u>Easing of COVID Restrictions</u></p> <p>Particularly during the easing of COVID-19 restrictions, Hazeldene staff ensured that the children and families were placed at the heart of all decision-making. Feedback from a parental survey found that the majority of the parent/carer community were eager to re-enter the building at collection times to engage in conversations around their child's day. The Head Teacher sensitively led this re-introduction, which was warmly welcomed by the parent/ carer body. Almost all (98%) of parents feel the Centre helps their child to feel confident. Almost all (91%) of parents feel the setting really knows their child as an individual. Almost all (94%) of parents feel their child's learning is well supported by the adults in the setting and that their child is making good progress.</p> <p>Due to easing of further restrictions, free-flow play has resumed across both playrooms and gardens. Almost all (98%) of children like being at the setting and have developed friendships with children and staff across both playrooms.</p> <p><u>Monitoring Children's Progress</u></p> <p>The Head Teacher took up post in November 2021. He has identified the need to use available data more effectively to monitor children's progress, identify those who would benefit from additional support or intervention and secure attainment over time. All practitioners are now familiar with the Early Years Tracking Tool and have received training on using the new version. The Nursery Teacher works with each practitioner to update the tool. The team are beginning to use this for moderation and professional dialogue allowing them to track children's progress more effectively and identify appropriate next steps. The re-introduction of formal Tracking Meetings has facilitated early intervention for those children who require additional challenge or support.</p> <p><u>Literacy</u></p> <p>The majority (68%) of preschool children are working within the final three stages of mark-making, ranging from close approximation to invented spelling. The majority (53%) of ante-pre children are working within the second stage of 'Controlled Scribble'.</p>	

Pre-School Mark-Making Stages - June 2022



■ Stage One: Random Scribble ■ Stage Two: Controlled Scribble
■ Stage Three: Named Scribble ■ Stage Four: Closed Approximation
■ Stage Five: Letter Combination ■ Stage Six: Invented Spelling

Ante-Pre Mark-Making Stages - June 2022



■ Stage One: Random Scribble ■ Stage Two: Controlled Scribble
■ Stage Three: Named Scribble ■ Stage Four: Closed Approximation
■ Stage Five: Letter Combination ■ Stage Six: Invented Spelling

Numeracy

Hazeldene Family Centre was visited as part of the authority-level “*Review of Numeracy and Mathematics in East Renfrewshire*” Collaborative Improvement Visit (ADES & Education Scotland). During the visit it was highlighted that staff had sensitively selected resources to ensure open ended possibilities throughout the continuous provision and provide children with stimulating learning environments.

Almost all (92%) of pre-schoolers actively participate in with number songs and rhymes, using some number names accurately during their play. Most (85%) can recite numbers in order to 10, with some working with larger numbers beyond 20.

Next Steps

- Developing a developmentally-appropriate data-rich culture in Early Learning and Childcare.
- Further develop children’s involvement in documenting their own learning; acknowledging their successes and talking about their possible lines of development.
- Further develop online moderation of children’s learning to ensure consistency of practitioner judgements across the team and a shared understanding of the standard for children’s learning.

What is our capacity for continuous improvement?

There is a very strong capacity for the family centre to improve.

- There is a strong sense of teamwork from the staff, with a focus on collegiality. The pace of change is effectively managed and staff are effectively embracing current and future developments.
- The wide range of Career Long Professional Learning activities undertaken by staff has a clear impact on practice and on learners' experiences.
- Staff engage very well in professional dialogue and give a very good account of their work and contribution to the family centre.
- All staff are very keen to improve their practice and skills in the playroom.

The Care Inspectorate identified the following areas of strength during an unannounced inspection in 2019:

- Children experience respectful and sensitive care from consistently responsive staff who help them to feel valued and included
- Staff are confident in their roles to plan for children's learning and their well-being.
- There are strong partnerships with parents which respect the parents' knowledge of their children.
- Children are nurtured in a supportive environment where they feel valued and confident to try things out for themselves.
- Staff demonstrate a comprehensive understanding of the policies and procedures in place to ensure care and welfare of children, including child protection.

They also highlighted the following areas of potential improvement:

- Approaches to extend children's sense of ownership and leadership of play
- More effective use of individual learning journals to document the flexible and responsive support for children's play.

National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Very Good	Quality of Staffing Excellent Care Inspection 26/2/19
2.3 Learning, teaching and assessment	Very Good	
3.1 Ensuring well-being, equity and inclusion	Very Good	Quality of Care and Support Excellent Care Inspection 26/2/19
3.2 Securing children's progress / Raising attainment and achievement	Very Good	

School Improvement Priorities 2022-2023

Leadership and Management – *To build a professional and sustainable team committed to improving outcomes for children through enabling them to lead their own learning.*

Learning Provision – *To further develop the positive impact of working with families to improve learning and achievement.*

Successes and Achievements – *To ensure all children are attaining and achieving through excellent experiences across the extended day.*