



Hazeldene Family Centre
learn and grow together



STANDARDS AND QUALITY REPORT

- 2023 / 2024 -



9 Rosemount Avenue

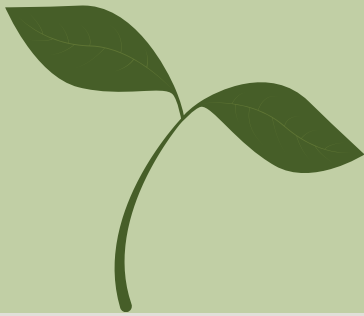
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Everyone Attaining, Everyone Achieving, through Excellent Experiences
East Renfrewshire Education Department's Vision Statement

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Improvement Priorities for Session 2024/25

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KEY PURPOSE

- to report on progress in implementing priorities listed in the Centre Improvement Plan
- to indicate the impact the Centre Improvement Plan has had on learners
- to indicate the progress made in meeting agreed targets in appropriate areas
- to provide an evaluative, evidence-based summary of the quality of work across a range of areas in the Centre.
- to highlight strengths and identify priorities for next year

Context of the Family Centre

Hazeldene Family Centre was originally built as part of Mearnskirck Hospital. It was converted to a nursery school in 1997. We have 3 bright and attractive playrooms and spacious gardens. We make very good use of the local environment and the children visit the woods regularly.

We are part of the Mearns Castle Cluster and work closely with various schools and nurseries, including blended placements with funded providers. The Family Centre is non-denominational and we respect and welcome families from all faiths, beliefs and backgrounds.

The Centre roll for session 2023-24 was 92, with 64 children attending at any one time.

The majority of children reside in Quintile 5, the least deprived postcodes in Scotland.

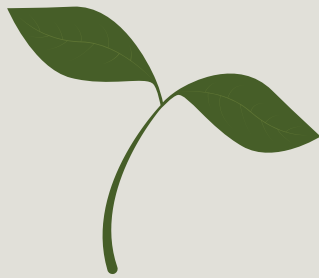
21% of the children are BAME with 9% of children having English as an additional language.

Using the devolved budget from the local authority, the Centre prioritises development areas within a strategic plan for improvement.

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OUR VISION



learn and grow
together

OUR VALUES

Nurture

Relationships

Achievement

Wellbeing

Respect

OUR AIMS

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

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IMPROVEMENT PRIORITIES

Summary of Improvement Priorities for Session 2023/2024



Family Centre	
Leadership and Management Priority:	Develop further the involvement of all staff, children and partners in leading improvements. Practitioners should develop further their skills and confidence in evaluating the impact of changes on children's progress.
Learning Provision Priority:	Continue to improve the use of environments and experiences in order to challenge all children to apply their skills and lead their own learning.
Successes and Achievements Priority:	Develop further the involvement of all staff, children and partners in leading improvements. Practitioners should develop further their skills and confidence in evaluating the impact of changes on children's progress.



EVIDENCE

Method of Gathering Evidence

As part of our procedures for monitoring effectiveness, the Centre uses How Good is Our Early Learning and Childcare (HGIOELC) Quality Indicators, Realising the Ambition and Care Inspectorate Care Standards to audit all areas of our work. In addition, key documentation is considered, for example, East Renfrewshire's Local Improvement Plan.

A range of evidence was gathered to evaluate the key work of the establishment. For example

- ERC Standards and Quality Report
- staff evaluations of CLPL courses and impact on their practice
- monitoring of children's learning; levels of engagement and wellbeing; and participation in sustained shared thinking
- monitoring of children's progress over time through a developmentally-appropriate, data-rich culture.
- staff analyse children's results from Baseline, Developmental Milestones data, identifying any patterns, trends or identified gaps in learning.
- observation of practice with children and staff, and by SLT through, for example, playroom visits where the focus is on children's engagement with experiences
- information from partners such as Educational Psychologist, Health Visitors, Speech and Language Therapist, Early Years Outreach Service
- Cluster Improvement Plan

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LEADERSHIP AND MANAGEMENT

How good is our leadership and approach to improvement?

GOOD

Leadership and Management Priority:

Develop further the involvement of all staff, children and partners in leading improvements. Practitioners should develop further their skills and confidence in evaluating the impact of changes on children's progress.

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education

QIs

1.3 2.7 3.1

NIF Drivers

Parent/carer involvement and engagement

LIP - Expected Impact and Outcomes

An ethos of high expectations and achievement in every school and service
Higher levels of parental engagement with improved communication, collaboration and consultation in their children's learning and in the life of the school

WHY? The Vision, Values and Aims were identified in August 2016 through consultation with children, parents and staff. These were reviewed with parents and staff in 2020 however, following COVID 19; introduction of a new HT, and a full set of new families it is timely to engage in a full review starting with the Centre's Learning, Teaching and Assessment policy.

Progress, Impact and Outcomes

Reintroducing Home Visits

At Hazeldene Family Centre we believe that learning starts in the home and parents/carers are children's first educators. Following our recent HMIE report we have reintroduced the 'Home Visit' as the first opportunity for the Centre to learn from families about their children as leaders of their own learning. **All** (100%) of families received a Home Visit prior to their child commencing Hazeldene. A review of the 'Home Visit' process was undertaken after August and January intakes with a 41% response rate from families.

All (100%) families felt they were able to ask any questions they had while their child was able to play and comfortably interact with a staff member in their own home. **Most** (86%) children met their keyworker on their first day at Hazeldene and **almost all** (91%) of families felt the settling-in sensitively assisted their child in alleviating any distress or upset at being left by parents/guardians.

LEADERSHIP AND MANAGEMENT

Leadership and Management Priority:

Develop further the involvement of all staff, children and partners in leading improvements. Practitioners should develop further their skills and confidence in evaluating the impact of changes on children's progress.

Progress, Impact and Outcomes continued.

“ I now have my second child attending Hazeldene and didn't get a home visit due to COVID for the first child. I really can't rate the home visit experience highly enough. It's an opportunity to receive information and also raise any concerns first hand and directly. Also every single child is different. Having a child at Hazeldene previously has no bearing on what my 2nd child's experience would be. They respected her journey as a completely new and independent journey/experience and treated it as such. I knew the staff/personnel but my daughter didn't and they gave her all of the support and attention that was needed to support her in her transition. A very supportive and nurturing nursery with highly trained and dedicated staff who shower the children with love and affection. Both children talk about the staff of Hazeldene ALL of the time. Thank you. ”

“ Thank you to the wonderful team at Hazeldene for a fantastic start to our son's nursery journey. All of the hard work that has gone into the home to nursery transition process has helped to prepare the children so well and assists greatly in answering any questions parents may have. The staff at Hazeldene are an absolute credit to the family centre and have been so warm and welcoming. An excellent start and we could not have wished for better! ”

Family Focused Status Gold Accreditation

This session the Centre achieved 'Gold' status in East Renfrewshire Council's Family Centred Approaches - achieving 'Family Focused' accreditation. The Senior Child Development Officer led this work across the Centre, actively engaging with stakeholders across the community. Staff highlighted that the Head Teacher is very supportive, building on the strengths and interests of staff, in offering a variety of opportunities for training and building capacity. A wide range of approaches were used to involve families in their child's learning. Seesaw was praised because parents felt that they could talk with their children about their learning and share their views. Stay and Play sessions were offered at different times to accommodate parents so that they were able to come in and play and learn with their children. Communication with families is reported as strong.

Parents were included in developing the nursery charter and were involved in developing nursery policies.

“ Fantastic staff, skilled and caring who make the effort to include and support children and families. Genuine care and pride in what they do! ”

LEADERSHIP AND MANAGEMENT

Leadership and Management Priority:

Develop further the involvement of all staff, children and partners in leading improvements. Practitioners should develop further their skills and confidence in evaluating the impact of changes on children's progress.

Progress, Impact and Outcomes continued.

“ Just love everything about this nursery. I couldn't wish for a better environment and staff for my child to be around. It's just such a wonderful place. ”

“ My child only recently joined Hazeldene, and our experience has been over and above our expectations. My son has settled in so well and loves his time at nursery. Those mornings he has had a wee wobble, the teachers have been so caring and nurturing and very quickly make him feel happy again. There has been a variety of activities and he loves getting outside, whether that be in the gardens or to the woods. ”

Pedagogical Leadership

All staff have been based in learning areas for an extended period of time, with almost all remaining in the same area for the full academic session. This has allowed staff to tailor their professional learning to their specific learning area. Almost all staff have actively participated in career-long professional learning opportunities throughout this session. Evaluations of professional learning opportunities have highlighted a positive impact on practitioners professional knowledge and understanding, as well as enhanced their skills and abilities when interacting with children and families. Most staff felt that they benefited from being placed in the same area for the session as it gave them time to embed, develop and sustain Shared Thinking opportunities with the children. All staff have completed their annual Quality Conversation/ Professional Review and Development, highlighting their professional learning journeys as key strengths. Most staff are considering continued professional development along similar themes next session to ensure a consistent, sustainable approach.

“ Knowing the document is joint ownership - all staff need to be involved. The child is the centre of the outcome with compassion and rights tailored to individual needs and wishes - *Evaluation of Care Inspectorate Training* ”

“ I will revisit physical milestones with a wide variety of themed games and equipment utilising the Sports Scotland pack - On The Move - *Evaluation of Muscle and Movement Training* ”

“ I will use what I have learned whilst participating in Forest Kindergarten sessions with the children and share my new found knowledge with others - *Evaluation of Forest Kindergarten Training* ”

Next Steps

- **Experiences:** Continue to build on year-long Area allocation, developing a practitioner learning culture where staff learn with and from one another.
- **Interactions:** Whole Centre Focus on Professionalism raising awareness of professional expectations and responsibilities within registering bodies Codes of Practice.

LEARNING PROVISION

How good is the quality of care and education we offer?

GOOD

Learning Provision Priority: Continue to improve the use of environments and experiences in order to challenge all children to apply their skills and lead their own learning.

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people

QIs

1.2 2.3 3.2

NIF Drivers

Curriculum and assessment
School and ELC improvement
Performance information

LIP - Expected Impact and Outcomes:

An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland's place in it.

A positive culture in health and wellbeing in every school and service
Resources which lead to improvements for learners and service users

WHY? In Jan 2023, our HMI Report stated that "practitioners should continue to review and adapt routines to minimise interruptions to children's free play...the team should continue to develop further experiences that support children to lead their own learning and apply their skills."

Progress, Impact and Outcomes

Children Leading Learning

Practitioners continue to utilise the Claire Warden 'Talking and Thinking Floorbook' approach to child-led inquiry and sustained shared thinking. Almost all staff have continued to engage in CLPL provided by 'Mindstretchers Academy' to continue to develop their knowledge and understanding of the role of the adult in implementing this approach. Area-based Talking and Thinking Floorbooks evidence that children's voice is now at the heart of the planning process at Hazeldene; staff follow children's initial threads of thinking, and through interactions and well-timed provocations, these threads can develop into fuller lines of inquiry. Learning Pathways at the back of Floorbooks evidence the journeys children and practitioners have embarked upon through utilising this approach.

The Head Teacher and Nursery Teacher continue to monitor, evaluate and quality assure the breadth and depth of Early Level Experiences and Outcomes across playroom areas. Any patterns, trends or gaps are highlighted at practitioner Tracking Meetings and shared in the Termly Tracking Story.

LEARNING PROVISION

Learning Provision Priority: Continue to improve the use of environments and experiences in order to challenge all children to apply their skills and lead their own learning.

Progress, Impact and Outcomes continued

Playroom Monitoring

Following our HMI Inspection, the Senior Leadership Team have reintroduced a cycle of monthly playroom monitoring. This focuses on features of high quality interactions with children - incorporating open-ended questions; fostering meaningful interactions and deeper thinking with children. To ensure a consistent and robust approach, members of SLT incorporate a range of approaches to capture as thorough a picture of playroom practice as possible - time sampling; Focus Child approach and/or staff modelling and coaching approaches. Data from playroom monitoring suggests that most children are actively engaged in a range of provocations and experiences throughout their time in the Centre. The majority of children have sustained levels of engagement and participation, revisiting areas of child-led interest.

Partnership with Parents

Parents receive frequent opportunities to discuss their children's progress within Hazeldene Family Centre. Staff continue to engage in Pastoral Calls to Parents every 7/8 weeks to 'touch-base' with families on children's development; settling in periods or any upcoming transitions that they can assist families in preparing children for. Families also have two opportunities a year to discuss their children's progress more formally, at Parent Meetings to discuss children's progress in curricular areas across the Early Level of Curriculum for Excellence. Preschool children receive a Summative Report of their progress prior to commencing Primary One in their associated Primary School. This session the Senior Child Development Officer has engaged with Education Scotland's 'Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home' and applied a 'test of change' regarding the implementation of some of our traditional activities. Through consultation with our parent body we have offered Bookbug and Baby Massage sessions at various times to ensure our working parents have more frequent opportunities to be actively involved in the work and life of our Centre.



Next Steps

- **Experiences:** continue to monitor the percentage of children actively engaging in lines of enquiry, ensuring challenge for those who require it in a developmentally-appropriate way.

SUCCESSSES AND ACHIEVEMENTS

How good are we at ensuring the best possible outcomes for all our children/learners?

VERY GOOD

Successes and Achievements Priority:

Develop further the involvement of all staff, children and partners in leading improvements. Practitioners should develop further their skills and confidence in evaluating the impact of changes on children's progress.

NIF Priority

Improvement in attainment, particularly literacy and numeracy

QIs

1.2 2.3 3.2

NIF Drivers

School and ELC improvement
Assessment of Children's Progress
Performance Information

LIP - Expected Impact and Outcomes

Improved literacy and numeracy attainment throughout the years of the broad general education
An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities

WHY? In Jan 2023, our HMI Report stated that "A few children would benefit from continued opportunities to apply their skills in more challenging contexts... the team should continue to build a valid, holistic picture of children's strengths and needs, that informs all aspects of their work."

Progress, Impact and Outcomes

Seesaw continues to be an effective platform for monitoring children's progress over time across Literacy, Numeracy, Health and Wellbeing and other curricular areas. Staff have worked hard to encourage increased parental involvement and participation with the platform - this has been tracked and monitored as such:

Term	Total Number of Observations	Parental Likes	Weekly Parental Visits
1	3409	66	36
2	4330	29	42
3	4644	40	34

SUCCESSSES AND ACHIEVEMENTS

Successes and Achievements Priority:

Develop further the involvement of all staff, children and partners in leading improvements. Practitioners should develop further their skills and confidence in evaluating the impact of changes on children's progress.

Progress, Impact and Outcomes continued

Mearns Castle Cluster Early Level Data Group

The Head Teacher chairs this group which gathers representatives from across Senior Leadership Teams across the Mearns Castle Cluster. Establishments have collaborated to review and share practice on approaches to effective use of data, tracking and monitoring within Early Learning and Childcare. Through effective collaborative working, a Cluster approach to assessing children's progress in emergent mark-making was devised, culminating in the Head Teacher launching a range of professional support materials shared with Child Development Officers across the Mearns Castle Cluster at February In-Service 2024. Feedback from the Cluster input was overwhelmingly positive with staff highlighting the impact of collaborative working with colleagues from different establishments as a key strength.



“ It was great moderating with other establishments and give new ideas and feedback ”

“ Getting to know people in the Cluster. The presentation was very clear, concise and informative. Thank you Justin. ”

SUCCESSSES AND ACHIEVEMENTS

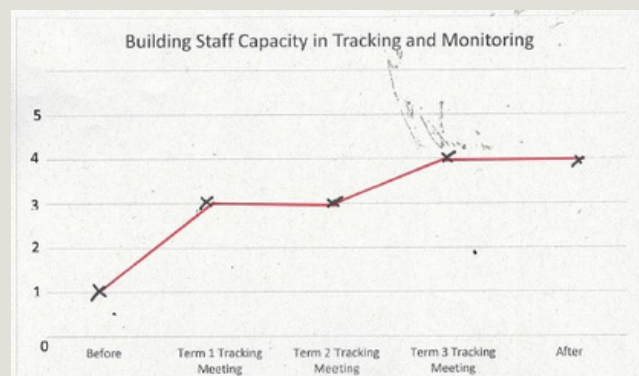
Successes and Achievements Priority:

Develop further the involvement of all staff, children and partners in leading improvements. Practitioners should develop further their skills and confidence in evaluating the impact of changes on children's progress.

Progress, Impact and Outcomes continued

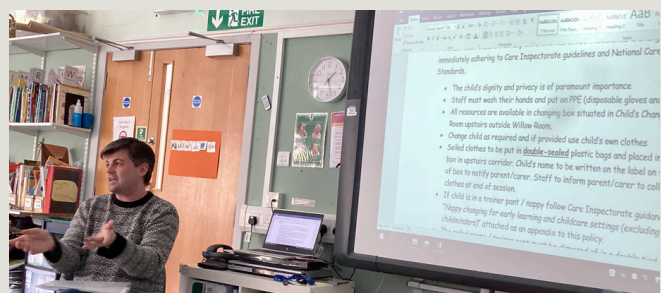
Developing Staff Capacity and Confidence in Utilising Educative Data

Building on work carried out in previous sessions, staff were asked to gauge their confidence in using data to inform their practice using the Fortune Line Method. Over the course of the session staff were involved in Termly Tracking Meetings scaffolded by the Nursery Teacher and Head Teacher utilising pedagogical documentation from a range of sources to come to professional judgements about children's progress. Data from the Fortune Line method shows that most staff developed their professional confidence through scaffolded termly meetings with the Nursery Teacher and Head Teacher - this will continue next session.



Stakeholder Policy Development

The Centre has been proactive in reviewing and updating a range of policies and procedures throughout this academic session. Most notably, work has taken place in updating the 'Infection Prevention and Control' policy to ensure the Centre complies with all national guidance. Significant renovations have taken place to introduce a designated space for staff to change children to provide enhanced privacy and dignity. Updated draft policies have actively engaged a range of stakeholders for feedback, consultation and making any necessary adaptations.



Parent Focus Group on Draft Infection Control Policy

SUCCESSSES AND ACHIEVEMENTS

Successes and Achievements Priority:

Develop further the involvement of all staff, children and partners in leading improvements. Practitioners should develop further their skills and confidence in evaluating the impact of changes on children's progress.

Progress, Impact and Outcomes continued

Summary of Pre-School Data for Session 2023/24

Numeracy		Count of Children	% of Children Reaching Skill
<i>Counting & Matching</i>			
I can recognise numerals from zero up to X		44	96%
<i>Counting Words</i>			
I can recall a number sequence forward from zero to X		45	98%
I can say number sequences to zero backwards from X		40	87%
<i>Counting & Matching</i>			
I can use 1:1 correspondence to count objects up to 20		36	78%
<i>Position of a Number</i>			
I can recall numbers before another number		36	78%
I can recall numbers after another number		41	89%
<i>Counting & Matching</i>			
I can count on from a number		37	80%
<i>Position of a Number</i>			
I can work out the missing number on a number line up to		40	87%
<i>Add & Subtract</i>			
I can add two groups together		39	85%
I can use a range of strategies to subtract mentally within 10		7	15%

- Almost all pre-schoolers can recognise numerals from zero up to 10, with many working to 20.
- Almost all pre-schoolers can recall a forward number word sequence to 20, with most being able to recite backwards to zero.
- Most pre-schoolers can use their 1:1 correspondence to count objects up to 20.
- Most pre-schoolers can recall numbers before and after another number.
- Most pre-schoolers can count on from a given number.
- Most pre-schoolers can work out the missing number on a number line within 10, with some working up to 20.
- Most pre-schoolers can add two groups together.

SUCCESSSES AND ACHIEVEMENTS

Successes and Achievements Priority:

Develop further the involvement of all staff, children and partners in leading improvements. Practitioners should develop further their skills and confidence in evaluating the impact of changes on children's progress.

Progress, Impact and Outcomes continued

Summary of Pre-School Data for Session 2023/24

Literacy	Count of Children	% of Children Reaching Skill		Count of Children	% of Children Reaching Skill
<i>Reading Enjoyment & Choice: Print Concepts</i>			<i>Writing Enjoyment & Choice</i>		
I can show the back and front of the book	43	93%	I can write in scribble streams	46	100%
I can point to the title and the author of the book	39	85%	I can write in scribble script	45	98%
<i>Reading Tool: Letter Knowledge</i>			I can write in separate marks maybe letter like	40	87%
I can recognise some letters	44	96%	I can write in word like clusters	32	70%
I can state some letter sounds and names	39	85%	I can experiment with writing my own name	45	98%
<i>Reading Tool: Print Concepts</i>			I can write to convey a meaning	37	80%
I can differentiate between letters words & numbers	42	91%	I can read my own writing by assigning meaning	30	65%
I can point to where we start to read the story	42	91%			
I can show the direction in which we read the words	41	89%			
<i>Reading Tool: Name</i>					
I can recognise my first name	43	93%			
I can write my name using a capital letter and lowercase correctly	24	52%			
<i>Listening & Talking, Enjoyment & Choice: Rhyme</i>					
I can identify rhyming words	41	89%			
I can generate rhyme from a given word	32	70%			
<i>Listening & Talking, Enjoyment & Choice: Alliteration</i>					
I can recognise intial sounds and find other words beginning with the same sound	37	80%			

Reading

Almost all pre-schoolers can differentiate between letters, words and numbers and are able to point to where we start to read a story. Almost all pre-schoolers can show the front and back of a book, with most pointing to the title, author and showing the left-right directionality of print. Almost all pre-schoolers can recognise some letters, with most stating some letter sounds and names. Almost all pre-schoolers can recognise their first name with the majority capable of writing their name using a capital letter and lowercase correctly.

Writing

The majority of pre-schoolers are writing in word-like clusters and almost all are capable of experimenting with writing their own name. Most pre-schoolers are aware of the purpose of writing and are doing this to convey meaning, with the majority assigning meaning to their own mark-making/writing.

Talking and Listening

Most pre-schoolers are able to identify and generate rhyme from a given word as well as recognising initial sounds and generating words beginning with the same sound.

SUCCESSSES AND ACHIEVEMENTS

Successes and Achievements Priority:

Develop further the involvement of all staff, children and partners in leading improvements. Practitioners should develop further their skills and confidence in evaluating the impact of changes on children's progress.

Progress, Impact and Outcomes continued

Summary of Pre-school Data for Session 2023/24

Developmental Milestones Data

Communication

Almost all pre-schoolers can take turns in conversation, listening and making relevant contributions in conversations. The majority use vocal cues to communicate their meaning as well as showing an understanding of other people's perspectives through an awareness of their non-verbal communication.

Emotional

Almost all pre-schoolers can describe how they are feeling using complex emotions such as shyness, shame, guilt and pride. The majority manage their emotions in a socially acceptable way with most forming positive and appropriate relationships with familiar staff.

Receptive Language

All pre-schoolers can listen to information and use it to make choices and learn new things. Almost all then respond to this information with relevant questions, actions or answers to questions posed by staff. Most pre-schoolers can answer complex questions like 'What might happen next?' and almost all are confidently able to follow instructions with two or more parts.

Social

Almost all pre-schoolers can take turns and share resources as well as using appropriate body language when listening to others. Most will show concern for others if they are hurt or upset, developing positive relationships with their peers. As a result, almost all play is co-operative and imaginative in nature with most pre-schoolers engaging in dramatic make-believe play, independently taking turns.

Next Steps

- **Spaces:** Conduct an environmental audit of learning areas, both indoors and outdoors, evaluating effectiveness, stimulation and challenge. Target resources accordingly for development of learning spaces.
- **Experiences:** Ensure appropriate challenge and differentiation during adult-led learning experiences maintaining a balance of learning experiences throughout the nursery day.

What is the Family Centre's capacity for continuous improvement?

There is a strong commitment to improving outcomes for children and their families through self-evaluation, the Centre has a clear set of priorities and next steps that the Senior Leadership Team will drive forward in partnership with all stakeholders. Almost all staff engage very well in professional development opportunities and are keen to continue to improve their pedagogical practice. Quality professional learning and promotion of collegiate working supports staff to develop further.

Quality Indicators and Family Centre Self- Evaluation / Inspection Evaluation

1.3 Leadership of Change	Good	Good
2.3 Learning, Teaching and Assessment	Good	Good
3.1 Ensuring wellbeing, equity and Inclusion	Very Good	Very Good
3.2 Securing Children's Progress	Very Good	Very Good

Family Centre Improvement Priorities 2024-25

Priority for 2024-25: Ensuring a High-Quality Learning Environment Spaces

- Conduct an environmental audit of learning areas, both indoors and outdoors, evaluating effectiveness, stimulation and challenge. Target resources accordingly for development of learning spaces.

Interactions

- Whole Centre Focus on Professionalism raising awareness of professional expectations and responsibilities within registering bodies Codes of Practice.

Experiences

- continue to monitor the percentage of children actively engaging in lines of enquiry, ensuring challenge for those who require it in a developmentally-appropriate way.
- continue to build on year-long Area allocation, developing a practitioner learning culture where staff learn with and from one another.
- Ensure appropriate challenge and differentiation during adult-led learning experiences maintaining a balance of learning experiences throughout the nursery day.