**PAXTON ELC**

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Head of Centre: Sandie Johnston



***Standards and Quality Report***

***2023-2024***

***Achieving Excellence and Equity***



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| ***Paxton ELC***  ***Standards and Quality Report***  ***2023-2024***  ***Achieving Excellence and Equity*** |

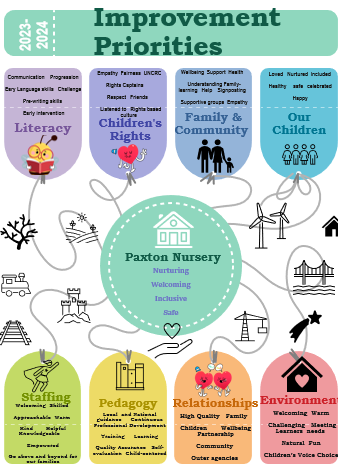
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| ***Setting Roll; 90*** | ***Context;***  ***75 (3-5-year olds)***  ***15 (2-year olds)*** |

**Our Setting:**

**Our values, vision and aims are refreshed annually inline with our settings future improvement priorities. We work hard to collaborate with our stakeholders, families and children to ensure a whole setting approach.**

**Our Vision:**

‘To provide a wide range of high-quality learning opportunities offering challenge to children in a safe and nurturing environment. Positive partnership working will ensure all stakeholders are valued members of the nursery community’

**Paxton ELC**

Paxton ELC provides Early Learning and Childcare for children aged 2 years old to 5 years. The setting operates a 9am - 3pm session, 39 weeks of the year. During holiday periods we continue to support our families with referrals to our ‘sister nursery’ – Woodlands FNC. Our setting is situated in Methil within the Levenmouth area.

Our building comprises of 2 bright spacious 3-5-year-old playrooms, a 2-year-old provision, a large family room and a purposeful dining space for children to enjoy a homely quality lunch experience.

Our outdoor provision boasts a wealth of space both individually to each playroom and additionally 2 large open spaces for children to enhance and extend their skills using various equipment and apparatus. Children are encouraged to mix with other peers from different rooms to build on their social skills. Special consideration has been given to all our environments in order for our children to learn, thrive and grow to their full potential.

Currently **52%** of our children and families sit within SIMD 1, 38% within SIMD 2 and 9% within SIMD 3

The majority of our families are living with significant challenges such as poor housing, unemployment issues and food poverty. The housing within our local area is a predominately Local Authority.

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| SIM-D Decile | No of children | Percentage |
| 1 | 39 | 52% |
| 2 | 29 | 38% |
| 3 | 7 | 9% |
| 4 | 0 | 0% |
| 5 | 1 | 1% |
| 6 | 0 | 0% |
| 7 | 0 | 0% |
| 8 | 0 | 0% |
| 9 | 0 | 0% |
| 10 | 0 | 0% |

**Supporting our community**

As a setting at the heart of the community it is essential for us to ensure the cost of the school day is minimised as much as possible to ensure our families and children’s participation and wellbeing is at the forefront of their learning.

It is imperative we respond to the challenges our families face by offering a range of supportive mechanisms throughout the year. Our ethos of “supporting the whole family” allows us to tackle child poverty head on. We offer a weekly “pop up shop” using the Fare Share initiative providing healthy nutritious food at heavily discounted prices, this is open to everyone in the local community and extremely popular. This scheme allows us to provide quality affordable food to our families. Alongside this we have provided weekly food packages to our most vulnerable families whilst working with partner agencies such as Gingerbread and The Big Hoose for household and clothing items. We utilise opportunities in the local environment such as supporting the Church and local charity events as well as accepting invitations to local dance studios and community open events.

Throughout the winter period we supported families who were in the most poverty by providing their children with Christmas gifts, food parcels including Christmas dinner and warm winter coats.

**Family Learning/Participation**

Our family learning timetable has an abundance of opportunities to universal and targeted families. Again, some of our groups are open to the local community providing strong and trusting links.

Our family groups offer a wide range of diverse activities and programs to suit the needs of the families/children within the local community. As well as supporting mental wellbeing. Our recent improvement priority has allowed us to weave aspects of Literacy throughout our timetable not only to increase our children’s lifelong skills but also upskill and empower our parents.

Recent training has provided our staff with knowledge and skills to help sign post our parents to financial assistance whilst allowing us to form strong links with outer agencies such as Cosy Kingdom and Home Start.

**Our Staffing**

We work closely with our ‘sister’ nurseries Woodlands FNC and Methilhaven ELC. This allows us to provide purposeful fundamental training opportunities, the ability to share excellent practice and professional dialogue whilst utilizing the opportunity to closely network.

The professional collaboration with our under 3 room staff this academic session has enabled practitioners to support each other with the new Under 3’s PLJ and Planning documentation.

We pride ourselves on staff wellbeing and the opportunity for shared leadership of learning across the setting.

**Paxton ELC** staffing consists of:

* Head Teacher (Shared across 3 settings)
* Depute Head of Centre (Shared across 2 settings),
* Principal Teacher (Shared across 3 settings)
* 1 Senior Early Years Officer 1 Family Worker/Senior Early Years Officer
* 1 Early Years Lead Officer
* 8 Full-time Early Years Officers
* 8 Part-time Early Years Officers
* 2 Part-time Pupil Support Assistants
* 1 Full Time Admin Assistant
* 1 Part Time Admin Assistant
* 1 Early Years Officer Apprentice

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| **Improvement Priority Session 2023 – 2024**  ***Paxton ELC***  ***Standards and Quality Report***  ***2023-2024***  ***Achieving Excellence and Equity*** | | | | | | | | | | | | |
| **Priority 1 – Children will experience high quality play pedagogy with an enhanced focus on literacy skills** | | | | | | | | | | | | |
| **Directorate Improvement Plan**  Equality & Equity  Achievement | | | | | **HGIOELC Quality Indicators**  1.1 Self-evaluation for self-improvement  Leadership of learning  2.2. Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Securing children’s progress | | | | | | | |
| Has this priority been:  (please highlight) | | Fully  Achieved | |  | | Partially  achieved | |  | Continued into next session | |  | |
| **Progress:**   * An 8-week SEIC early level literacy training programme was created and carried out with practitioners focusing on supporting children with early pre-writing skills. The training programme covered key essential areas with links to local and national documentation * Almost all practitioners have shown an increase in confidence and understanding in supporting children’s early literacy development. * Core provision indoor and outdoor environments through the entire provision were audited to ensure the provision met the needs of learners to enhance essential skills required to achieve the early level sensorimotor and motor development. Areas were enhanced and developed from the training programme to ensure learners could access a rich literacy environment * Literacy monitoring/trackers were put in place in the playrooms to track and monitor communication, interactions, experiences, and spaces. * Early literacy skills were woven into different areas of the curriculum with a focus on digital literacy and scientific literacy * Intentional promotions were developed throughout the academic session to incorporate a deeper understanding of early level literacy * Our family learning timetable reflected a focus on early literacy skills with a priority on enhancing children ‘s and parent/carer skills * There has been a significant improvement in literacy quality observations resulting in practitioners able to document progression more readily * Outer agencies/groups have aided us in the implementation of aiding early literacy and speech and language intervention. These include “Play, talk and read” programme. “Play on wheels” and visits within the local community * An ongoing literacy development group was created to analyse and evaluate what improvements had been made across the setting and how we ensure literacy progression is continued and sustained | | | | | | | | | | | | |
| **Impact on pedagogy, children and families:**   * e-LIPS N5 exit scores were closely monitored to gauge what impact literacy had on communication and language skills. All children across the setting have shown progression. There has been a 31% increase from children’s N4 data to N5 exit data.  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **e-Lips Data Breakdown** | Green  (No deficit) | | Amber  (Deficit) | | Red  (Deficit) | | |  | Individuals | % | Individuals | % | Individuals | % | | **Doing** | **22** | **75%** | **5** | **17%** | **2** | **8%** | | **Understanding** | **25** | **86%** | **2** | **7%** | **2** | **7%** | | **Saying** | **23** | **79%** | **4** | **14%** | **2** | **7%** |  * Further understanding by all practitioners on the gross and fine motor skills development required to enhance children’s literacy skills has been achieved, recorded and documented in all room literacy floor books * Children have had the opportunity to access richer play spaces and experiences supported by upskilled practitioners * Quality interactions have been viewed through peer review having a direct impact on children’s expansion of communication and vocabulary skills * Parent/carers have had different experiences of early level literacy such as physical literacy and digital literacy through our family timetable with the support and guidance from skilled staff to help enhance their child’s literacy skills at home. Resources have been created and made throughout these sessions to ensure families have basic resources to support their children at home * PEEP, Bookbug, Play, talk read, play on wheels, family reading cafes, stay and play sessions have all contributed to building parent/carers own personal skills in the local community * Practitioners have been able to support identified individuals and feel more confident in targeted learning * Almost all practitioner’s vocabulary/terminology has shown progression throughout the academic year with particular focus on “The Literacy tree”. This informed our training programme which had a direct impact on both practitioners and children’s learning outcomes. | | | | | | | | | | | | |
| **September 2023 May 2024**   * Through a series of pre/post questionnaires we were able to asses practitioner’s ability and confidence. All practitioners have shown confidence in their understanding and ability.     **September 2023 May 2024**  **Practitioners reported the following in the relation to professional learning:**   |  | | --- | | * All practitioners felt the literacy training was beneficial to their CLP * All practitioners felt they better understood the steps to early level pre-writing and children’s next steps * “The audit tools in the training were really helpful and allowed me to understand what resources are required” * “I now understand that gross motor skills are required for early literacy” * “It was great to see children’s progress recorded in our floorbooks” |   **Children in the setting:**  Majority of the N5 children moving on to primary school have achieved Early Progressing stage in literacy.  **Paxton ELC 2023-2024 Literacy statistics**  ***Across the nursery – 29 N5’s***   |  |  |  | | --- | --- | --- | | **Literacy**  **2023-2024** | Early Initial | Early Progressing | | **Reading** | 31% | 69% | | **Writing** | 27% | 73% | | **Listening and Talking** | 20% | 80% |   **Next Steps:**   * Continue to build and enhance practitioner’s literacy skills to achieve a higher percentage of “Early Progressing” stage to 80% across reading, writing and listening and talking through digital literacy. * A literacy development group was started in order to ensure key literacy aspects were continued throughout the playrooms and daily practice. As this was in the early phase of development this will be carried into next academic sessions to include our new digital literacy priority to ensure progression and sustainability. | | | | | | | | | | | | |
| |  | | --- | | **Improvement Priority Session 2023 – 2024**  **Paxton Nursery**  ***Standards and Quality Report***  ***2023-2024***  ***Achieving Excellence and Equity*** | | **Priority 2 – All children will experience equality and non-discriminatory experiences in our ELC and will develop and learn the skills in applying empathy and respect for themselves and others** | | | | | | | | | | | | |
| Directorate Improvement Plan  Equality & Equity  Achievement  Health & Wellbeing | | | | | HGIOELC Quality Indicators  1.1 Self-evaluation for self-improvement  1.2 Leadership of learning  2.2. Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Securing children’s progress | | | | | | |
| Has this priority been:(please highlight) | Fully Achieved | |  | | Partially achieved | |  | | Continued into next session |  | |
| **Progress:**   * A programme to introduce our unique set of ‘UNCRC Captains’ was created to build on the success of last session’s UNCRC work where we introduced captains to promote children’s rights and support our children to learn both about and through their rights * New staff were upskilled to become familiar with each captain whom we used to promote one of our key Rights * Practitioners were given autonomy to introduce activities within their playrooms to support all children to understand our key Rights * All practitioners ensured core provision and additional activities promote inclusiveness for all children. This has included displaying photos of people from different cultures as well as ensuring all resources and areas of provision do not discriminate * Learning/room displays and floorbooks have been developed to show relevant links to UNCRC rights. This is made meaningful through cross referencing our UNCRC Captains to activities which have taken place with children and families | | | | | | | | | | | |
| **Impact on pedagogy, children and families:**   * Most Children have a developing awareness of their rights and how to treat others with kindness. They can relate to the Captains and recognise their unique qualities * There is collaboration between practitioners to share ideas and approaches for introducing UNCRC to children at different stages * Most children are able to talk about their feelings * All practitioners have contributed to floorbooks to track activities and the impact of UNCRC activities with children and families in their playrooms * Children’s voice is visible in all playrooms * All practitioners are confident in making use of UNCRC Captains to support children’s learning about Rights * Almost all children can express feeling equal to their peers. All children are confident in asking for resources to support their learning in nursery as they lead their own learning * All children are supported to express their feelings * All practitioners promote non-discriminatory play and are confident to challenge discrimination expressed by children and families * Displays in playrooms reflect different genders and cultures | | | | | | | | | | | |
| **Next Steps:**   * Identified UNCRC Captains will continue to be introduced to new cohorts of children and families in a meaningful way * New UNCRC Captains will be created in line with future priorities | | | | | | | | | | | |
| **Evidence of significant wider achievements**  **2023-2024** | | | | | | | | | | | |
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| **Feedback from External Scrutiny** | | | | | | | | | | | |
| **Learning Partnership visit Thursday 29th February 2024**  **Key Strengths identified**   * There is a calm, purposeful ethos in all playrooms and all children are purposefully engaged in their learning * Relevant interests of children are supported well by all practitioners, which encourages interest and engagement of all children in the activities on offer, e.g. 3-5’s rooms have resources which evidence personalisation and choice * Early Entrants showed evidence of using WOW words and children were observed using developed vocabulary * All initial observations are of high quality * Majority of children are able to talk about their learning * There is a strong learning community where staff see themselves as leaders. All staff are passionate about their own learning and can articulate the impact of recent learning on their practise. * Professional learning is evident in all playrooms and all staff are able to talk about this. This is embedded in all aspects of planning, with particular focus on literacy * There is evidence, through robust data gathering, that Communication High 5 strategies are embedded in practice, which is impacting positively on engagement and outcomes for children * UNCRC is embedded into daily routines, and is lived through real life experiences. Children experience a variety of approaches to learning through and about their rights, in a developmentally appropriate way * Approaches to tracking are robust. EYLO effectively tracks additional supports for children through universal and targeted supports * The team and their needs are well managed and leadership of learning is evident * SLT, including EYLO are effectively supporting staff training and tracking of children’s learning, as evidenced in Floor books, eLIPS data, children’s tracking sheets etc * Almost all children are on track with their learning and those who are not have effective support plans in place * Intensive work with parents has been planned to further support learning at home. This is sensitively carried out within a local context to ensure parents are not disadvantaged, e.g. effective use of QR codes to access books and reading of stories at home * High quality experiences are offered for parents to engage in and support literacy learning opportunities with their children, e.g. weekly Breakfast with Bookbug   **Areas for Improvement / Planned next steps**   * Plan opportunities for practitioners to engage in training on using high-quality questioning to further support children’s learning * Engage in additional work to support evidence gathering of parental engagement in order to evaluate current offerings and plan for next steps | | | | | | | | | | | |
| |  | | --- | | **Care Inspectorate - Strengths and Areas for Improvement** |   We were inspected by Care Inspectorate on 20th September 2023. Our grades were evaluated as:  C:\Users\jmcintosh-ac2\AppData\Local\Packages\Microsoft.Windows.Photos_8wekyb3d8bbwe\TempState\ShareServiceTempFolder\CI grades.jpeg  **Key messages:**   * Children received excellent care and support from staff who were attuned to their individuality and had high aspirations for all children to reach their full potential * Children’s rights, wishes and choices were respected and listened to by responsive staff. They were empowered to influence change and improvement and to have ownership of their nursery * Staff were passionate, inspiring, empowering and loving, resulting in positive attachments for all children with staff * Families were welcomed into the service daily for a variety of activities such as Bookbug and breakfast * Play spaces were carefully created and a variety of rich resources across the whole service promoted children’s natural curiosity and imagination, learning and growth * The service was exceptionally well led. The dedicated staff team had created strong and sustained positive and nurturing ethos. This resulted in some excellent care, support, learning experiences and outcomes for children and their families   No areas for improvement were identified. | | | | | | | | | | | |
| **Consultation with Stakeholders** | | | | | | | | | | | |
| * Our families are continually involved in ongoing consultation throughout the academic year, these are completed through a series of user-friendly questionnaires to gather their valued feedback. * Questionnaires are regularly distributed to gather the viewpoints of our families. Topics include our family learning timetable, stay and plays, events and children’s learning. * In May 2024 questionnaires were sent out to parents / carers using Microsoft Forms and Seesaw – we had 18 responses in total. * All parents were happy with their children’s nursery experience and feel their child’s learning and development is age and stage appropriate. * Almost all parents believe the nursery take account of their individual views. Comments include “Can’t ask for any better place for my daughter. Fab nursery and staff”, “My child is happy and progressing amazingly within the nursery”, “My child discusses her peers, staff and her learning at home with her family in such a positive manner” * **Children** had the opportunity to detail their feelings about the nursery using child questionnaires via digital technology with their keyworker – we had 49 responses. Some comments included “Nursery is good”, “I got to make slime”, “I love coming to the nursery to my friends and the ladies” * Questionnaires were sent out to Stakeholders by email – we had 13 responses  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | * In April 2024 a questionnaire was sent out to all stakeholders. * With the feedback received we used them to evaluate the success of the academic session 23/24 and these will be used to inform our 24/25 session through our robust self-evaluation process.   **Partner Agencies** **Responses**   |  |  | | --- | --- | | The setting provides my service/organisation with relevant information about the needs  of children | 45% strongly agree  36% agree  18% N/A | | Arrangements are in place to support my service/organisation to share relevant  information about the progress of children with the setting | 50% strongly agree  30% agree  20% N/A | | The setting values the contribution made by my service/organisation | 55% strongly agree  36% agree  9% N/A | | The setting actively promotes my service/organisation to potential users, as appropriate | 36% strongly agree  55% agree  9% N/A |   Termly we facilitate professional network meetings where partner agencies come together to share service provision and offerings for children and their families.  **Parents/Carers Responses**   |  |  | | --- | --- | | The learning experiences my child has at the setting are at the right level for them | 83% strongly agree  11% agree  6% disagree | | “My child’s learning and development is well supported by the staff in the setting” | 94% strongly agree  6% agree | | My child is making good progress at the setting | 94% strongly agree  6% agree | | Staff treat my child fairly and with respect | 94% strongly agree  6% agree | | The setting supports my child’s emotional wellbeing | 83% strongly agree  17% agree | | The setting encourages children to treat others kindly and with respect | 89% strongly agree  11% agree | | Overall, I am satisfied with the setting and happy to be part of the first shared nursery and care home site in Scotland | 94% strongly agree  6% agree |  * A variety of family learning and family support opportunities are available within the nursery. Parent/carers views are sought to enable us to measure impact which informs the next terms family learning timetable. We are responsive to our family and children’s needs. * Children’s Learning and nursery events are shared on Seesaw with parents being encouraged to interact with the posts.   **Our Children Responses** – supported by familiar staff with visuals   |  |  | | --- | --- | | Do the adults help you learn anything new? | 100% yes | | Are you asked what toys you would like to play with in nursery? | 98% yes | | Do you feel the adults in the room listen to you? | 100% yes | | Do you use the emotion stones/spoons/cards to let others know how you feel? | 96% yes |   We gather feedback from the children in the nursery, through regular discussions which are added to floor-books, individual PLJ’s, and planning as well as through questionnaires.  **Staff Responses**   |  |  | | --- | --- | | The setting has effective strategies to support children with their learning and  development, including those requiring additional support | 76% strongly agree  24% agree | | Staff have a shared understanding of how young children develop early language and mathematical skills | 71% strongly agree  29% agree | | Children are provided with experiences which meet their learning and development | 88% strongly agree  12% agree | | Staff treat all children fairly and with respect | 71% strongly agree  24% agree | | Children are encouraged and supported to treat others with respect | 100% strongly agree | | Staff and parents treat each other with respect | 82% strongly agree  18% agree | | | | | | | | | | | | | |
| **How is SQR, IP and PEF Plan shared with stakeholders?** | | | | | | | | | | | |
| Our Improvement Priorities are shared with families via our newsletter and through Seesaw app. Our priorities are displayed within the nursey, in a user-friendly format. We publish our Improvement Plan on our website for partner agencies and the wider community. | | | | | | | | | | | |

**School/Setting Name: Paxton Nursery**

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2021-2022** | **2022-2023** | **2023-2024** | **Inspection Evaluation**  *(since August 2023)* |
| **1.3 Leadership of change** | 5 | 5 | 6 | N/A |
| **2.3 Learning, teaching and assessment** | 5 | 5 | 5 | N/A |
| **3.1 Ensuring wellbeing, equity and inclusion** | 5 | 5 | 5 | N/A |
| **3.2 Securing children’s progress** | 5 | 5 | 5 | N/A |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2023 - 24** |  |  |
| **How good is our care, play and learning?** | **6** |  |  |
| **How good is our setting?** | **5** |  |  |
| **How good is our leadership?** | **6** |  |  |
| **How good is our staff team?** | **5** |  |  |

**Headteacher**: Sandie Johnston