

TREETOP FAMILY NURTURE CENTRE



TREETOP
Family Nurture
Centre

Standards and Quality Report 2020-2021

and

Improvement Plan 2021-22

Synopsis for Parents

What has been the outcome and impact of our (2020 – 2021) Improvement Priorities?

REVIEW OF PROGRESS 2020 – 21

IMPROVEMENT PRIORITY 1: WELLBEING Practitioners, learners and families will have an improved understanding of how to support wellbeing.

Progress and Impact:

Pedagogy

- Practitioners have a shared understanding of the importance of emotional regulation as part of being a successful learner. They are more confident and skilled when supporting learners with wellbeing and self-regulation, developing restorative approaches, and using Emotionworks materials to support emotional regulation across the settings.
- Practitioners continue to use data and trackers effectively to plan interventions which will support individual learner's wellbeing and involvement. PLJs, Parent chats and Learner Consultations are used alongside data to effectively to plan next steps responding to individual needs.
- Practitioners use SHANARRI wellbeing indicators and Our Minds Matter as frameworks to support families and learners' wellbeing both at home and within nursery.
- Practitioners confidently engage in self-evaluation tasks around wellbeing.

Children and Families

- Learners are increasingly able to communicate their feelings and emotions. Naming and identifying these throughout the day. Learners' engagement with stories and independent use of Emotionworks materials displays understanding of how to use this toolkit to support self-regulation.
- Learners have been provided with varied experiences to support wellbeing including the use of yoga and mindfulness techniques. They are beginning to understand the impact on their emotional wellbeing.
- Learners are beginning to apply the vocabulary of wellbeing indicators in their everyday play and learning conversations.
- Families were supported in the use of Emotionworks strategies at home for individual children and have an increased understanding of the positive benefits relaxation techniques have on wellbeing.
- Family engagement is high online in relation to the wellbeing themes – Five ways, Our Minds Matter. Personal and wider achievements shared between home and nursery are celebrated and tracked.
- Families felt supported by the nursery with their wellbeing across the year and positive relationships have been built despite ongoing restrictions and lockdown.
- Remote learning for families, highlighted our responsiveness to the families within our own context and meeting the needs of our learners.

IMPROVEMENT PRIORITY 2: RECOVERY Learner development will be supported through high quality learning, teaching and assessment

Progress and Impact:

Pedagogy

- Practitioners have greater understanding of how children learn and child centred pedagogy, engaging in professional development and learning opportunities.
- High quality learning environments provide rich experiences, sensitive interactions and flexible spaces for learners. Using core provision for self-reflection has supported and ensured that the environment meets the needs of learners.
- Practitioners are knowledgeable about stages of language development and effectively use Treetop Top 5 communication strategies within everyday practice to support & extend learner's use of language.
- Practitioners have improved practices and confidence when recording and planning for storytelling sessions both in nursery and as part of remote learning.
- Practitioners effectively use PLJ trackers to inform planning, observations and next steps in STEM areas. Practitioners are aware of varied opportunities to develop STEM skills with a focus on growing and planting activities and the use of loose parts.
- Practitioners have improved confidence in their own skills using digital technology to support family engagement, connection and progression.

Children and Families

- Learners show progression in learning across the curriculum. Most learners are using increased vocabulary and sentence structure in everyday communication and have increased confidence when communicating with others. Interactions with learners are of a high quality, with an increased % of pre-school children now on track to meet literacy milestones.

- Learners display an increased interest in stories and can talk about stories they have heard, recalling events, offering predictions, expressing likes & dislikes and retelling stories in a variety of ways.
- Learners have increased understanding of the link between plants grown and food on the plate. They have experienced the responsibility of caring for and nurturing living things.
- Families had increased awareness of the importance of shared reading and literacy experiences in the home. Family engagement online was monitored and responded to in a tailored way, meeting the needs and interests of learners.
- Families and learners have benefitted from increased use of digital technology, to share and engage with learning. This two-way communication enables achievements to be tracked and celebrated.

IMPROVEMENT PRIORITY 3: RESILIENCE Practitioners and learners leading learning through change.

Progress and Impact:

Pedagogy

- All stakeholders were involved in reviewing and shaping the vision, values and aims for the settings. These will be embedded into practice, improving outcomes for learners as we create caring, connected, aspirational, respectful, empowering and fun learning environments.
- Practitioners take on leadership roles which allow for new learning and responsibilities, creating an ethos and culture of continuous self-improvement. Practitioners feel more empowered and more confident in their development and skills.
- Practitioners value learner voice and plan experiences which build upon prior knowledge and skills. PLJ trackers record progressions in learning and inform next steps. Practitioners have embedded skills in listening to learners to fully understand what they know and what they want to learn.
- Observations focussed on high quality spaces, experiences and interactions provided practitioners with feedback and agreed next steps for continuous improvement. Learners therefore have improved experiences which are based on their needs and interests.
- Practitioners understand the importance of building relationships and providing opportunities to link learning between home and nursery. This empowers the learner, builds on prior knowledge, recognises learning at home and celebrates achievements.

Children and Families

- Learner Voice is valued and evidenced in planning, on Learning Walls, in floorbooks and mindmaps, informing future learning opportunities.
- Learners have more opportunities to make choices throughout the nursery day facilitated through quality interactions and questioning.
- Learners and families have a better understanding of their role in the learning process, sharing learning at home with nursery, celebrating achievements and star moments linked to Our Minds Matter.
- Families are kept up to date with learning and are involved in creating next steps. This is documented on progress sheets within the PLJ and shared with parents at termly progress chats.

IMPROVEMENT PRIORITY 4: Reconnection

Learning is visible and supported by strong connections with families

Progress and Impact:

Pedagogy

- Practitioners have increased confidence in using digital skills to share information with families. FORMS are used to collect feedback from families and used to inform next steps and future improvements.
- Practitioners supported learning at home during lockdown via closed Facebook pages, sways, videos and virtual events. Family engagement was monitored, and practitioners were responsive to interests of room cohort, tailoring experiences to needs of learners and families.
- Practitioners effectively track learning and celebrate wider achievements from home, building on learner's interests and experiences, to ensure progressions in learning
- Practitioners have increased confidence and skills in developing learning walls to record and display learning journeys.
- Practitioners use the language of learning in consultations with learners and when recording observations in PLJs. All practitioners ensure positive relationships with all stakeholders through nurturing and responsive interactions.

Children and Families

- Learner and family feedback is sought and acted upon.
- Learners have more opportunities to share and build upon their prior learning and interests from home.

- Learners have increased involvement in revisiting learning and are increasingly able to talk about their learning, expressing their interests and taking part in decision making opportunities.
- Learners' voice is visible in planning, displays, planned experiences and mindmaps.
- Virtual reviews to support learners offer more scope for professionals and families to attend together.
- Virtual parent chats enable practitioners to update families on learner progress and co create next steps in PLJs, ensuring learners and families have increased involvement in learning.

How good is our leadership and approach to improvement?

- As a service we engage in self-evaluation for self-improvement and use a robust quality assurance programme. A variety of methods are used to evaluate and monitor practice ensuring high quality spaces, experiences and interactions. The use of quality indicators keeps us in line with national expectations.
- The centre's improvement plan is shaped using input from all stakeholders and data gathered. Targets have a clear impact on supporting children's learning and achievements and progression is then shared with all stakeholders.
- Staff receive a wide range of training opportunities for continuous professional learning. This supports them as they develop their practice, including staff who are undertaking further studies.
- Learners and families contribute to Personal Learning Journeys, and this is supported by ongoing two-way dialogue with families through parent consultations and shared learning from home.
- Views and opinions are sought from all stakeholders and we use questionnaires, surveys and other audit tools to gather views about the quality of our service, responding appropriately.

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

- All learners are supported by staff in a safe, caring and nurturing environment.
- Staff use observations and dialogue to respond sensitively to children and then plan experiences which develop their interests and informs next steps in learning.
- Learners have access to high quality experiences, spaces and interactions which support independence, resilience and creativity.
- Learners with additional support needs are well supported in nursery through additional review meetings, planned supports and the involvement of other agencies where necessary.

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

- Learners are supported to take ownership of their own learning, where achievements are celebrated, and learner voice informs and shapes planning for future learning and improvement.
- Learners are supported to build positive relationships and regulate their own emotions, enabling them to fulfil their potential and become successful learners.
- Learners are making good progress across the curriculum with key early literacy skills as a focus. Both universal and specific strategies are in place to support communication.
- Learners are given opportunities to develop their confidence, creativity and curiosity through high quality play experiences.

What are the centre's improvement priorities for session 2021/22?

- 1. Wellbeing - supporting practitioners, learners and families with strategies for emotional regulation and wellbeing. Engage with UNCRC with focus on wellbeing.**
- 2. High quality provision - learner development supported through high quality learning, teaching and assessment. Environments have sensitive interactions, rich experiences and quality spaces.**
- 3. Learning is visible - the language of learning is evident with learner voice is valued and learner participation is high. Shared Vision, Values and Aims are embedded in practice.**

Our full Standards and Quality Report and Improvement Plan is available on our glow blog website.

<https://blogs.glowscotland.org.uk/fi/treetopfnc/>

We welcome your feedback. Should you wish to discuss any aspect of the work of our centre please speak with Lynn Berry (Acting Headteacher) Andrea Stark (Acting principal Teacher) Elizabeth Hunter (Depute Head of Centre) at any time.