Nine Steps to Nurture – Glasgow's Nurture Award

Quality Indicator	Features of best practice	Possible sources of evidence
Environment	- All children, parents/carers, staff and visitors are made to feel welcome. - Evidence of clear routines and structures in place to help children feel safe and happy. These are communicated and shared with children and used by staff within their day-to-day practice (e.g. visual timetables, clearly defined spaces within the playroom). - Day-to-day transitions (e.g. coming into nursery, moving between activities, snack time) are well planned for and managed. Additional supports are in place for children who require a more individualised approach. - The physical environment takes into consideration the needs of all children (e.g. a balance between stimulating, colourful areas and calmer areas, music, sensory needs) and their interests. There is evidence of children's voice and involvement in planning and shaping their environment. - Consideration is given to the indoor and outdoor environment and utilising these for meeting different children's needs. - Staff regularly review and make adaptations to the environment. Staff may use audit tools (e.g. 'Up, Up and Away' inclusion resource, LCFE, sensory audits, Applying Nurture as Whole School Approach) to support with this. Notes:	- Observations (e.g. wall displays) - Discussions
Leadership	- Development opportunities for SMT, which may include the 'Understanding Nurture Principles' Theory and Practice of Nurture' training delivered by Glasgow's Nurture Development Officer or Nurture Principles training delivered by Glasgow Educational Psychology Service (or equivalent). - An implementation plan and team in place for whole establishment nurture. This includes staff from a range of roles and shows evidence of distributed leadership. - A commitment to applying the nurturing principles with staff, children, parents/carers and visitors.	- Application form - Discussions with SMT - Website/twitter feed - SIP

	• Clear vision, values and aims for nurturing approaches which reflects the importance of positive relationships. • Nurturing approaches are part of improvement plans and priorities. • Opportunities for peer support and collaborative working (e.g. EYs leaders support network, collegiate work with colleagues within learning communities). Notes:	• CLPL staff planning/nurture implementation plan (supporting documentation with application form)
Partnership working	• Significant transitions (e.g. moving to P1) are well planned for all children. Enhanced transition planning is in place for those children who need it and there is evidence of strong links with local primary schools. • Information is shared with establishments respectfully and sensitively. • Partners are invited to contribute to training and professional learning opportunities for staff. • Positive and inclusive relationships with Health Visitors and other partners (e.g. relevant partners are invited to meetings for children and families, as appropriate). • Staff collect and use data to help inform working with parents/carers to meet the needs of children in a nurturing way. • Partnership working involves parents/carers (see 'relationships with families' quality indicator). • Self-evaluation data is sought from partner agencies around quality of partnership working. Information about nurturing approaches are shared with partner agencies. • Care given to new partners/other professionals coming in to work in the nursery and/or spend time with individual children (e.g. photographer coming to visit a few times, prior warning given to the children). Notes:	• Discussions • Examples of planning documentation from visit • SIP

Relationships with families	- Nurturing approaches are embedded within the enrolment process and the care plan for children and families. For example, a welcoming environment, protected time for listening to families, meaningful sharing of information, staff engage in positive interactions with families. - Information is shared with parents/carers about nurturing approaches. This is shared in a meaningful way for all families (e.g. available in different languages, access to interpreters, paper and digital copies). - All staff understand the diverse needs of their families within the community. - Consultation and communication with families around vision, values and aims. - Evidence of a variety of opportunities for parents/carers to be involved, giving consideration to the diverse needs of families (e.g. stay and play sessions, 'tea, talk and toast', learning journals, family events, cooking, twitter, email/phone). These could be formal or informal. - Parents/carers are actively involved with and supported at key transition (e.g. starting nursery, moving to P1) points for children. - Parents/carers feel they can approach staff for support and advice if needed. - There is evidence of staff being attuned to parents/carers needs (e.g. staff follow up if there is a concern, e.g. post on Facebook page, learning journal). - Parent/carers and children are involved and have their voices heard as part of the self-evaluation process. - Staff have accessed professional development around support family relationships (e.g. Family Learning, Families Outside, Glasgow Educational Psychology Service workshop module).	- Discussions with staff/parents/carers - Examples of planning documentation from visit - Children's care plans - Self-evaluation data (e.g. ANAWSA)

	Notes:	
Evidence of planning and assessment for children	- Staff take the time to get to know children individually and use this to support their wellbeing and development. Staff also use this information to support during transitions (both significant transitions and day-to-day transitions). - All Nurture principles are embedded in planning and practice (e.g. 'children's learning is understood developmentally') underpins staff discussions about how assessment is undertaken. - A wide range of opportunities and activities are available for all children to achieve and experience success. - Assessment and planning are based around the National Practice model (GIRFEC). - A wide variety of assessment approaches are used (e.g. observations, gathering views, developmental checklists). This may also include key information from partner agencies (e.g. Health Visitors). When children require and access more targeted nurture support, the Boxall Profile is used. - Staged intervention processes are followed for assessment and planning for children requiring additional support. - Parents/carers and partner agencies are included within assessment and planning for children (e.g. home links, using information from home about the child's interests to inform planning, WAPs). - Children's views are captured and used to inform planning and supports (e.g. through the Mosaic approach). Notes:	- Discussions - Examples of planning documentation from visit - Observations

Staff development	- Programme of on-going CLPL (e.g. formal training, peer support, professional reading and discussion) which promotes understanding of attachment and trauma, child development and nurturing approaches which is based on staff needs. - Evidence of attending or accessing training (e.g. training offered by the Nurture Development Officer, Glasgow Educational Psychology Services, Early Years online modules, in-house sessions). This should also include whole establishment approaches to promoting wellbeing (e.g. PaTHS, LCFE, Five to Thrive, Realising the Ambition), which are visible within the nursery. - Opportunities are provided for staff development based on their aspirations and interests (e.g. linked to their PDP). - A commitment to applying learning from training to practice. Informal and formal opportunities are available for staff to share learning from training (e.g. through PDPs, staff reflections, consideration of impact, professional dialogue). - Nurturing approaches are prioritised as part of a new staff induction policy. This might include making staff aware of training opportunities, using the 'Getting Ready for Nurture' checklist, signposting to the Early Years online modules. Notes:	- Application form (supporting documentation) - Discussions with staff/SMT - Observations - SIP

Staff team cohesion	- Supporting children's wellbeing and development is seen as everyone's responsibility. - An open and supportive culture and ethos that promotes self-awareness among staff and allows them to reflect on their own emotional needs. - Clear guidelines/processes in place for staff to share concerns and seek support for their wellbeing. - Opportunities and structures for staff to support their own health and wellbeing. Self-care is encouraged and promoted within the establishment. Staff are aware of a range of wellbeing materials available (e.g. Early Years wellbeing hub, materials from Nurture Development Officer/Glasgow Educational Psychology Service). - SMT/SLT within the establishment are familiar with and use strengths-based principles and practices (e.g. solution-oriented approaches). - Strengths-based approaches and structures are used to engage in collaborative problem-solving and solution-building (e.g. solution circles). - Opportunities for formal and informal communication and reflection between staff (e.g. morning/end of the day, debriefs, shift handovers). Notes:	- Discussions with SMT/staff - Observations
Self-evaluation	- Evidence of using frameworks to support self-evaluation (e.g. 'How Good is our Early Learning Centre', 'Applying Nurture as a Whole School Approach', 'Getting Reading for Nurture Checklist'). - Self-evaluation data is gathered from parents/carers and partner agencies. Children's voices are also captured as part of the self-evaluation process.	- Application form - Discussions with SMT, e.g.

	• Consideration given to and evidence of impact for children (establishments may be at the early stages of doing this). • Information gathered through self-evaluation is used to inform improvement plans and priorities. Notes:	tools/processes/evidence of plan/cycle
Sustainability	• Nurture is an ongoing priority for the establishment and there is evidence of this in their improvement plan and self-evaluation processes. • Distributed leadership opportunities are in place with a focus on embedding Nurture within the establishment. • Evidence of gathering the nurture development needs of new staff and responding to these (e.g. annual in-service days on nurture, consultation with staff, using the 'Getting Ready for Nurture' checklist using the Early Years online modules). Notes:	• Application form • Discussions with SMT/staff