**Title of project**

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| THE NURTURING ESTABLISHMENT: GATHERING CHILDREN AND PARENTAL/ CARER VIEWS OF THEIR EXPERIENCES OF A NURTURING ESTABLISHMENT |

**Overall aim of the project**

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| This paper seeks to document the experiences of children and parents/carers, captured through semi-structured questionnaires in focus groups, in ‘nurturing establishments’. Nineteen children and 21 parents/carers, randomly selected across two local authority primary schools and one local authority early years centre, took part in focus groups where they were asked about their daily experience of nurture in their schools and early years centre |

**Background information**

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| Glasgow City Council has stated its aspiration to move ‘Towards the Nurturing City’ where all establishments have implemented a whole school nurturing approach. |

**What did we do / methodology?**

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| The three establishments were selected by the Educational Psychological Service to exemplify good practice in embedding nurturing approaches with all staff. The 11 themes, derived from a thematic analysis, came from combining the responses of the parents/carers and children.  |

**What have we found?**

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| All of the responses were positive in relation to the questions asked. In addition, the six nurture principles were felt by respondents to be applied in each of the three establishments, and the children and parent/carers gave lived examples of the principles. |

**Discussion of results and next steps**

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| The import the research team got from working with children and their families in establishments Glasgow would recognise as nurturing, was a strong sense of belonging to that establishment. A nurturing approach can help to support skilled and attuned staff who can encourage belonging via good communication bolstered by a leadership team who plan for and self-evaluate the nurturing approach in their environment. While this type of nurturing practice may not be consistent across every establishment, there is a clear aspiration that all Glasgow children will experience an establishment where nurture is embedded in all aspects of their day. The positive experiences of children and young people and parents/carers of a nurturing approach, in establishments where a clear nurturing approach is recognised, can be a useful springboard from which to help generate more consistency of practice. The leaders of establishments who supported this research already contribute heavily to the strategic nurture planning in Glasgow, and could further help support an understanding of how to implement a nurturing approach successfully, in the larger national context. There are clearly leadership skills that contribute to the implementation of such an approach and a further step might entail exploring what these are so this can be shared this more widely. |

**Dissemination of results**

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| Article available via Nurture UK website |

**References**

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| Reference contained in the article. |

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