**Gibshill Children’s Centre**

**Standards and Quality 2023-24**

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| **Context of the Establishment** |
| **Our Establishment**  The Centre comprises of 2 large and bright playrooms and an excellent outdoor space providing opportunities for our children to learn and grow in a safe, secure and nurturing environment. Positive relationships, play, respect, first hand experiences and creativity underpin everything we do at Gibshill.  The Centre has the capacity to provide early education and care for 48 children aged 3-5 and 15 children aged 2-3 at any one time. We offer one model of childcare and successfully implemented the 1140 hours project. We work in partnership with local childminders to offer a blended childcare package and a wrapround service which offers extended hours for parents in employment, education or training. This year 45% of our children were in the SIMD level 1 & 2.  Our team consists of a Head of Centre, a Depute Head of Centre, 9 Early Years Education & Childcare Officers (EYECO), 3 Early Years Support Assistants (EYSA), a Clerical Assistant, a Janitor/ Cleaner and 2 Catering Assistants.  The Centre has very good relationships with other local nurseries, partner agencies, the local and wider community and our St Stephen’s High School (SSHS) cluster group. This group includes St John’s Primary School and Nursery Class, St Michaels’ Primary School, St Francis Primary School and Nursery Class, Rainbow Family Centre and St Stephen’s High School.  Our main feeder primary schools are Kings Oak and St. John’s Primary School however we work closely with most schools in Inverclyde to ensure our children and their families experience as smooth a transition as possible when moving on. We also work in partnership with colleges and universities to support young people and students in work experience, apprenticeships, further and higher education, undergraduate and postgraduate degrees with the aim of supporting and developing the early year’s workforce.  Our last inspection by the Care Inspectorate in October 2019 was a very positive inspection and we were graded ‘Very good’ in Quality of Care and Support and Quality of Staffing.  For more information you can visit our nursery website:  <http://gibshillfamily.inverclyde.sch.uk/> or our Twitter feed @GibshillCC  Vision:  Gibshill Children’s Centre is a nurturing environment where we are learning and growing together to achieve positive outcomes.  Values:  Respect – we value diversity, respect everyone’s views & beliefs. We have a culture of openness, honesty & trust.  Kindness – warm, trusting & nurturing relationships create an environment that promotes attainment.  Friendship – we recognise each child as an individual & value the positive relationships we establish with our families & community.  Happiness – is integral for health & wellbeing which is a solid foundation for positive outcomes.  Achieving – we value the importance of play & time for children to learn & develop new skills.  We **aim** to:  **G**et it right for every child.  **I**nvolve our local community in all we do.  **B**uild on prior knowledge & experience.  **S**upport & nurture individual children & their families.  **H**olistically develop children & families.  **I**nclude partner agencies when appropriate.  **L**earn & develop new skills independently & from each other.  **L**earn in a fun & creative way. |

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| **Establishment priority 1** | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people  NIF Driver  Assessment of children's progress  Choose an item. | HGIOS/ELC QIs  2.2 Curriculum  2.2 Curriculum    UNCRC  Article 3 (Best interests of the child):  *Article 28: (Right to education):* |
| **Outcome:**   * All children will have made progress in early mathematical processes. Aspects of early number sense development will be introduced and all staff will begin to embed the processes. * Introduce I Can Toolkit. A programme will be developed using the suggested techniques and resources from the toolkit. The progress checker will be completed for an identified group of children and will inform us throughout the year of progress or areas of concern. * Changes to our planning and environment will support all children to become independent in their play and learning. Our changes will provide opportunity to continue the provision for learning in the absence of an adult. Our tracking will inform us of the progress.   **Numeracy**   * SEAL (Stages for Early Arithmetic Learning) opportunities are available on a daily basis. * Further STEM training with a numeracy focus was delivered to all staff therefore enabling staff who missed out to attend this year. * Our new tracking system has provided us with relevant and accurate information.   **Progress and impact of outcomes for learners:**   * The progress and impact for all children and staff has been very positive. We assessed a very small amount of children using the I Can Toolkit. Early signs show that this group of children have made a small amount of progress. * All children have made progress in early mathematical processes. Our evidence from the previous year shows that we had an increase of 14% of our children beyond expectation for numeracy. * All children and 66% of our staff have increased knowledge and confidence in almost all aspects of numeracy. * Observations, children’s voice and professional dialogue has informed us of the progress and development of individual children. We have observed positive interaction and engagement of children. Staff have a greater understanding and their confidence has increased which is reflected in the provocations for children and our learning environment.   **Literacy**   * We continue to choose a ‘book and rhyme’ of the block. * All children have a variety of literacy opportunities throughout their day. These opportunities can arise from intentional or spontaneous experiences. * Observations and professional dialogue has informed us of a small number of children who we have used the I Can Toolkit with. Assessments were completed in partnership with parents of the identified children. * A small group of children have used the suggested techniques and resources from the toolkit.   **Progress and impact of outcomes for learners:**   * The identified group of children have developed their language skills. * Completing the Progress Check with parents provided an opportunity to discuss individual children and suggest techniques that can be used at home to support their child’s development. * A change of staffing did have an impact on the weekly engagement with the group of children.   **Environment**   * An audit of our environment was completed for both playrooms. This enabled us to consider our provision. * Areas for improvement were identified and changes were implemented. * All staff carefully monitored and observed children’s play and independence skills in the absence of an adult.   **Progress and impact of outcomes for learners:**   * The changes to our environments have been both positive and successful. Children have developed their independence skills, they are accessing resources more freely and are self-sufficient to continue their play in the absence of an adult. * We used the Leuven Scale to monitor the progress and development of individual children. Early signs were showing that all children were secure in their wellbeing and involvement. A change to our staffing did impact on the consistency of using the Leuven Scale to inform us of progress and development. Observations, tracking and professional dialogue has continued to inform us of the impact for all children. The changes to our environment enabled children to become independent learners, self-sufficient during play and learning and an environment that supported the needs of all children and their own unique learning styles and schemas. * All children have developed their play and independence skills. They are secure in their learning, choices, wellbeing and engagement. | |
| **Next steps**   * Continue to embed early mathematical processes. * A change in staffing in the new term will involve the upskilling of staff in the delivery of SEAL. * Continue to use the I Can Toolkit. * A new planning format will include the Leaven Scale therefore will be the responsibility of all staff to complete. | |

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| **Establishment priority 2** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  Choose an item  NIF Driver  Assessment of children's progress  Teacher professionalism | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support    UNCRC  Article 3 (Best interests of the child):  *Article 42 (Knowledge of rights):* |
| **Outcome:**   * To be reviewed and accredited for the Silver Level for Rights Respecting Schools. Develop a new programme with our pre-school children to increase their awareness of their Rights. * All staff to receive training to become Trauma Informed. This will increase our awareness, knowledge and confidence in recognising and supporting ourselves and all stakeholders.   **Rights Respecting Schools**   * Our Children’s Rights Committee consists of 8 pre-school children and meet on a regular basis to drive forward this priority. * One member of staff has developed a learning pack with a variety of ideas and suggestions for teaching moments. This has supported our children to gain a better understanding of their Rights.   **Progress and impact of outcomes for learners:**   * We had aimed for 33% of our children to have a greater awareness of their Rights. Evidence has shown us that 27% of our pre-school children have performed well in this area and 6% are less confident in identifying and discussing their Rights.   **Trauma Informed**   * Our Senior Leadership Team (SLT) have engaged in all e-learning training modules and the sessions delivered by our Educational Psychologists. * All of our staff have engaged in all e-learning training modules other than Trauma Skilled Level 2. This remains outstanding due to time constraints. * As a staff team we have remained focussed on our own wellbeing and that of others. We participated in a wellbeing, team activity as part of our February In-Service Day.   **Progress and impact of outcomes for learners:**   * All staff have a greater understanding of Trauma, signs and behaviour and how to respond to it. * Pre questionnaires informed us that all staff identified themselves as being less than 50% secure in relation to their knowledge of trauma informed practice, what it looks like in practice and their confidence when engaging with children and families. * Our Post questionnaires informed us that all staff had gained confidence and had found the e-learning modules informative and beneficial. | |
| **Next steps**  Apply to be accredited for Silver Level for UNCRC.  Complete module 2 for Trauma Informed Practice.  Staff are keen to learn more on the crisis curve, co-regulation and 5 point scale for emotions. | |

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| **Establishment priority 3** | |
| NIF Priority  Placing the human rights and needs of every child and young person at the centre of education  Choose an item  NIF Driver  Assessment of children's progress  Choose an item. | HGIOS/ELC QIs  1.5 Management of resources to promote equity  3.1 Ensuring wellbeing, equality and inclusion    UNCRC  Article 2 (Non-discrimination):  *Article 4 (Protection of rights):* |
| **Outcome:**   * New resources, experiences and our learning environment will support and develop all children’s knowledge on race equality and individual differences and why these should be recognised and celebrated.   **Race Equality and Individual Differences**   * 2 members of staff have been responsible in driving forward this priority. In March 1 staff member engaged in a training session delivered by the authority. From this we identified next steps. * Our Depute Head of Centre (DHOC) completed the Building Racial Literacy Course and from this an action plan was developed for audit purposes of our resources and ensure the working group was established. * New books and a small selection of resources were purchased to support this improvement. We have been unable to purchase all resources we identified due to budget constraints. * Staff have been very good at sourcing age appropriate material on the internet which our children have engaged with. * Our children have shown curiosity and interest which has developed their awareness. * In November we celebrated World Children’s Day with everyone wearing something blue.   **Progress and impact of outcomes for learners:**   * Observations, children’s voice and professional dialogue have shown that almost all children have developed a greater awareness and understanding of individual differences. * The overall impact has been very positive with staff gaining a deeper knowledge on issues related to race equality. | |
| **Next steps**  Continue to ensure we are raising awareness and providing children with a variety of resources and experiences.  Continue to raise awareness with parents and develop user-friendly resources for this purpose. | |

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| **Establishment priority 4** | |
| NIF Priority  Improvement in skills and sustained, positive school-leaver destinations for all young people  Choose an item  NIF Driver  Assessment of children's progress  Choose an item. | HGIOS/ELC QIs  3.3 Increasing creativity and employability  2.2 Curriculum    UNCRC  Article 3 (Best interests of the child):  *Article 13 (Freedom of expression):* |
| **Outcome:**   * All children will have the opportunity to engage in our woodwork programme. We will monitor the progress of our pre-school children and this will inform us of skills development and any changes that are required. As this is a new experience we expect to see progression in almost all of our children.   **Woodwork Programme**   * 2 members of staff were identified to drive forward this improvement with 1 member having previously attended the Pete Moorhouse training. * An action plan was developed with time allocated for the trained member of staff to cascade the learning. * Both staff independently visited other establishments who have an established woodwork programme. * Resources and child friendly visuals have been created. * Our parents were informed of our plans and helped fundraise for an outdoor workshop for children to access. This has been purchased and we are currently waiting on delivery. * Throughout the final term we had planned for our pre-school children to engage in the programme and begin to develop some of the skills related to woodwork.     **Progress and impact of outcomes for learners:**   * Unfortunately our progress has been very limited and not yet established. * We have been unable to introduce the woodwork programme due to a change in staffing and an unexpected longer term staff absence. | |
| **Next steps**   * Begin to embed the action plan. * Remain as a priority for 2024-25. | |

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| **Data** |
| **Key Strengths:**  **School/Gibshill Children’s Centre**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | L&T | Reading | Writing | Numeracy | | Beyond | 18% | 6% | 6% | 18% | | On track | 68% | 75% | 75% | 62% | | Behind | 12% | 18% | 18% | 18% |   Professional judgement for all pre-school children.  25% Girls.  75% Boys  **Key Priorities:**  **School/ Gibshill Children’s Centre**   * Continue to use data to inform us of progress/challenge & support * Implement the ELC dashboard * Ensure children are receiving the correct support when required |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of change**  **Very Good** |
| **Key Strengths:**  **School/ELC Gibshill Children’s Centre**   * The clear vision which permeates the whole centre, creating an environment which is calm, stimulating and supportive for children and families. * The deployment of a well established, experienced team who have autonomy to develop the service through identified priorities. * The strong use of community links, which are supporting well planned interventions and opportunities that meet the needs of children and families.   **Key Priorities:**  **School/ELC Gibshill Children’s Centre**   * Continue to use self-evaluation systems to support the identification of priorities moving forward. * Build on our community links. * Continue to build on professional learning to ensure we are making a difference for children and families. |

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| **2.3 Learning, teaching and assessment**  **Good** |
| **Key Strengths:**  **School/ELC Gibshill Children’s Centre**   * Children are active participants in their learning through spontaneous play and intentional provocations. * Warm, nurturing, responsive staff who are attuned to children’s individual needs, creating a welcoming calm environment. * A dedicated and supportive team who have children at the centre of everything we do.   **Key Priorities:**  **School/ELC Gibshill Children’s Centre**   * Develop a more robust approach that will evaluate and identify all children’s individual progress in literacy, numeracy and health and wellbeing. * Continue to involve parents in identifying children’s learning, ensuring individual targets for literacy, numeracy and health and wellbeing. * Continue to develop the use of observations to effectively reflect individual progress. |

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| **3.1 Ensuring wellbeing, equity and inclusion**  **Very Good** |
| Key Strengths:  School/ELC Gibshill Children’s Centre   * There is a clear focus on health and wellbeing which is evident as the children are well settled and confident. * Strong links with the community are used to develop children’s experiences of the wider local community. * Effective systems for the use of partners in creating provision to meet the needs of all children.   Key Priorities:  School/ELC Gibshill Children’s Centre   * To continue to involve parents when setting targets for children. * Implement the new tracking tool for literacy, numeracy and health and wellbeing. |

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| **3.2 Raising attainment and achievement/Securing children’s progress**  Choose an item. Good |
| **Key Strengths:**  **School/ELC Gibshill Children’s Centre**   * Staff place high value of recognising and celebrating children’s achievements from within and beyond the nursery experiences. * An ethos of inclusion ensures that all children are making progress. * Staff know the children very well and respond to their interests throughout the playroom.   **Key Priorities:**  **School/ELC Gibshill Children’s Centre**   * A review of the planning process to capture and evidence intentional and responsive learning. * Further develop planning, tracking and monitoring processes * Build on existing recording processes. |

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| **Other quality indictors evaluated from 3 year plan** | |
| 2.5 Family learning Good  Choose an item. | |
| **Key Strengths:**  **School/ELC Gibshill Children’s Centre**   * Families are encouraged to attend Stay & Play sessions with a literacy and numeracy focus. Home learning packs are offered to families along with the lending library. * Strong relationships have been fostered. Creative approaches have been adopted to ensure we are meeting the needs of all families. * A questionnaire informed us of what our families would like to be included in. From this information we planned cooking classes, rhyme time sessions and local outings that we invited parents to attend.   **Key Priorities:**  **School/ELC Gibshill Children’s Centre**   * Continue to invite families to attend a variety of events. * Ensure we continue to consider the individual needs of all families. * Meeting with parents every 12 weeks to discuss learning targets. This will provide opportunities for staff to discuss child development and suggest family learning approaches which will have greater impact on the development of individual children. |

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| **Key Achievements of the Establishment** |
| Session 2023-2024   * We created opportunities to acknowledge and celebrate achievements from nursery and beyond. * 10 of our children performed at the 97th Inverclyde Music Festival. We were awarded 2nd place and received a trophy. * We were successful in an application for a grant with Inverclyde Food Network. This has enabled us to continue with our planting and growing project. * During February we participated in the authority review process for 2 days. This was a very informative process which identified areas of good practice and supported us to identify next steps * Training opportunities this year for staff have been STEM training with a numeracy focus, Racial Literacy, Language of Learning and all Trauma models other than Trauma Skilled Level 2. * We continue to focus on Health and Wellbeing for all. Part of our February in-service day was committed to staff and we participated in a team building exercise. * We participated in a cluster and local authority event for moderation. Our focus this year was literacy. * Our younger children from the Smillie Room have had the opportunity to be included in a weekly Rhyme Time session along with their parents. These sessions have been well received and well attended. On occasion younger siblings have also attended. Staff have observed one child in particular who did not engage at the beginning however is now fully engaged and happily choosing items from the box. * A group of children and their parents participated in a block of cookery sessions with a member of our staff. We used the Community Centre for this and parents talked positively about the experience and the dishes they had cooked. * We continued to visit Kids Café on a Wednesday with the support of Gibshill Community Centre. Groups of children rotate over a 4 week period & parents are invited along. Our children are developing life skills such as making choices from menus, café protocol & beginning to understand the value & purpose of money. * As part of our Eco-Schools yearly action plan, we took part in our annual health and fun week where children had opportunities to explore healthy baking activities in the nursery and take part in physical experiences throughout the centre. We also had visits from the Community Police Officers, Fire Service and Ambulance. * We also held our community clean up week. Each group, staff and parent volunteers worked to clean up different areas in the community. * We held a Sponsored Hallowe’en Dancethon and a Sponsored Cycle to raise funds for Christmas, our end of term planned activities and an outdoor building for our woodwork programme. Our parents provided great support for each of these events. * 6 of our staff participated in a swap with staff from Rainbow Family Centre. This enabled staff to identify areas of good practice that could be transferred and implemented in their own establishments and also identify areas for improvement. 2 of our Early Years Support Assistants visited other establishments to observe their lunch routine. * We participated in the Modern Apprentice Scheme and supported 2 people through this. 1 has successfully gained employment. We have also supported teacher training and childcare students. * Parents had regular opportunities to meet with keyworkers and attend stay and play sessions, literacy and numeracy events, Rhyme Time sessions, Kids Café, cooking classes, gardening group, Parents Committee and children performing at Christmas and end of term. * During February we were involved in a successful peer review with our Local Authority colleagues. This review highlighted key strengths and actions which will support planning for improvement moving forward. |