

Standards and Quality 2018 -2019

At Binnie Street Children's Centre our vision is to create a happy friendly centre with aspirations and expectations that all children will develop and learn in their own way. We value honesty, trust, success, friendship, and aim to be approachable and transparent in our role as early educators and carers of children. We have aspirations for our children and encourage them to develop in their own individual way, providing quality resources and experiences for the children who attend. We will encourage staff to continue to develop their skills and be enthusiastic about learning and we will foster good links with the local community.

The children's centre has the capacity to provide education and care for 64 fulltime equivalent 3-5 year old children, 15 fulltime equivalent 2-3 year old children and provide 16, 3-5 years old children a full time place with school lunch as part of the early phasing for 1140hours programme. This pilot has a strong emphasis on outdoor play.

Although we are not part of "Raising Attainment", we still have aspirations and expectations for all of our children and we strive to embed a culture of achievement and success for children and families.

At our recent Establishment Review it was identified that the centre's strengths were :

- The commitment of the SMT and staff to improving opportunities for children and families
- The opportunities for outdoor learning and woodland walks
- The nurturing environment, relationships and personal care of children
- Children who are articulate, confident and caring to their peers.

We offer a variety of sessions and have a wraparound service which offers extended hours for parents who work or are in further education or training. We offer an Out Of School Care service for (16) children attending Gourrock Primary School whose parents are in employment.

The centre is open from 8am – 6pm 52 weeks per year.

Staffing consists of Head of Centre, Depute Head of Centre, Senior Early Years Education and Childcare officer and 16 Early Years Education and Childcare Officers, 4 Early Years Support Assistants and 1 part time Teacher and clerical and janitorial staff.

National priority: How we are ensuring Excellence and Equity

Early intervention tracking and bottom 20% As part of “Early Phasing 1140 hrs” SMID 1&2 have access to a fulltime place which lunch provided. We encourage good attendance and have adopted an attendance policy which staff adhere to and parents are made aware of at enrolment.

We continue to embed the principles of GIRFEC throughout the centre and within our daily practice and planning.

SMT engage with parents to encourage and ensure good attendance for all children acknowledging the link between poor attendance and low attainment.

Binnie Street Children’s Centre adopts a nurturing and restorative approach to promoting positive relationships and behaviour in our establishment. At the heart of health and wellbeing is the forming of secure and respectful relationships with our parents. We know that when children have good healthy relationships they are more able and confident about their learning.

Our curriculum supports inclusion and wellbeing by supporting children in small groups and individual targeted support if required.

We can support children’s individual needs by offering support from a range of staff who can support the learning of children. This includes Early Years Teachers, EYSA’s and other support staff.

We are consistently researching good practice to ensure excellence and have used Froebelian principles and training from Mindstretchers to embed our outdoor philosophy particularly when accessing outdoor play and our Woodland walk.

Staff delivered Literacy, Numeracy and Science workshops for parents to help parents support children’s learning at home. This has helped staff develop their leadership skills both professionally and personally.

Childrens’ progress:

The majority of our children are making very good progress across all curricular areas. We can see this by our observations, tracking tools, data and statistics .We have clear data, which identifies children’s age, gender, SIMD, attendance and ASN. This helps us to identify where a significant need or support may be required.

We have a small number of children whose progress is making small gains. Many of these children have additional support needs. These children are given extra support by working in small groups or 1 to 1 with our Early Years teacher and support staff .

The majority of our children have very good attendance. Averaging from 83% to 98%., We monitor high tariff children's attendance on a weekly basis. This allows us to identify if this may be a potential barrier to children's learning.

We acknowledge the differing cultural, socio-economic and linguistic backgrounds of our children and families. We work closely and effectively with other professionals and families to ensure success and progress for children e.g. collaborative meetings to develop GIRFEC pathways. Continue with training for staff on GIRFEC pathways.

Our outdoor philosophy has had a positive impact on children's learning, confidence and life skills, with parents commenting on the improvement of their children's self- help skills and confidence.

All information, which is relevant to a child's wellbeing, is shared with the staff team with everyone having an understanding of the strategies that have been put into place to support the individual child's needs. This information is shared with the staff team with everyone having a better understanding of every child's specific developmental need.

Children's progress is tracked termly. Staff are skilled in identifying if families require extra support from external agencies e.g. outreach support, speech and language, Action for Children and Barnardos. Staff share this information with parents and sign post them to where they can get support.

Parents who have children with additional support are invited to regular review meetings where all agencies come together to discuss progress, concerns and to plan children's next steps. Every child is an individual and we strive to ensure that they reach their full potential.

Areas for self- improvement have been identified (collection of data) and we will continue to use our self- evaluation process to improve our practice.

Review of progress for session 2018/19

Establishment priority 1: Improvements in attainment, particularly in literacy and numeracy.

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress
Teacher professionalism

HGIOELC? QIs

1.3 Leadership of change
1.2 Leadership of learning
2.5 Family learning

Strategies, progress and impact:

- Staff led workshops for parents on literacy, numeracy and science to share information about the methods we use to deliver literacy, numeracy and

science within the centre.

- Literacy ,science and maths bags were created as a home/nursery link resource bag
- Story grammar programme in place
- Initial Moderation training from cluster

Almost all children made very good progress within literacy and numeracy skills
We have continued to support the literacy home link resource pack to all parents.
This has been highly successful with parents commenting on improvements with children engaging with books more at home.

Our 'Buzzing about Books' short term plan has further supported children's language and vocabulary.

Initial awareness training with St Ninians on SEAL numeracy programme for some staff – continue to further develop this with all staff ensuring confidence and knowledge when delivering this. Our moderation work with or cluster schools and nurseries will continue. This will support the sharing of good practice and the opportunity for professional dialogue to take place across all contexts.

Children who need support and challenge are identified prompting through observation, planning, and tracking systems.

Next Steps:

- Continue to embed strategies and ;learning experiences for all children and families within the centre
- Continue to provide parents with information Literacy and Numeracy to enable them to support this at home with children.
- To carry out a 2nd moderation working group with Bluebird nursery with a focus on number processes
- Continue to work with Cluster schools and nurseries to develop Literacy, Numeracy and Moderation.

Establishment priority 2: Closing the attainment gap between the most and least disadvantaged children.

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress
School Improvement

HGIOELC? QIs

3.1 Ensuring wellbeing, equality and inclusion

2.4 Personalised support

2.7 Partnerships

Strategies, progress and impact:

- SMT will use SEEMIS attendance statistics to identify children who have poor attendance
- Install Group call to use as a form of communication with parents regarding

children's attendance

- Deliver curricular workshops for parents and home link bags
- Strengthen existing partnerships with feeder primary schools with particular focus on early level and moderation planning.

SEEMIS is now an integral part of the life and work here at Binnie Street. The SMT and clerical staff are confident in using the system in order to monitor children's attendance and for the purpose of capturing data.

Group call has been used effectively over the past year. This has been particularly effective when alerting parents to our 'word of the week'. Parents have commented that they find this form of communication really good in order to keep up to date with what's happening on a weekly basis.

Workshops were delivered and home- link bags created. Feedback has been very positive with commenting that they would like more of this type of engagement. Parents have been supported to teach their children at home with e.g. home- link bags and ideas from workshops.

We have held a number of workshop with a specific focus on schematic development in young children. Parents are keen to have further workshops on different kind of topics.e.g early language development, phonics and paediatric first aid

Parental engagement of this style will continue to be embedded and developed throughout the centre and other areas of curriculum.

Dates for early level cluster groups have been identified for the coming year and SMT will attend these. This will enable cluster nurseries and schools to develop a generic transition process with a focus on Early Level Pathway ensuring nurseries and primary schools have same understanding/expectations children moving on to primary school.

Partnership with feeder schools have been particularly strong this year in terms of transitions. Nursery staff and teachers have had many opportunities to share information around the wellbeing of children. This has been in the form of visits and transitions meetings for our most vulnerable children and families. Nursery staff will attend a number of schools on the children's first day at school just to further embed children's next journey in their learning.

Next Steps:

- Continue to monitor use of SEEMIS re .early intervention/attendance
- SMT will continue to work alongside cluster schools and nurseries developing Early Level Pathway's and Moderation work
- To hold termly tracking meetings with SMT and keyworkers to track children's learning over the three cross cutting themes. Children's progress and next steps will be evident.

Establishment priority 3: Improvement in children and young people's health and wellbeing

<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Parental engagement	<u>HGIOELC? QIs</u> 2.4 Personalised support 2.3 Learning, teaching and assessment 1.2 Leadership of learning 3.1 Ensuring wellbeing, equality and inclusion
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Strategies, progress and impact:

- All staff have taken part in GIRFEC pathway training.
- SMT and clerical are confident around the use of SEEMIS and how this can support children's health and well-being.

Next Steps:

- To work in partnership with Educational Psychology services to explore wider authority plans in relation to the wider nurture work in ELCC
- To be considered to be part of the pilot group within the authority to facilitate training for all staff in trauma informed practice/ACES
- To apply nurture as a whole school Approach
- For all staff to fully embed the nurturing principles in their everyday practice

Establishment priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

<u>NIF Priority</u> Improvement in employability skills and sustained positive school leaver destinations for all young people <u>NIF Driver</u> School leadership Performance information	<u>HGIOELC? QIs</u> 2.7 Partnerships 3.3 Developing creativity and skills for life
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Strategies, progress and impact:

We have continued to develop positive partnerships with the community and feeder primary and secondary school. This work is through our cluster moderation and transitions.

We are continuing to work with the Gourock Heritage Group (Kay Clark) learning about the history of our community and Gourock Park (Darroch Park) through our Woodland Walk Programme.

We are waiting confirmation to find out if we have secured funding to develop an ICT programme within our woodland walk sessions. This will include the making of a film with the children and developing their interests in digital technologies

Next Steps:

- Continue to work with Kay Clark and Gourock Heritage. To take part in Gourock Digital Heritage Programme. This programme aims to celebrate and share our history and culture in new and exciting ways through community and partnership collaboration.
- To enhance children's skills for developing creativity and skills for life we will have the opportunity to create a science/STEM hub within our new outdoor classroom.

Key priorities for improvement planning 2018-19

What is our capacity for continuous improvement?

We consider ourselves to have a very good capacity for improvement.

- All staff have a shared vision and have a clear vision for the centre.
- We are committed to raising attainment with all our children with a particular focus on bridging the gap with our most vulnerable children and families
- We have a robust and rigorous self-evaluation procedure in place, which involves all stakeholders.
- We make good use of data collected from SEEMIS, which we use to inform our practice and improve attainment.

NIF quality indicators

Quality Indicator	Establishment Self Evaluation	Key priorities for session 2018/19
1.3 Leadership of change	Very Good	To continue to support practitioner enquiry and professional dialogue. SMT to ensure that they carefully guide the direction and pace of change to ensure sustainable positive outcomes for our children and families
2.3 Learning, teaching and assessment	Very Good	Continue to develop tracking/monitoring of children's progress and develop literacy and numeracy throughout the centre. Continue to develop home/link for literacy and numeracy and staff/ parent events
3.1 Ensuring wellbeing, equity and inclusion	Very Good	To continue to support practitioners sensitivity and responsiveness to ensure the wellbeing of each individual child and their family.
3.2 Securing children's progress	Very Good	Continue to develop systems to collect data that improves children's outcomes

Key achievements of the establishment

- We took part in the Renfrewshire Music Festival winning The David Boyd Trophy for the third year in a row.
- We won the Inverclyde Garden Fest Provost Cathie Allan Memorial Trophy for best school garden.
- We came 2nd at the Port Glasgow Bulb Show.
- We supported MacMillan again this year offering a coffee morning with home baking for our families and children at Riverside Garden's Care Home

- We donated the sale of our nativity tickets to Inverclyde Foodbank.
- We raised £150 by taking part in Lots of Socks Day (World Down Syndrome Day) donating this to Inverclyde Down Syndrome Group.
- Parents attending Woodland Walk sessions with their children
- Parental engagement events in Schema Development in Young Children, French Lessons, Stay and Play, Craft Day and Cake & Candy
- Eco Schools Green Flag Award- October 2018
- June 2019- We were awarded the Elspeth Riddell Community Award in recognition of our contribution to the community
- June 2019- The Unsung Hero Award was presented to Maria Lamb (Keyworker at Binnie Street) in recognition of her 30 years contribution to the community of Gourock
- Recent Care Inspection Visit in June 2019 graded Binnie Street as follows:
 - Care & Support :5 –Very Good
 - Environment :5-Very Good
 - Staffing : 5 –Very Good
 - Management & Leadership: 5-Very Good.