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|  | **Establishment Name: Binnie Street Children’s Centre**  **Standards and Quality 2020** |

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| Binnie Street Children Centre opened in August 2012. It was created by the merger of three nurseries Gourock Pre 5 Nursery,Gamble Children’s Centre and Gourock Park Preschool.  The building has been in existence since 1876. It was built by John Honeyman and was originally Gourock Central School, then became Gourock Community Education Centre.It became a listed building in 1979.  The children’s centre is a beautiful building with many of its original architectural features still displayed. With its stunning ornate windows and high ceilings, it creates a unique learning environment. It is bright and airy and children have lots of space to learn as they play.  We pride ourselves with having a fantastic outdoor learning space. The children have the opportunity to grow their own plants and vegetables.Outdoor learning zones have been created by the children, their families and our local community.  Our outdoor classroom compliments the development of skills for learning life and work. These include supporting the delivery of STEM activities and opportunities for digital learning.  We value the strong links we have established with our local community. These have included our weekly visits to Riverside Gardens, our woodland walks with the children to Darroch Park and our growing partnership with the Gourock Heritage Trust.  We provide a high standard of education and care. We believe in a nurturing environment where children and adults feel safe, secure and happy. We value the children’s individuality, abilities and skills and ensure that their achievements are celebrated at nursery and at home.  Number(s) and ages of person who may attend our service:  The children’s centre has the capacity to provide education and child care for 64 fulltime equivalent 3-5 year old children, 15 fulltime equivalent 2-3 year old children and up to 24 school aged children up to the age of 16.  We offer 5 models and these are allocated in line with Inverclyde’s admission policy bandings  **Model 1** – Mon-Fri 6 hours a day Term Time between operational hours :8.10 am -5.45pm  **Model 2** – 2.5 days 50 weeks per year  Monday & Tuesday full days: 8.10am-17.45pm  Wednesday A.M: 8.10am-12.45pm  **Model 3** – 2.5 days 50 weeks per year  Wednesday P.M :13.50pm -17.45pm  Thursday & Friday full days: 8.10am-17.45pm  **Model 4 –** Monday to Friday A.M 50 weeks per year :8.10am – 12.55pm  **Model 5 –** Monday to Friday P.M 50 weeks per year :3.00pm – 17.45pm  The Centre offers a wraparound service, which offers extended hours for parents who work or are in further education or training. This is a paid service with limited availability. We offer an Out Of School care provision for children who attending Gourock Primary School.  Our Staff Team :  **Head of Centre :**  Ruth Wyllie  **Depute Head of Centre** :  Pauline McPhee  **Temp Senior Early Years Education and Childcare Officer:**  Louise Scott  **Early Years Education and Childcare Officers:**  Janice Concliffe  Maria Lamb  Nicola Litterick  Lucy McKenna  Sharlene Concliffe  Derek Burns  Claire Wallace  Fiona Bain  Hollie Pyper  Kimberely Robertson  Jane Currie  Janet Anderson  Nicolle Cannon  Nicole Newman  Danielle Sinnamon  Kieran O’Hagen  Laura Munn  Ailsa Kyle  **Out of School Care Early Education & Childcare Officers:**  Alison Clark  Allison Dryland  **Early Years Support Assistants:**  Shannon Lyon  Michelle Hay  Sylvia Bradley  **Peripatetic Early Years Teacher**:  Karen Bonar  **Clerical Assistant** :  Alison Morrison  **Janitorial Staff :**  Ross Anderson  Wayne Banks  **Cleaning Staff :**  Jacqueline Roffe  Kelly Brown |
| **Vision**  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 encourage staff to continue to develop their skills, support leadership for learning by coaching and mentoring and to undertake lead roles to motivate, support and inspire others.  **VALUES**  At Binnie Street Children’s Centre, we value honesty, trust, success and friendship.  **OUR AIMS**  We 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. We aim to provide quality resources and experiences which support and challenge all our children  We aim to ensure that there is fairness and equity in everything that we do. We want to give all our children and families the same opportunities to grow and develop.  We aim to continue to support all staff in their professional development along with clear communication of expectations for continued learning.  We aim to engage with our local community and continue to value the strong nurturing relationships, which we have developed over the years.  **Our COVID 19 Recovery Journey**  **The Three Pillars of Trauma Informed Practice.**  Binnie Street Children’s Centre closed in response to COVID-19 pandemic on the 20th March 2020.In order to support the recovery process we decided to plan for recovery making specific reference to the six principles of Nurture (Bennathan & Boxall 2020) This provided us with a planning framework for self-evaluation based on the six nurture principles. Through conversation’s with staff we agreed that it was crucial that we continued to embed our journey of ‘*Applying nurture as a Whole School Approach’* with a focus on nurture principle 5 *’All behavior is communication’*  **What we have achieved so far.**  All staff completed the three ‘Coping with Adversity’ modules with some with additional training for staff being delivered by Carol Anne Crawford, Health & Wellbeing CMO.The training included *:*   * Emotion Coaching (all staff).From the staff’s evaluations this helped to inform us of what further training staff felt would benefit their personal development which included an Introduction to Mindfulness (all staff)   A Health & Wellbeing Working Party was identified with a staff member from each bubble receiving additional training including   * Escalators and De-escalators (working party) * Self-Regulation (working party) * Trauma Informed Practice (working party)   In addition to training, the CMO has made a weekly visit to the centre in a coaching and modelling capacity to help support staff to embed the principles of Emotion Coaching  **Teaching Learning & Assessment**  In deciding what our curriculum had to offer our recovery plan considered the needs of all our children, staff and parents. The nursery was able to facilitate 3 bubble indoors and outdoors. Adaptations were made in the playrooms to support bubbles. Additional resources were added with all practitioners reflecting on a weekly basis what was working well and what needed adapted. Through conversations with the children they could tell us what they enjoyed and what could make it better.  Our strong leadership team ensured that we continued to support staff to place high value on the importance of play based pedagogy and build on secure relationships and attachments. This ensured that we sustained good attendance and supported our parents and families.Our recovery curriculum had a strong play based pedagogy .This was supported by the document ‘Realising the Ambition’. From the research we understood that relationship-centred, play based pedagogy was the most appropriate approach for children traumatized by a long term absence from nursery.  We value that outdoor play for the children was key area in supporting their wellbeing. We have been able to support each bubble to have their own designated outdoor learning area along with their own resources. Children have had access to the outdoors all day and we have been able to plan that the children can access this safely, moving around the building in line with COVID 19 guidance.  Out with the bubbles movement around the building was kept to a minimum with clear procedures for staff to follow. Additional posters and floor markers were added.  Alternative accommodations was made to support staff at lunch times, with staggered lunch breaks to support bubbles and in keeping with the 2 metre distance rule. Within the building an isolation and wellbeing room was identified. This supported staff’s wellbeing if feeling overwhelmed and allowing for a break away from the busy playroom.  Keyworker groups were matched according to patterns and all siblings were supported within the same bubble.  Staff and children’s ratios allowed for flexibility this also applied outdoors. Some staff were given additional hours to help support COVID 19. This allowed us to continue to deliver a quality curriculum due to some staff having to shield for periods of time.  The children were able to continue with their woodland walk. The walk was risk assessed and was in line with public health advice. An additional area within the cloakrooms of the nursery was made to allow small groups of children to take part in yoga and allow for periods of rest. An area of calmness has been crucial in supporting staff & children’s health & wellbeing.  For our children who had ASN, we continued to work in partnership with families and other professionals to support and plan to meet children’s needs. Team around the child meetings were central in planning for our children. Meetings were arranged via Teams or by WebEx. School visits with our local feeder schools carried out outdoors within the children’s bubbles. The children were allowed to visit schools which was in line the guidance from our authority. We used a range of using visual representations, pictures, and social stories which were shared with the children both at home and in the nursery. This supported the transition phase from home to nursery and onto school. We made use of the primary schools Sway presentations which again was fantastic for the transition journey for our families.  Communication with parents on children’s wellbeing was shared in a variety of ways. Monthly wellbeing calls to parents by keyworkers was greatly received. Up to date guidance and procedures on the changing landscape of COVID 19 was shared to our parents through emails, texts and twitter.  As our parents were unable to come into the nursery, the opportunity for them to see the children’s learning profiles was proving to be a challenge. We initial devised monthly learning sheets that were sent home which shared photographs and observations of the children. However we soon realized that this wasn’t capturing all the children’s achievements as well as limiting the opportunities for parents to comment and to share what the children were learning at home. We decided it would be the ideal time to roll out the online learning journals to all our 3-5 families. We knew it would be a challenge due to the lack of digital resources that we had available but we quickly arranged for staff to have planned time to be able to input observations and photographs, this was done on a weekly basis.  Some feedback from our parents;  ‘*I love these new journals, it’s fantastic to see D’s progress and developments’*  *‘It’s lovely to hear that D has grown in confidence and developed friendships. He loves music and dancing so to hear that he had the confidence to do this is lovely’*  *‘Great pictures. Looks like they both had lots of fun.’*  *‘That picture is golden’*  Ourremote learning offer was key in supporting our children and families to have the opportunity to access a minimum of 16 hrs. of learning per week .The learning was shared with the children and their families on our website, twitter feeds and emails. Pre-recorded videos by Binnie Street staff, additional support materials and relevant follow up activities were made available to enhance the learning experience. Copies of home learning packs were made available to parents either on line or to collect from the nursery .Parents were encourage to participate in additional book bug sessions, yoga and physical challenges and daily video recordings of evening stories were read by keyworkers. Every Monday and Friday there was a Literacy, Numeracy, Health, and Wellbeing activity as well as Wellbeing Wednesday where we shared physical challenges, outdoor learning and additional fun activities to do at home. Our early year’s teacher shared weekly interactive learning. These activities had a different focus every week.  **Our Self-Evaluation Process**  As we moved through the Scottish Government’s route map to recovery, our self-evaluation processes enabled us to gather information and continually evaluate our progress in supporting staff, children and families .The care inspectorate self-evaluation tool alongside the ‘Operating an early learning and childcare setting’ enabled us to reflect, evaluate and scrutinise how we implemented the national guidance for COVID19, while ensuring positive outcomes for children. |

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| National priority: How we are ensuring Excellence and Equity |
| Our curriculum continues to support inclusion and wellbeing by supporting children in bubbles and in small and individual targeted support groups where required.We have continued to have a strong emphasis on outdoor learning. With all children maximizing their opportunities to play outdoors. Additional resources have been added to each bubble indoors and outside in order to provide an environment which supports all curricular areas.  We will continue with our implementation of ‘Applying nurture as a Whole School this was a key framework in documenting and supporting our journey to recovery. In our recovery story we looked closely at nurture principle 5 ‘All behavior is communication’ to self –evaluate and plan for recovery. We documented our story by sharing our challenges, our achievement and the impact it has had on our children, families and staff. The child’s voice played a crucial part in where we are now and our next steps.  **On line learning journals**:  To share children’s achievements and support their learning we selected a small cohort of families to pilot the development of on line learning journals for a 6 month period. All staff then had training and were soon ready to share children’s observations, learning stories and significant aspects of children’s learning.  Our Early Years teacher supported staff by giving an overview of SMART targets, observation techniques and how the progression pathways can support children’s next steps. The overall feedback from parents has been fantastic. Almost all our parents are now access the journals on a regular basis. They are contributing by submitting learning from home and added photographs of the children. Through scrutinizing the data on a weekly basis we have been able target the parents who are not accessing the journals at all. They have been given additional support where required or additional time to set up a new password. We are able to track staff’s observations, parent logins, contributions and comments on a weekly basis.  **Blended Learning**: This was an area that we continued to develop and improve over a period of time. All parents had the opportunity to access blended learning that they could carry out at home. This was done either electronically or by paper. 90% of our parents showed a preference to it being sent electronically. Regular feedback from parents through questionnaires and wellbeing conversations told us that they were all happy with the amount and the content of the blended learning that was on offer. Regular signpost by SMT highlighted where they could access additional learning and up to date guidance on COVID 19 information |

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| National priority **:**Children’s’ progress: |
| Within our nursery our children and toddlers continue to make very good progress across almost all aspects of their learning and development. We can see that they are becoming confident and independent learners by the choices they make and how they can talk about their learning. As a result of our keyworker system and individual bubbles, keyworkers are getting to know the children very well as an individual and as a learner.  Our strong leadership team will ensure that we continue to support staff to place high value on the importance of play based pedagogy and build on secure relationships and attachments. From the tracking and monitoring systems that we have in place we can track children’s progress over time and plan for children’s next steps. From our monthly wellbeing calls to parents the impact has been very positive. Parents have welcomed the opportunity to talk to keyworkers, share information around wellbeing and learning targets.  SIMD Banding and Attendance Data   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Session** | **Not known** | **SIMD 1-2** | **SIMD 3-10** | **Grand Total** | | 2016 |  | 20 | 114 | 134 | | 2017 | 1 | 27 | 120 | 148 | | 2018 | 3 | 31 | 111 | 145 | | 2019 |  | 20 | 104 | 124 | | 2020 |  | 21 | 106 | 127 | | **Grand Total** | **4** | **119** | **555** | **678** |      |  |  |  |  | | --- | --- | --- | --- | | **Row Labels** | **SIMD 1-2** | **SIMD 3-10** | **Grand Total** | | 2016 | 98.4% | 98.3% | 98.3% | | 2017 | 96.3% | 97.4% | 97.2% | | 2018 | 91.6% | 93.3% | 92.8% | | 2019 | 93.6% | 93.0% | 93.1% | | 2020 | 95.9% | 95.5% | 95.6% | | **Grand Total** | **95.1%** | **96.0%** | **95.8%** |   Our attendance rate is above the national average. We will continue to monitor the attendance rate between the lower and higher SIMD bracket. We will continue to communicate to parents the importance of good attendance.  From our tracking’s meetings, almost all staff are able to make confident judgments about children’s progress. However there is further work needed to be done to support new staff to ensure children’s tracking and judgement of a level is consistent and robust. This will be done through opportunities for professional dialogue to take place and CPD. The online learning journals will allow additional robust tracking of children’s learning and achievements over time.  In terms of children’s health & wellbeing all most all our children have returned to the nursery showing minimum adverse effects of the pandemic. However some children have found it difficult to manage their emotions and to regulate their feelings. I believe this is in response of having being absent from the nursery for a significant period of time along with being in bubbles on their return. Some of our families have been directly impacted from COVID 19 and subsequently their children have been showing signs of trauma.  The Health & Wellbeing CMO have been crucial in supporting staff by providing strategies and guidance on how to manage children’s emotions ,self-regulation and embed the principles of emotion coaching .This had a positive impact on the children. They are beginning to recognise and name the emotion they are feeling. Staff are beginning to identify triggers and intervene before the crisis point. |

**Review of progress for session 2019/20**

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| Establishment priority 1: Improvement in children and young people’s health & well being | |
| NIF Priority  Improvement in children and young people's health and wellbeing  NIF Driver  Teacher professionalism  Assessment of children's progress | HGIOELC? QIs  1.3 Leadership of change  1.2 Leadership of learning  3.1 Ensuring wellbeing, equality and inclusion |
| **Strategies, progress and impact:**    Applying Nurture as a Whole school Approach  **Strategies & Progress**:   * Staff recognised through observing the children that their behaviour was communicating underlying needs. Staff wanted to explore this and adopt a nurturing approach to better support children. * An implementation team was formed which included the SMT; Lisa McFadden(Educational Psychologist); Carol Anne Crawford (CMO); John Niven (Trainee Educational Psychologist). * The SMT carried out a readiness questionnaire. From this questionnaire it was evident that we felt ready as a nursery to undertake this approach. * Staff completed the readiness questionnaire on their knowledge of nurture. The questionnaire gave us an initial baseline to measure staffs’ knowledge, their understanding of nurture and supported the identification of the nurture principle they wanted to focus on *(NP5-All Behaviour is Communication)* * From the analysis we were able to see how ‘Applying Nurture as a Whole School Approach’ would be the ideal framework. It would provide us with a range of tools to triangulate our self-evaluation and support the implementation of nurturing approaches across the whole nursery. * The nursery engaged in a small scale piece of collaborative action enquiry last year with EP( Lisa) exploring outdoor learning. The aim was to measure the impact of outdoor play on children’s wellbeing. * All staff have engaged in the ‘Coping with Adversity’ modules. Additional training was delivered by Carol Anne Crawford, Health & Wellbeing CMO. * Emotion Coaching (all staff) * Evaluations from this training informed us what further training staff felt would benefit their personal development including: * ‘Introduction to Mindfulness’ for all staff. * A Health & Wellbeing Working Party has been established with a staff member from each bubble receiving additional training on : * Escalators and De-escalators * Self-Regulation * Trauma Informed Practice * In addition to training, the CMO has made a weekly visit to the centre to help support staff to embed the principles of Emotion Coaching. * The Emotion Coaching has also been delivered by the CMO to one set of   parents who had sought support for their two children  **Impact:**   * All staff are aware that children’s behaviours are communicating an underlying need. * There is a better awareness around nurture and the importance of relationships and attachment. * Staff have strategies that they can use to support children during times of distress and before they reach crisis point. These strategies are being used by all staff. * Staff have an increased awareness of how their body language and the language that they use can be crucial in how we support children’s well-being. | |
| **Next Steps:**   * We would be looking to facilitate further coaching and modelling opportunities for staff to embed strategies to support nurture principles * We will look to further explore what makes how staff can attune to children. * We will look to adapt our 5 for the Hive programme to include opportunities for children to explore and express their feelings. * Moving forward the next nurture principle we would like to implement within our setting would be Nurture Principle 2 ‘*The establishment offers a safe base.* This will explore how the learning environment is important in containing anxiety and how well we use all our areas to allow structure and predictability. We will acknowledge that a secure base will require a pro-active and consistent approach. * Our working group will model and support staff and further explore how staff can attune to children and support them in times of distress. * Staff will continue to support children’s behaviour using strategies and approaches to build emotional wellbeing and resilience. | |

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| Establishment priority 2: Improvement in attainment, particularly. literacy and numeracy Focus on recovery planning from August 2020 | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Assessment of children's progress  School Improvement | HGIOELC? QIs  3.2 Securing Children's progress  2.2 Curriculum  2.3 Learning, teaching and assessment |
| **Strategies, progress and impact:**  **Blended Learning**  What our remote learning looked like for our children?   * Learning opportunities were shared with learners and their families on our website twitter feeds and emails. * Pre-recorded videos by Binnie Street staff ,additional support materials and relevant follow up activities were available enhance the learning experience * Copies of home learning packs were made available as part of the remote learning offer * Children and families were encouraged to participate in additional book bug sessions, yoga and physical challenges for all the family * Daily video recordings of evening stories were delivered by keyworkers * Every Monday and Friday there was a Literacy, Numeracy, Health, and Wellbeing activity. * Wellbeing Wednesday was a day where we shared physical challenges, outdoor learning and additional fun activities to do at home. * Our early year’s teacher shared weekly interactive learning. The activities had a different focus each week.   **On Line Learning Journals**  The on line learning journals have been a natural fit to the blended learning that we offered to parents. All staff were keen to carry out the initial training and agreed it would help to improve consistency in the recording children’s achievement and support parent participation.  For the SMT it has been an effective and robust system for tracking and further supports our analysis of data. It is a key driver in supporting keyworkers to make confident judgments about children’s progress and how well children are learning and developing over time. The skills that children are learning at nursery can be shared with parents through observation of learning and photographs. Observations can be shared with the children who can make their own contributions and observations can be quickly assessed using practitioner knowledge and linked to the assessment frameworks.  Within our curriculum we use a range of approaches to promote and enhance learning eg story grammar, word aware and SEAL .Book bug, daily storytelling and rhyme time have become an important part of the children’s day. These approaches will allow children to build on their vocabulary and support their cognitive and social skills  The children’s daily welcome time with their peer group has helped to support their emotional literacy. They share how they are feeling, plan there day using pictures and photographs.  Children’s self-registration, weekly numeracy focus, nursery rhyme focus all help to support significant aspects of learning across the curriculum and in a variety of contexts. | |
| **Next Steps:**   * To support staff to use highly effective questioning in order to challenge children and develop good higher order thinking skills. * To continue to support all parents to access children’s learning and achievements through the on line learning portal. * To support staff to be confident in submitting observations, sharing achievements and identifying next steps. * The SMT will use the journals to provide robust data for tracking children’s learning. * The implementation of the online learning portal to all families across the setting | |

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| Establishment priority 3: Closing the attainment gap between the most and least disadvantaged children  Play Pedagogy Outdoors | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Assessment of children's progress | HGIOELC? QIs  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support  2.7 Partnerships |
| **Strategies, progress and impact:**   * The outdoor learning environment provides a diversity of resources and spaces that we have tried to replicate from what is happening inside. * Staff are listening and observing the children outdoors. Through our observations we are able to further develop opportunities for free play based on children’s interest. * We can see from observing children and listening to their voices that our outdoor learning supports the children’s social and emotional wellbeing. * The children have been involved in outdoor projects using open ended play materials which has allowed them to calculate risk and feel a sense of achievement * We provide a range of outdoor experiences that children can build upon and develop skills that support their holistic health and wellbeing. * Our fantastic outdoor learning environment provides learning experiences that challenge children and allows them to take calculated risks. * Our new outdoor story den provides the children with a lively and inviting space for reading .It will provide a space for the children to think about their place in the wider world and opportunities for deeper engagement and time for reflection   **Impact**   * The children’s concentration to tasks has improved. * We have observed the children leading their own learning ,modelling play with their peers and working well alongside others * Children have been observed becoming increasingly engaged with nature and showing a positive feeling towards learning * Children’s overall mood is calmer and displaying better coping strategies. * The children have a great sense of ownership and responsibility as they tend to their vegetable plots and flower beds.   **Next Steps**:   * To continue to nurture children to follow their interests. * To increase their environmental knowledge with the use of real materials * To allow the children to have an enhanced connectedness with nature. * To continue with our weekly wood walk programme and the introduction of our woodwork programme and fire pit sessions. | |
| **Key priorities for improvement planning 2020-21**  What is our capacity for continuous improvement?   * We consider ourselves to have a very good capacity for improvement. * Staff have a good understanding of the importance of play for recovery in building socio-emotional competence and resilience and the skills to plan and intervene when needed * Staff who have attended Emotion Coaching use this approach to support children during times of distress. * Staff are becoming increasing confident in submitting observations on the children’s online learning journal portal. They are making confident judgements of where children are in their learning and are now working towards identifying and tracking significant next steps for all children. Staff are confident in sharing information with parents. The sharing of children’s achievements both at nursery and at home has significantly increased | |

**NIF quality indicators**

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| Quality Indicator | Establishment Self Evaluation | Key priorities for session 2021/22 |
| 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 our online learning profiles for all our families |
| 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 |

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| **Key achievements of the establishment:**   * A successful roll out of the 1140 hours. This was managed alongside the COVID19 restrictions that were put into place from March 2020 * In August we had, the addition of 6 new staff to join our team. The staff team has been working hard supporting each other and maximising opportunities to share learning. Some staff had mentored and guided new staff in particular with implementation of the on line journals. * We were able to offer a successful blended learning offer to all our families, ensuring that they all received the minimum of 16 hrs a week of learning. * The nursery managed a safe return to our building for all our children .This was managed with scrutiny and we followed all guidance and support given by the authority * All children were supported in bubble both indoors and outdoors. Keyworkers reflected on the environment and made adaptations where required. The bubbles were able to support all curricular areas with additional resourced being purchased where needed. * All communication channels to our families were robust and transparent. Weekly wellbeing calls were carried out to all parents which were well received. * Heath & Wellbeing was a key priority in supporting our children through the pandemic. We were able to offer all children the opportunity to access the outdoors on a daily basis. * We successfully implemented the implementation of on line learning journals for all our 3-5 children. This will be fully implemented across all ages groups by August 2021 * We continued to support staff with our Whole School Nurture programme. All staff were able to complete the 3 training modules at home and then further training was acquired when returning to work by the Heath & Wellbeing CMO. * Due to the successful implementation of our Applying Nurture as a Whole School Approach, I had the opportunity to present our journey to my Early Years and School colleagues. * We were able to continue to support both enhanced transition and routine transition for all our children attending primary schools. These were carried out outdoors and virtually with the support and guidance from our feeder schools. * TATC meetings were managed virtually and we were able to support our vulnerable families with no real barriers. |