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| **Binnie Street Children’s Centre** **Standards and Quality 2021/22** |  |

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| Context of the establishment:  |
| **Our Establishment**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.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 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. Many other outdoor learning zones have been created by the children, their families and our local community.Our recent 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 include 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 Age(s) of person(s) to whom service may be provided:We offer 5 models of childcare. Models vary in length and amount of days. Either on a term time or 50 week basis. We care for a maximum of 20 children age from 2 years to 3 years and a maximum of 80 children aged from 3 years to 5 years. We also provide an Out of School care service for a maximum of 24 children up to the age of 16.We offer a range of sessions in line with Inverclyde admissions policy .We provide a wraparound service which offers extended hours for parents who work or who are in further education or training.The majority of our families live within the local area. We have between 10 and 20% living in private lets.We have around 30 and 40 % of our children living in SIMD 1&2.We acknowledge the differing cultural, socio-economic and linguistic backgrounds of our children and families. We work closely with a range outside agencies to ensure a collaborative approach is central in supporting all our children and families.**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 undertake lead roles to motivate, support and inspire others. Providing opportunities for staff to access training complements and enhances our nursery’s improvement priorities. **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 and provide opportunities to leading learning.We aim to continue to engage with our local community and value the strong nurturing relationships, which we have developed over the years. **SIMD Banding and Attendance Data**

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| 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 |
| 2021 |  | 20 | 110 | 130 |
| Grand Total |  |  |  |  |

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| 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% |
| 2020 | 93.6% | 93.0% | 93.1% |
| 2021 | 84.7% | 86.9% | 86.1% |
| Grand Total |  |  |  |
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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 |

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| **Establishment priority 1**:  |
| NIF Priority Improvement in children and young people's health and wellbeingImprovements in attainment, particularly in literacy and numeracyNIF Driver Assessment of children's progressTeacher professionalism | HGIOELC QIs 1.3 Leadership of change1.2 Leadership of learning2.3 Learning, teaching and assessmentUNCRC *Article 28: (Right to education):*  |
| **Outcome:** * Practitioners will understand the importance of play and the value of child centred play.
* Practitioners will be knowledgeable and sensitive around the timing and nature of interventions and interactions.
* Practitioners will be reflective and intervene appropriately and take into account children’s interests and prior knowledge.
* The Early Level Play Pedagogy toolkit and Realising the Ambition: ‘Being Me’ will support practitioners understanding of play pedagogy to support children’s learning and development.

**Progress and Impact of outcomes for learners:** * August 2022 was the initial starting point for the whole staff team to undertake many training opportunities to support Play Pedagogy .We initial looked at ‘Realising the Ambition’ with reference to section 4:The importance of play. This gave us the starting point of why play is important and instrumental in children’s lives.
* We then carried out further training looking at the Early Level Play Pedagogy Toolkit. As a staff team we decided our initial focus would be on the role of the adult and how best we could support a play based curriculum approach at Binnie Street.
* Through collaborative planning and professional dialogue we devised a learning through play policy .Our rationale was to ensure that there was an understanding that play connects the underpinning skills of the CFE framework and HGIOSELC
* We looked closely at our environment. We wanted to find out, did it support the needs and abilities of the children? Also, were we providing quality resources to allow creativity and opportunities for children to build on their own learning?
* From our observations and professional dialogue we realised that children perhaps didn’t have the time to really have that deep learning through play .So from this we decided to look closely at the children’s day and how it looked from the child’s perspective. We increased the time children had to play both indoors and outdoors. This supported the children to really engage in their learning in a meaningful way. For some staff this proved a bit of a challenge as they were used to a more planned and structured day. However through staff supporting each other, any initial barriers were soon resolved.

The children were observed actively engaging in their learning, talking confidently about what they were going to learn next. Almost all staff were heard using higher order questioning in order to challenge children’s higher order thinking.* The staff team had opportunities to share their observations and knowledge through moderation. Photographs and videos were used of children playing in a variety of different contexts. Staff were able to discuss what the photograph was telling them in terms of interactions, experiences and spaces.
* Overall this priority was a positive one for all learners. It is one that we will continue to support in the nursery. Moving forward our self-evaluation process will be crucial in order to support staff to track and record the development of play in our setting. Observations will be used to inform both teaching and learning. It will be important for us to plan time to observe the children and equally important for us to ensure the learning environment is designed to support independent learning for all our children.
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| **Next Steps**: * To continue to support our shared vision of ‘play pedagogy ‘to achieve a consistent pedagogical approach across the nursery setting.
* To continue to support moderation in order for staff to share experiences and knowledge with each other. This will allow practitioners to continue to have a clear understanding of play pedagogy and how it is an integral part of our setting.
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| **Establishment priority 2**: |
| NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people-NIF Driver Assessment of children's progressTeacher professionalism | HGIOELC QIs 1.3 Leadership of change2.2 Curriculum3.1 Ensuring wellbeing, equality and inclusionUNCRC *Article 3 (Best interests of the child):*  |
| **Outcome:** * All parents will have access to their children’s profiles in a digital form on line.
* Parents will be able to contribute to children’s learning and support children’s next steps.
* We will be able to monitor and track parental engagement .This will allow us to support all parents the opportunity to engage in their child’s learning.
* On line journals will allow practitioners and parents to share learning experiences at home and at nursery
* It will recognise and celebrate children’s achievement
* Parents will have a more accessible way view their child’s nursery day
* An additional way to record and track children’s progress.

**Progress and impact of outcomes for learners:** * Overall all practitioners’ observations were assessed and linked to the assessment frameworks.
* Parents could view observations at a time when It was convenient to them. Here are some comments from parents:

 ‘Loving the on line journals’ ‘The videos are the best’ ‘Fantastic to be able to see instantly what my child is doing’ ‘It is great to be able to share children’s achievements both at home and at nursery’* Practitioners have been skilled in uploading media content, observations and learning stories.
* The progress of children could be tracked individually over time with ‘I can statements’ to guide and provide ideas rather than seeing them as a target .This supported staff to provide well-structured tasks which were exciting and innovative.
* Learning journals are now used by almost all parents. Parents have reported that they find it easy to look at the progress and activities that their child are involved in. The majority of parents have entered a learning story from home that has allowed keyworkers to celebrate the learning at nursery. From a recent survey, almost all parents reported that they felt that there were consistent links between home and the nursery
* As part of our self-evaluation processes, SMT monitor the on line learning journals, looking at observations, content ,stories and children’s next steps. Parental activity can also be evaluated. This will ensure that there is equity and consistency for all earners and their families.
* Children have been seen sharing their learning with their peers. Looking at their photographs and commenting on what they have been learning at home
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| **Next Steps**: * To support new parents and staff on the use of the on line journals.
* To look at the time management of staff when imputing information into the journals. This will be evaluated to ensure it is meeting the needs of the service
* Children’s next steps is an area that is required to be developed. Moderation will be used to support staff’s professional judgement.
* The use of dashboard system will be instrumental in supporting the collation of data. This is an area that we require time and support to develop
* All staff will require upskilling on the progression pathways. This will support staff and guide them in order to support their professional judgement of a standard.
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| **School priority 3**:  |
| NIF Priority Improvement in children and young people's health and wellbeingPlacing the human rights and needs of every child and young person at the centre of educationNIF Driver Performance informationTeacher professionalism | HGIOELC QIs 2.4 Personalised support3.1 Ensuring wellbeing, equality and inclusion1.2 Leadership of learningUNCRC *Article 28: (Right to education):*  |
| **Outcome:** * To continue to embed ‘Applying Nurture as a Whole Nursery Approach’
* For all staff to fully embed nurturing principles in their everyday practice.
* To support practitioners as emotion coachers:

**Progress and impact of outcomes for learners:** * 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 an ‘Introduction to Mindfulness’ for all staff.
* A Health & Wellbeing Working Party has been established with a staff member from each bubble receiving additional training:
* 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.
* Overall all practitioners had a better understanding of the basic principles of trauma informed practice. Staff recognised through observing the children that their behaviour was communicating underlying needs. We therefore wanted to explore and adopt a nurturing approach to support our children.
* An implementation team was created to further support the whole staff team. Building staff’s capacity to be emotion coaches.
* A small test of change was carried out this allowed us to measure the impact.
* Various framework were used as observation tool they included ferre laevers levels of Involvement and the attunement profile.
* Practitioners were observed using the crisis curve to assess, plan and implement in order to support children in times of distress.
* The nursery has made adaptations to daily routines to support and build emotional wellbeing and resilience. This includes spending more time outdoors which has shown to increase children’s engagement and reduce escalation. Additional cosy corners were added to allow the children to rest and relax.
* The nursery has invested in emotional resilience toys to support this work including toys, games and books.
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| **Next Steps:** * We would be looking to facilitate further coaching and modelling opportunities for staff to embed strategies to support nurture principles.
* Staff will continue to support children’ behaviours using strategies and approaches to build emotional wellbeing and resilience
* The implementation team to support practitioners to reflect on their attunement style. This will help to identify key areas that they feel are strengths and key areas they wish to develop. Video feedback may be used to support this.
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| **National Improvement Indicators of Quality**  |
| Quality Indicator | Establishment Self Evaluation | Key priorities for session 2022/23 |
| 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**  |
| * 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 on line learning journals for all our 3-5 children. This will be fully implemented across all ages groups by August 2021
* On line learning journals were made accessible to all children in October 2021.This included the children aged 2-3 and our Out of School Care children.
* 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.
* We successfully piloted a woodwork programme with a small cohort of children. This programme will run for the year and will now include all our children. The programme has been highlighted as an area of excellent practice by the local authority.

**Partnerships:*** As part of our woodland walk programme, children from St Ninians Primary School joined us on our litter pick.
* S1 pupils from St Columba’s High School came to the nursery to read stories to the children.
* Links were made with local industries including EE. They came and cleared an overgrown area outside area in preparation for the implementation of our fire pit programme
* Ongoing links with Inverclyde Shed have been established. They support us with our planting of fruit and vegetables and trees.
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