**Binnie Street Children’s centre**

**Standards and Quality 2023-24**

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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 life learning 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.  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  Our attendance over the year is very good. Our average attendance sits at 95%.  **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. We aspire to provide opportunities for staff to access training which will complement and enhances nursery’s improvements and priorities.  **Our Aims**  At Binnie Street Children’s Centre, we value honesty, trust, success and friendship.   * We aim to be approachable and transparent in our role as early educators and carers of children. * We have aspirations for all 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 lead learning. * We aim to continue to engage with our local community and value the strong nurturing relationships, which we have developed over the years. |

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| **Establishment priority 1** | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  Choose an item  NIF Driver  Assessment of children's progress  Performance information | HGIOS/ELC QIs  2.2 Curriculum  3.2 Securing Children's Progress    UNCRC  Article 12 (Respect for the views of the child):  *Article 3 (Best interests of the child):* |
| **Outcome:**   * By June 2024 ,the number of next steps identified for all children will increase from 10% to 40%.From the increase in next steps we would hope to see progression in children’s attainment across all levels. Children will have increased confidence in transferring their learning across a range of contexts. The data will highlight improvements and gaps in learning. This will allow staff to identify areas where support and challenge may be needed. * By June 2024, all staff will have an understanding of the pathways. Tracking children’s learning will now form a robust system to support our self-evaluation and collation of attainment for all children (attainment data to be established).The tracking will highlight any gaps and allow for support and challenge where appropriate. The data that we would have would allow us to see where improvement in children’s attainment may be targeted. * By December 2023 all children will have access to a comfortable reading environment. Cosy seating, reading lamps and a variety of reading materials will be purchased. Cluster work in literacy was a strength and it was identified to further develop anti –racist education. Joint partnership with St Ninians will increase children’s awareness and build racial literacy. * Children will be encourage to explore different genres, they will be provided with opportunities for independent reading, shared reading and reading aloud. The impact from this outcome will be that children will have an increased awareness of other ethnicities and a respect for a range of different cultural beliefs. Children will demonstrate an increased enjoyment of books and the love of reading either on their own or with their peers.   **Progress and impact of outcomes for learners:**   * All most all our children have had an increase in identified next steps recorded on their on line journals. Some staff still require support and this has been identified through 1-1 meetings with SMT. We have had a number of moderation meetings with staff including showcasing some good examples of work and a word bank containing keywords which supported children’s observations. * We have enhanced our environment by adding quiet cosy areas for reading, additional soft lighting and additional reading material that children can access around the nursery. In addition we purchased a number of new reading books with a focus on inclusion and equality. This has supported our children in a variety of ways from our monthly book of the month and our collaborative working with the pupils of St Ninians Primary School. We have had joint reading activities with them in the nursery and the local park and this has further supported the children with their transition to school. * The data that we are able to gather from the children’s on line journals give us some indication of children’s progress across the curriculum. However this will be further enhanced when we have the Early Years dashboard in place. All most all our children have made progress across the three cross cutting themes. Some of our children who require additional support have targeted interventions. These are supported using the ‘I can toolkit’,Realising the Ambition and ‘Up ,Up and Away frameworks. All of these have been instrumental in support practitioners to support our children and families. | |
| **Next steps**   * The introduction of the new Early Years tracker will be instrumental in supporting practitioners to plan experiences, track children’s progress over time and to target interventions where appropriate. It will support practitioners in the understanding of children’s developmental milestones and provide opportunities for staff to moderate through a range of different contexts. * The nursery environment will continue be an area of priority. This will be enhanced further with a focus on literacy. In October 2024, all practitioners will have had training on Inverclyde’s Literacy Framework. This will further support their understanding of the importance of creating a literacy rich environment to develop children’s listening, talking and writing skills. * We will continue with our partnership working with St Ninians Primary School. We have already had a number of joint events focusing on Building Racial Literacy and this will continue to be a priority for us when we are looking at providing a nurturing environment that supports an understanding of race and different cultures within our society today. | |

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| **Establishment priority 2** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  Choose an item  NIF Driver  School Improvement  Performance information | HGIOS/ELC QIs  1.1 Self-evaluation for self-improvement  1.3 Leadership of change    UNCRC  Article 3 (Best interests of the child):  *Article 28: (Right to education):* |
| **Outcome:**   * By August 2024, all staff will have an understanding of the new quality improvement framework .They will be familiar of how this framework will be used during inspection. The core of this approach will support staff to evaluate their own performance. It will allow us to develop a shared understanding of what high quality care and support looks like. It will also support openness and transparency in the next inspection process * By December 2023 a self-evaluation calendar will be introduced. Inclusion of all stakeholders in self-evaluation will bring about improvements. This will be extended to our OOSC provision. The self-evaluation calendar will support a clear ,well planned coherent approach .It will allow us to set out how and when we will evaluate our work and help us to plan effectively to make improvements * By June 2024, SMT and all staff will have made gains in the monitoring of learning and teaching across the curriculum. The impact will be improvements in the quality of learning and teaching across all areas. An increase in staff confidence when peer assessing and moderating their practice. We would hope to see confident practitioners who will deliver quality learning experiences to all our children as well as a learning environment which will support ongoing challenge   **Progress and impact of outcomes for learners:**     * The impact our self-evaluation processes have had is that has allowed us to evaluate the progress and interventions and how we can make improvements. * We were able to identify our unique strengths and systematically analysis the data it gives us. * It has provided staff with a basis for planning. For us to take a closer look at our environment and how best we can challenge and support our children * It has allowed us to engage parents, staff and children into the life and work of the nursery. It has given us clear and robust data in order for us to make improvements and improve the quality of our service. | |
| **Next steps**   * Our self-evaluation calendar has allowed us to track and focus on what Q I’s we are looking at across the year. We will continue to work hard on gathering evidence from our external partners, parents, staff and children. This includes a system using QR codes to gather data and allow us to be able to evaluate evidence * SMT will continue to have defined roles and responsibilities in terms of areas of targeted supported. This has worked well over the past year and we will continue to support each other with the additional Early Years tracker. * HIGIOUS and the Care Inspectorate Framework will continue to support us with our self-evaluation processes. We will continue to support practitioners when reflecting on their practice and to enhance the provision that we already have in place. | |

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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  Improvement in children and young people's health and wellbeing  NIF Driver  School leadership  Teacher professionalism | HGIOS/ELC QIs  2.2 Curriculum  2.2 Curriculum    UNCRC  Article 3 (Best interests of the child):  *Article 28: (Right to education):* |
| **Outcome:**  1.By June 2024 all staff will be STILT trained. This will be delivered by Lisa McFadden our Educational Psychologist.  2. By June 2024 an implementation group will have been formed within the establishment. This will be a peer support network for all staff  3.Additional bespoke training will be agreed with Educational Psychologist following a needsanalysis  .  **Progress and impact of outcomes for learners:**   * In May all staff had STILT training delivered by Kathryn MacKenzie. This was a full day’s training where all staff completed 4 modules: * 1:Trauma –Impact & Signs * 2:Responding to Trauma * 3:Self-Regulation * 4: Traumatic Bereavement & Staff Wellbeing. * The Impact from staff was positive. Here are some of the comments:   ‘*Has made me more aware of how to respond to different situations’*  *‘The importance of stepping in before the child’s trigger point’*  *‘I found the training session interesting and informative. Useful positive phrases and language to use.’*  *‘The importance of positive body language’*  *‘ Remember to reflect on what the child may have experienced before arriving at nursery’*   * There has been a positive effect on the children being able to regulation and identify their emotions. This can be observed through their play, language and behaviours. * Children have been observed resolving conflict with their peers without minimum adult interventions * The children have developed their understanding of empathy and how it impacts on their relationship and friendships groups. * Children have been observed being able to negotiate, share resources, ideas and take account of others views. | |
| **Next steps**   * To continue to support staff to be Trauma Informed. * Ongoing advanced staff training. Bespoke where required. * Trauma informed leaders to provide ongoing coaching to support being implemented. * The use of on line resources to support staff. * Staff wellbeing to continue to be a focus during family group meetings and 1-1 meetings with SMT. | |

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| **Data** |
| **Key Strengths:**  **Binnie Street Children’s Centre:**   * Our Self Evaluation process to track progress and achievements * On line Journals. This supports the tracking of children’s learning, identifies gaps and plan targets. * Staff’s observations of children. This is shared at family meetings and 1-1 tracking meetings * Questionnaires.   **Key Priorities:**  **Binnie Street Children’s Centre**   * The implementation of the Early Years Dashboard. * The use of survey monkeys to gather and evaluate data from questionnaires * The use of QR for parents to share their views on our service and for us to plan and implement change where required. |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of change**  **Very Good** |
| **Key Strengths:**  **Binnie Street Children’s Centre**   * Our leadership team carefully manages the pace of change well, ensuring positive outcomes for our children and families. * Staff and management work well together as a team to achieve high quality care and experiences for all children. * Practitioners continue to engage in professional learning which helps to support improvement, creativity and innovation.   **Key Priorities:**  **Binnie Street Children’s Centre**   * To engage others to develop a shared vision and purpose for our setting. To review our curriculum rationale with all partners. * To continue to develop and support staff with the new Early Years tracker. * SMT to continue to develop processes to support staff to meaningful reflect on their practice through monitoring and observations in the playroom. This will support us to sustain and continuously develop as individuals and as nursery as a whole. |

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| **2.3 Learning, teaching and assessment**  **Very Good** |
| **Key Strengths:**  **Binnie Street Children’s Centre**   * Staff have a good understanding of child development and early pedagogy. * Our learning environment is built on positive and nurturing relationships. * Children can talk about their learning with confidence and share their achievements with staff. * We offer an extensive range of learning experiences for all children. Both inside the nursery and within the community. * Our on line journals allow parents and staff to share children’s learning and achievements.   **Key Priorities:**  **Binnie Street Children’s Centre**   * To continue to ensure that the processes we have for tracking children’s progress is manageable and effective. * To further support staff with their understanding of children’s milestones. * To further enhances our indoor environment ensuring that our provision is challenging and motivating. |

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| **3.1 Ensuring wellbeing, equity and inclusion**  **Very Good** |
| **Key Strengths:**  **Binnie Street Children’s Centre.**   * Children’s learning and achievements are recognised. * Transitions are working well. Joint working and excellent links with clusters schools. * Children with additional support needs are well supported with staff confident in supporting children’s individual needs. * Each child is considered as an individual with their own rights and needs. * Everyone shares the responsibility for creating a positive and respectful ethos and a shared understanding of wellbeing.   **Key Priorities:**  **Binnie Street Children’s Centre**   * To provide opportunities to embed UNRC within our practice. * To continue to ensure that all information is shared effectively about children’s wellbeing between parents and practitioners. |
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| **3.2 Raising attainment and achievement/Securing children’s progress**  3.2 Securing Children's Progress |
| **Key Strengths:**  **Binnie Street Children’s Centre**   * Our learning environments are very effectively constructed to allow children to be increasingly independent in their ability to express themselves vocally and creatively. * We skilfully apply strategies to support children to build vocabulary that helps their thinking and understanding. * We place a high value on recognising, capturing and celebrating children’s individual achievements. We understand the significance of what happens beyond our setting, at home and within other provisions   **Key Priorities:**  **Binnie Street Children’s Centre**   * To make improvements in our approaches to tracking children’s progress * To improve the systems we have in place to collate data. This will help us to analyse information to improve outcomes for our children and families |

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| **Other quality indictors evaluated from 3 year plan** | |
| 2.2 Curriculum  Choose an item. | |
| **Key Strengths:**  **Binnie Street Children’s Centre**   * Our children experience a nursery that is secure, clean, inviting and welcoming. * Our furniture and resources are of a high standard * Staff create creative spaces that are interesting and spark curiosity * Our environment is well planned which embeds challenge and wonder * Our staff have a sound understand of play pedagogy which is evident in all aspects of their practice * Our outdoor garden spaces are an area of excellent practice   **Key Priorities:**   * Further develop creative spaces for time out for rest and sleep * To further develop creative opportunities for children to evaluate their learning. To engage in discussions and to describe their learning with their peers |

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| **Key Achievements of the Establishment** |
| * July 2023 we had a very good inspection from the Care Inspectorate. We graded 4 very goods in 4 of the QI’s * In March we held a successful parent & child workshop making Easter Bonnets. This was then carried on over into our local church where we had an Easter parade for our parents and a daffodil tea. This was very well supported by parents ,families and friends * In April we held our Open Evening in the nursery. This was an opportunity for us to show case all of the learning experiences that are on offer to our children. * In May we had our sponsored walk a mile. The children walk to the local park where they then had a picnic. * Sports Day was held in May with the parent’s races being a firm favourite. * Our fortnight visits to Riverside Gardens Care Home continues to be a wonderful experiences for both our children and the residents. * We have been work with Inverclyde Shed to further enhance our children’s skills for life and work. Making accessible the opportunities for the growing of fruit and vegetables within the nursery garden. * We continue to hold monthly book bug sessions in the nursery. We have 2 member of staff who lead the sessions which are open to our parents and the community. * In June 2024 we had some photographs of our outdoor garden being included in the new care inspectorate framework ‘Space to Grow and Thrive’. * Our cluster work is an area that enhances our curriculum offer in so many ways. We have had numerous shared learning events including: * Booknic stories in the park * Book fairies book hunt in the park * Buddy’s from the school giving a short presentation on their Building Racial Literacy events * Story telling in the playroom. * Sustaining high levels of children’s and staff attendance over the year. * Our ongoing commitment from staff to undertake professional learning. This includes Froebel, Inverclyde’s Leadership Pathways and BA in Childhood practice. |