

Context of the Establishment:

Our ELC Establishment

79 children attend the nursery on a full-time basis. 74% of our children live in SIMD bands 1 and 2. Places are allocated through Inverclyde Council Admissions' policy.

Our 3-5 room has provision for 72 children attending at any one time. Our 2-3 room accommodates 15 children. Two places are private places for parents who are working or at college. The other thirteen places are for children whose parents who meet the Scottish Government's Qualifying Benefits Criteria.

Every child attending the nursery is allocated a full-time placement every day from 9.00am to 3.00pm as part of the 1140 hour expansion pilot. Free school meals are provided for every child.

In March 2020 the nursery closed as COVID-19 lockdown measures were put in place. Since then children of keyworkers and vulnerable children have attended a Hub based in the nursery. All other children have been at home.

OUR VISION

To be part of a learning community ensuring that all children have access to their own personalised Curriculum for Excellence and for their families to be true partners in their child's education.

OUR VALUES

Kindness, respect, sincerity, openness, resilience, compassion and integrity are the values that our nursery community have identified as important and we base all our decisions on them.

OUR AIMS

- To provide an exciting, stimulating learning environment, making full use of the natural environment around us where children feel happy and secure and learning is fun
- To ensure that all children are given the opportunity to reach their potential by providing high quality staff interaction and support.
- To work closely with parents, partner agencies and the local community to inspire a love of lifelong learning in our children and families.
- To use resources imaginatively to develop the nursery as a resource for parents and the local community, promoting a sense of belonging and engagement in positive learning experiences, by allowing every family to access and engage in education and support.
- To use the finances available to ensure that all resources are of a very high standard. High quality staff training will further enhance the quality of learning and teaching.
- To regularly consult with children, parents and partner agencies to monitor and evaluate the work of the nursery to ensure that we continually achieve the high standards we set for ourselves.

Review of progress for session Aug 2019- March 2020

Establishment priority 1: Transitions (Cluster Priority)	
<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> Parental engagement Assessment of children's progress</p>	<p><u>HGIOELC? QIs</u> 1.2 Leadership of learning 2.3 Learning, teaching and assessment 2.2 Curriculum 3.2 Securing children's progress</p> <p>Other Drivers RRS</p> <p><i>Article 28: (Right to education):</i></p>
<p>Strategies</p> <ul style="list-style-type: none"> • Within the Cluster establishments there will be an improvement in children's early reading skills. • Improved teaching will impact positively on children's learning experiences. <p>Progress</p> <ul style="list-style-type: none"> • As an EY cluster we delivered in-service to all staff in October 2019. Staff training included Education Scotland materials on the moderation process. Staff worked in mixed groups to moderate literacy and numeracy activities from each establishment. • A plan was in place to hold termly meetings where one member of staff from each establishment would attend and bring a piece of work to be moderated. <p>Impact</p> <ul style="list-style-type: none"> • Staff are developing confidence in the moderation process and are beginning to engage in professional dialogue with colleagues across the Cluster This will ensure that we have a shared understanding of literacy and numeracy experiences across the Cluster and will support children's learning across the Early Level Unfortunately, staff termly moderation meetings did not go ahead due to staffing issues and then lockdown. • As a Cluster we have not developed an action plan to raise attainment in the early phonological awareness skills. This will be carried on. <p>Next Steps: We will continue to work as a Cluster to moderate learning experiences and develop a shared understanding.</p>	

Establishment priority 2	
<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> Parental engagement Assessment of children's progress</p>	<p><u>HGIOELC? QIs</u> 2.3 Learning, teaching and assessment 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 2.5 Family learning</p> <p>Other Drivers RRS</p> <p><i>Article 28: (Right to education):</i> <i>Article 29: (Goals of education)</i></p>

Strategies

- Targeted children will make progress in the development of literacy and numeracy skills. These skills will be assessed and tracked throughout the year.
- Identified group of children will make progress in their understanding of mathematical language through the use of digital technologies.
- Planning processes in the 2-3 room will be responsive, reflective and will give an accurate record of children's progress.

Progress

- Termly "Raising Attainment" meetings are held and attended by Head Teacher, Depute, keyworker, EY Graduate and Family Support Worker. These learning conversations are formed around the progression pathways. Children who need challenge or support are identified and EY Graduate works with these groups of children alongside keyworkers.
- EY Graduate tracks learning across literacy and numeracy and shares this data with all staff. The Head Teacher collates this information termly and this is then used to identify areas where children are making good progress or gaps are identified. Data is collated by SIMD and gender.
- New IT resources have been purchased to support learning and teaching. A plan was in place to track a group of children using the new resources and monitor their progress in understanding mathematical language. This has not been started due to lockdown.
- The Head Teacher, Depute, EY Graduate and a key worker from 2/3 room attended training with Anna Ephgrave on Planning in the moment. Playroom planning is now "In the moment" and responsive to children's needs.

Impact

- Almost all children are making very good progress in numeracy. Children who need support or challenge were identified and supported by EY Graduate.
- Tracking progress identified that boys were making less progress than girls in early writing. This was addressed by reflecting on playroom practice. Early indications showed that almost all boys had made progress since changes were implemented. Due to lockdown data has not been gathered since March.
- Developing mathematical language through the use of IT resources has not been implemented due to lockdown.
- Staff evaluations have indicated that Planning in the moment has been a positive change. Staff know their key children better and this has a positive impact on all children's learning experiences.

Next Steps:

- We will revisit technologies and mathematical language later in the session when children are settled and staff are confident with new working practices. We will continue developing an understanding of "Planning in the moment" in our 2-3 room and introduce it in the 3-5 room. Staff will be working with their own cohort of children. This will give staff an opportunity to develop their observation skills and to reflect on how their children learn.

Establishment priority 3:

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parental engagement

Assessment of children's progress

Performance Information

HGIOELC? QIs

3.1 Ensuring wellbeing, equality and inclusion

1.4 Leadership and management of staff

2.4 Personalised support

2.5 Family Learning

Other Drivers

RRS

Article 28: (Right to education):

Applying Nurture as a whole school approach: Nurture Principle 4

Strategies

- Through staff increased knowledge and understanding of nurture principles and approaches, children will experience appropriate interventions in response to wellbeing needs.

Progress

- The implementation team continued to meet during the session. Our Educational Psychologist left the authority last August and Laurence Reilly has supported the staff this session.
- Four members of staff had the opportunity to participate in peer reflection using the attunement profile and SLT met with Psychological Services to discuss how we take this priority. A few observations have been carried out but due to lockdown we have not had the opportunity to discuss them as an implementation team.
- Speech and Language Therapy drop-in sessions which have developed have continued every 6 weeks.

Impact

- Staff are reflective in their practice and are developing an awareness of skilful attunement. This has a positive impact on children's health and wellbeing as well as language development.
- Speech and Language Therapy drop-in sessions have supported staff to further develop their skills and improve their practice.

Next Steps: We will consider all nurture principles as we start next session as we bring our children back after several months of lockdown. We will have a significant focus on Nurture Principle 6: The Importance of transition in children's lives.

Establishment priority 4:

NIF Priority

Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

Assessment of children's progress
School leadership
Performance Information

HGIOELC? QIs

1.5 Management of resources to promote equity
3.2 Raising attainment and achievement
3.3 Increasing creativity and employability
2.2 Curriculum

Other Drivers

RRS

Article 28: (Right to education):

Strategies

- Children will be engaged in Loose Parts play, developing curiosity and problem solving skills through creativity.
- Children will have access to digital technology that supports their learning across the curriculum.
- 2-3-year-old children will have access to a stimulating, language rich learning environment that meets their individual developmental stages.
- A woodwork programme will be established as per STEM grant bid and children will be actively engaged in the development of skills across the curriculum.

Progress

- A staff working group was established to look at Loose Parts play. They reflected on current guidance and used a Floor Book to document practice. They looked at how the Rights of the Child link with practice in Loose Parts and have looked at areas of current good practice and areas for further development.
- A staff group was established to look at Digital Technologies. Staff looked at the Experiences and Outcomes as well as the benchmarks and began to look at how experiences are implemented across learning. A variety of resources have been purchased to support the development of skills in early coding and staff are developing a working document (rationale) to support the use of these and development of skills.
- The staff team in the 2-3 room have been developing an approach in child-led learning using Anna Ephgrave's "Planning in the Moment" approach as well as Building the Ambition and more recently Realising the Ambition. These have helped staff to look closely at practice and ensure that all activities across the playroom are language rich.
- In August we were awarded a STEM grant across our Early Years Cluster to develop woodwork. A Woodwork Champion was identified and she took part in a working group to produce a booklet to be used across the authority to develop staff skills. A case study was in the process of being completed when lockdown was announced. Several members of staff attended training with Pete Moorhouse, an international expert in this field.

Impact

- The working group has identified areas of good practice and how these link to children's holistic development.
- Children have not yet had access to the new IT resources. A staff group have been reflecting on experiences and outcomes in digital technologies and developing a programme for early coding skills. Due to lockdown this has not been completed.
- The woodwork programme has been very successful and the member of staff identified as Woodwork Champion had almost completed a case study. Unfortunately, the child will be moving on to school and the case study will not be complete. We will receive Phase 2 of STEM Grant funding in August to continue our developments in this area.

Next Steps: We will continue with these working groups and Cluster woodwork initiative as soon as children are settled and staff are confident in new Covid-related working practices.

National priority: How we are ensuring Excellence and Equity?

All staff strive to ensure that all children have opportunities to be the best they can be. Targeted interventions have been put in place to ensure that children who require additional support in literacy and numeracy receive additional support. Staff continue to attend quality training opportunities which supports them to develop their practice and engage effectively with children.

Until March 2020, almost all children had made good or very good progress in literacy and numeracy.

Processes are in place to monitor attendance and interventions are put in place as required to support children who are not regular attenders.

Plans are in place for children who require a differentiated curriculum. These plans are regularly monitored and reviewed with parents and other professionals who are involved in the child's life.

Since lockdown in March 2020, we have strived to engage our families in learning experiences and to support families to understand how children learn through play. We have provided learning packs to homes to help families engage in their child's learning.

Response to Covid 19 Lockdown closure – March 2020 – June 2020

At the start of lockdown, staff were assigned to two Hubs. Some staff supported children in the All Saints Primary Hub and others worked in the Hub at Glenbrae Children's Centre. After the Spring break, the Glenbrae Hub was moved to Blairmore. Staff from Glenbrae Children's Centre and Hillend Children's Centre worked in this Hub. Staff in both Hubs developed positive relationships with colleagues from both ELC and Primary Schools. Children have been very engaged and have had a very positive experience. Parents have commented how much their children have enjoyed attending the Hubs.

The Head Teacher has been in regular contact with staff via telephone. Staff meetings have been held on Teams and all staff have accessed them. Staff have been engaging in a variety of CLPL during lockdown. Weekly tasks have been set by the Head Teacher and staff returns are collated. Staff engagement has been very good. Initial difficulties with access to technology has been overcome for almost all staff. Staff have benefitted from the opportunity to read and reflect on "Realising the Ambition." Staff have also completed the STEM and literacy modules, worked through several introductory OU courses and are all in process of completing an Open University Additional Support Needs Course. Staff have also been devising home learning sheets that we can send home to parents.

Processes are in place for keeping in contact with children who have Social Work involvement. The Head Teacher and Family Support Worker call families regularly. The Head Teacher has participated in Core Groups and Child Protection conferences by telephone. All of our 2-3 children are contacted weekly and all other families are contacted fortnightly by a member of SLT or Family Support Worker. Well-being, anxieties, comfort and advice with regard to development and parenting strategies have all been offered. The Family Support Worker calls parents who she previously worked with weekly or twice weekly dependent on need. This support has been positively received.

Parents also receive regular group call message updates and have a direct email address to contact the Head Teacher as required.

Remote Learning has been positively received by many families. Ideas have been shared on Twitter to encourage different aspects of development and learning. Busy bags have been created.

At the end of term, a book was purchased for every child from our nursery funds. Resources and activities have been included in these packs.

Sports Day at home has been organised and children received an activity sheet with a sports day medal to allow them to take part in their own sports day at home.

Inverclyde Council transition to Primary One pack, Shark in the park distributed to all children going to school in August. Almost all families have taken up this offer. Some have been sharing home learning with us through email and twitter.

We have also been discussing these activities when we call parents. Several parents have asked for specific support and this has been provided. The impact has been positive in encouraging and promoting development, skills and family learning and engagement.

Autumn term recovery plan

PRIORITY 1: To ensure that children returning to nursery and new children have a positive transition by engaging in research and professional reading to ensure our transition arrangements are positive for children and their families

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
Engage with staff to look at “Applying nurture as a Whole School Approach” Nurture Principle 6 to reflect on practice				HT/DH	August 2020	Laurence Reilly	Applying Nurture as a whole school approach
Staff have read “Realising the Ambition”. Use Transition section to ensure that practice reflects documentation. Use podcasts as tool for reflection				HT/DH	August 2020		RTA document and podcasts
Write procedure for Settling new children taking cognisance of current advice				DH	June 2020		
Build in time to reflect on settling – in processes and engage with parents to evaluate our practice and make changes based on parental feedback				FSW	August onwards		
Staff will be engaged in daily meetings to discuss how children are settling and how new cohort areas are working. Changes will be made as required				All staff	August onwards		
Reflect on nurture principles with staff team to ensure that children’s Health and Wellbeing needs are met as children return to an unfamiliar setting and leave their family after a significant time at home				HT/DH	August onwards		Applying Nurture as a whole school approach
To have system in place for staff to share child’s day with parents and to offer support to families as required				FSW/ all staff	Aug onwards		Access to technology to video call parents

PRIORITY 2: The curriculum will be reviewed and adapted when children are settled back into nursery to take cognisance of wellbeing and individual learning needs based on observation

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
Review parental feedback in “All About Me” booklets to ensure staff are aware of each child’s personal journey through lockdown				HT/DH	August 2020		
Staff observations of children will be discussed daily to ensure that we are meeting their emotional wellbeing needs				HT/DH/all staff	August 2020		RTA. Observation cycle Planning in the moment Leuven Scales of wellbeing and engagement
Share and discuss IC policy “Bereavement, Change and Loss” policy with all staff				HT		Laurence Reilly	Access to policy training materials
Our curriculum offer will be reviewed as a staff team and adapted to meet the needs of the children identified through observation and parental feedback				HT/DH/all staff	June 2020		CFE guidance RTA reflection
Home learning activities will be sent home weekly and cover a variety of curricular areas				EYG	August onwards		Click View training

PRIORITY 3: To ensure that nursery environment for both children and staff meets all Health & Safety requirements and offers a safe base for all.

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
SLT will have regular meetings with individual staff to ensure their wellbeing needs are being met				HT/DH	August		

SLT will ensure that all staff have an understanding of Scottish Government and Local Authority Guidance and that it is adhered to				HT/DH	June onwards		
Procedures will be updated to reflect current advice and regularly updated				HT/DH	June onwards		
Risk assessments will be completed and reviewed regularly to ensure compliance with guidance				HT/DH/ H&S rep	June onwards		