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|  | **Blairmore Early Learning Centre**  **Standards and Quality 2023-24** |

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| **Context of the establishment:**  Blairmore is an Early Learning centre which caters for 15 children aged 2-3 years at any one time, two full time equivalent places are private to support parents working or attending further education. The remaining thirteen places are for children whose parent’s situation are in line with The Scottish Government’s Qualifying Benefits Criteria or part time places for children referred by another agency.  The second playroom has 72 children aged 3-5 years receiving Scottish Government 1140 hours entitlement, term time six hours daily, serving the community of East End of Greenock, sharing the campus with a local school provision. Currently 76% of our children attending the nursery live in Scottish Index of Multiple Deprivation, bands 1 and 2, along with 11% who have new addresses that have not yet been banded.  Our vision is that all children will reach their potential and this is implemented through respecting children’s individuality. Staff use robust assessments to plan appropriately for children setting up high quality learning experiences in both playrooms and outdoor environments; encouraging children to play, grow and learn together. We believe in nurturing an inclusive environment where children will feel secure, happy and their individuality, ability and skills are valued.  Partnership with children, parents, carers, other agencies and the local community are essential to providing the best service we can for you and your child. Parents/ carers are central to their child’s learning and from this early point can share their knowledge of their child. Parents/Carers have been involved in their child’s learning and teaching and we plan to enhance this going forward involving them in a variety different ways including playroom activities and workshops. We work effectively with our local schools to support transitions and continuous learning.  Our philosophy at Blairmore is to be a place where adults feel welcome and children become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.  In August 2023, Blairmore successfully interviewed a new Head of Centre along with a new admin assistant and began the year without a depute. The team was completed in October 2023 once the depute successfully gained the post forming a full new management and admin team. |

Values, Visions & Aims

Blairmore gets it right for children and families through the implementation of

“Our Values Vision & Aims”

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| Values |
| Belonging  Children are at the centre of our service, and families and staff work in partnership using parent’s prior knowledge of their child along with staff knowledge and expertise, to have a shared vision of each child’s learning journey to ensure all children achieve their potential. |
| Being  A welcoming, friendly and approachable, community of learning for children, who reach their potential through high quality learning and teaching experiences based on play and fun. Where children, parents and staffs’ voices are listened to and influence the day to day experiences provided within Blairmore, creating a true sense of identity and belonging. |
| Becoming  Working in partnership we will nurture and support children to be confident and successful, and have an ability to recognise success, be resilient and be able to problem solve leading to lifelong learners with dreams and aspirations leading to success and achievement in life. |

Our vision is that children will be: Our Aim is to do this by:

Our service aims to do this by:

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| Effective Communication | Monitoring Individual children | Continuous Staff Training |
| High Quality Care | Working in Partnership | Effectiveness of the Service |
| Achieving these aims will result in us being successful in achieving our values, raising attainment leading to successful lifelong learners who are confident and reach their potential. | | |

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| Staff having leadership of their own group and working as a team who are: | |
| Caring | Motivated |
| Dedicated | Committed |
| Sincere | Honest |
| Experienced | Nurturing |

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| Included | Respected |
| Happy | Kind |
| Secure | Supported |
| Enthusiastic | Safe |
| Listened to | Successful |
| Important | Caring |

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| **Establishment priority 1** | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Performance information  Assessment of children's progress  Teacher professionalism  Parental engagement | HGIOS/ELC QIs  3.2 Securing Children's Progress  2.4 Personalised support  2.2 Curriculum  2.3 Learning, teaching and assessment  1.2 Leadership of learning  1.3 Leadership of change  UNCRC  Article 28: (Right to education):  *Article 31 (Leisure, play and culture):* |
| **Outcome:**  Build upon staff’s understanding of literacy and numeracy pathways and benchmarks at Early Level. Provide greater links at home and nursery to allow parents to support and embed literacy and numeracy in all areas of the curriculum.  **Progress and impact of outcomes for learners:**  All staff have been trained, mentored and coached and have an understanding of the literacy and numeracy benchmarks before assessing all their children using progressive pathways. This has led to an increase in almost all staff’s confidence through gaining a robust knowledge of their children’s stage of development. Staff have used this information to plan realistic, measurable next steps in learning for literacy and numeracy. Giving all children relevant, realistic next steps in learning and ensuring opportunities are available, taking into account children’s individual needs and ensuring progress.  Before staff met with parents, the senior management team provided three workshops to which 58% of our families attended with an additional 10.5% being met on a 1 to 1 with senior management staff to receive information as they couldn’t attend workshop.  Staff then met with children’s parents to share their baseline assessment and intentional teaching targets, to which 95% of families attended, parents were also encouraged to share any learning from home or anything they saw as an area of priority for their child and an additional target was set for that priority.  Staff implemented and set up a range of relevant provocations to allow children opportunities to develop their intentional teaching. The staff then evaluated the children’s learning and reassessed the learning which showed that all children have made progress.  We shared the evaluation and reassessed the tracking with parents and asked them to complete an audit, 68% filled in the audit and 100% liked the process of planning, all parents/ carers reassessed could see their child’s progress, and the link between planning and the achievement within the evaluations and 100% could recognise the skills their child had achieved.  The evaluations of children’s existing plans have led to the creation of plans to support or challenge our learners appropriately.  Almost all staff have participated in the training for “I Can” tool kit and have had a question and answer session with Speech and Language to discuss the program and enhance staff knowledge. We have not yet implemented it, however, feel we need to audit our Literacy pathways and see if it contains the “I Can” tool kit contents and then self-evaluate and plan how we go forward.  Blairmore has set up absence procedures to ensure attendance is maximised. This includes calling parents /carers of children who are absent, implementing plans to get non-attenders to nursery and educating parents at workshop about the impact of attendance on lifelong learning. This has led to an increase of over 10% in attendance from the previous year.  Almost all parents have an increased understanding of literacy and numeracy through the sharing of their child’s pathways and next steps in learning through the targets set. This has supported parents to understand their child’s stage of development and how to support them at home. | |
| **Next steps**   * Change the Absence policy to Attendance policy before reviewing to update in line with new practise, leading to improved and sustained attendance. * Plan and implement literacy and numeracy workshops that give parent an understanding of curriculum for excellence before seeing this in action in playrooms, to allow parents to understand and support learning and teaching. * Review progressive pathways against “I can” tool kit to see if all aspects are included and if not add, use a colour to highlight these, to decrease workload. Use Inverclyde Councils tracker to moderate learning & Teaching progress, to allow moderation of practice. * Develop home learning for literacy and numeracy to improve attainment. | |

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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  Performance information  Teacher professionalism  Assessment of children's progress | HGIOS/ELC QIs  2.3 Learning, teaching and assessment  2.4 Personalised support  1.2 Leadership of learning  3.2 Securing Children's Progress  UNCRC  Article 31 (Leisure, play and culture):  Article 28: (Right to education):  *Article 29 (Goals of education):* |
| **Outcome**: Broaden and deepen staff knowledge of observation to allow us to better assess children’s learning. Create a robust tracking and monitoring programme, enabling us to plan more effectively and cater to the unique needs of the child. Explore responsive and intentional planning to allow for better interpretation and documentation of children’s learning. Establish a policy to improve nursery attendance and clear procedures when a child is absent.  **Progress and impact of outcomes for learners:**  To develop continuity across the service, the staff team collaboratively created Aims, Visions and Values that lead how we deliver our service to children and families along with how we engage with other agencies and the community. We then moderated the expectation of the content of a wellbeing report and created guidance to support staff to complete these in line with our decisions. All new children will have a wellbeing report using the SHANARRI indicators from Getting It Right For Every Child, taking a broad look at skills and needs 4 weeks after settling and this will begin our learning cycle. All children will have individual targets set through assessments to ensure they make continuous relevant progress in literacy, numeracy and health & wellbeing along with anything parents wish us to help them develop.  All staff have increased their skills and knowledge through a range of training and mentoring in assessing, planning and evaluating learning using skill based evaluation which parents understand and recognise. Almost all parents have provided very positive feedback on this process. This assessment tool has built confidence in staff who were less experienced in engaging with parents. The pathways have given them confidence to share accurate information they required to have professional dialogue with parents and the evidence to show parents the progress their children have made.  All staff had training on observations and the impact that the setting has on learning. This has supported staff to recognise how to re-establish environments for children to learn. This led to looking at the space available, reducing office space and creating a parent space and a less stimulating room to support learning. The head then created a Take 30 training video on observations that allows staff to review if they wish. Other services can also access this information.  Through assessment and training it was recognised that some children required a more individualised plan to meet their learning needs. Within the Acorn room (2-3 years playroom), this led to training and reviewing the practise in the room to adapt the environment appropriately. The staff researched and visited other establishments and then created a communication rich environment for children. This supported all children to understand the routine of the day, however, also gave children a multi-sensory approach to understanding, using visuals or objects of reference as a means of communication.  Having carried out “Let’s Talk” meeting (Inverclyde Councils staff development process), all staff were positive about the changes in the assessment, and planning processes and expressed that they knew what was expected, this was essential in implementing change. All staff have had a positive experiences meeting with parents and their confidence is growing, allowing them to feel successful in their role.  The Robust assessment and tracking that was carried out using Inverclyde Councils progressive pathways and evaluations leading to re assessment, showed that all children are making progress in maths numeracy and literacy. The evaluations showed the parents the transferrable skills their children are gaining through the intentional teaching planned, 88.1 % of the children have had a baseline assessment, evaluation and reassessment which shows progress being made and 11.9 % are children that started part way through the third term and had a baseline assessment.  Using moderation, Looking at the other 71.5% who started in August, 80% are making good progress in numeracy and 20% are working well and 100% are making good progress in literacy  Children who have been re assessed 88.5% of the children are making good progress and of these 36.5% are making very good progress beyond the expected goals. The other 11.5% are being supported and making progress to reach the expected milestones and have intentional teaching to support this. Groups have been set up to allow children to reach their developmental milestones through relevant and realistic learning opportunities. Looking at the children who need support, 66.7% are non-verbal and 50% have a speech and language support. 25% are selective mute and 25% have English as a second language.  Children who have been re assessed in numeracy 61.5% of the children are making good progress and of these 25% are making very good progress beyond the expected goals. The other 38.5% are being supported and making progress to reach the expected milestones and have intentional teaching to support this. Groups have been set up to allow children to reach their developmental milestones through relevant and realistic learning opportunities.  In our 2-3 room, all children have been assessed and 33.3% have had a baseline assessment as they have only completed one term and 66.7% have been re assessed and are making progress. 75% have made good progress in literacy and numeracy and the other 25% have personalised curriculum programmes and are following a differentiated learning pathway to support their progression. | |
| **Next steps**   * Create a robust year plan to enhance organisation and time management of all aspects of the service and improve communication. * Collate staff views on the planning process and skills based learning and celebrate good progress, create action plan to enhance this further. * Create an action plan to develop staff’s numeracy knowledge and embed in practise to improve the provocation and learning environment and experiences for children. * Use literacy and numeracy audits of indoors and out to create an action plan and enhance learning environment. | |

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| **Establishment priority 3** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  Placing the human rights and needs of every child and young person at the centre of education  NIF Driver  School leadership  Teacher professionalism | HGIOS/ELC QIs  1.3 Leadership of change  3.1 Ensuring wellbeing, equality and inclusion    UNCRC  Article 3 (Best interests of the child): |
| **Outcome:** Create areas within the nursery where children can access safe, cosy spaces indoors and outdoors where children can rest or sleep as needed. Develop the outdoor environment to create a rich, continuous provision that enables a holistic approach for all individual children’s learning. All staff will become trauma-informed in their approach to supporting children. Assess staff’s current capacity in using PAThS strategies and identify lead practitioner.  **Progress and impact of outcomes for learners:**  All staff have had trauma training and the senior management team have completed the online courses. This will inform our practice in the future. Seven staff have been PPB trained. This group of staff will work collaboratively to create guidance before sharing with the whole staff team to ensure a consistent approach with the setting. We have been introducing aspects of the PAThS programme and a co-operative team will lead and implement the programme next year; training staff and mentoring the implementation.  The staff have reflected on a range of national and local guidance, and used this to establish Aims, Vision and Values, that will ensure consistency in service delivery and a collaborative understanding of what we aspire to achieve and what children and families will expect from our service. This was shared with our parents at a training day and parents were asked to let us know if they agree or was there anything that should be added. This has been displayed in the main entrance hallway and added to appropriate publications for Blairmore Early Learning Centre.  Staff have worked in a co-operated approach and led audits of curricular areas for literacy and numeracy, creating a list of good practice and aspirations of how we move forward in the future. We will use this information along with an audit of our resources, to action plan and buy resources that will allow a numeracy and literacy rich environment in-line with Inverclyde Council’s procurement policy.  88.5% of the children reassessed for Health and Wellbeing are making good progress. Of these, 55.8% are making very good progress beyond the expected goals. The other 9.6% are being supported and making progress to reach the expected milestones and have intentional teaching to support this. Groups have been set up to allow children to reach their developmental milestones through relevant and realistic learning opportunities.  In our 2-3 room, all children have been assessed and 33.3% have had a baseline assessment as they have only completed one term 66.7% have been re assessed and are making progress. 75% have made very good progress in Health and wellbeing. The other 25% have personalised curriculum programmes and are following a differentiated learning pathway to support their progression. | |
| **Next steps**   * Staff trained in PAThS will share knowledge and create a process for implementing plans to support children in a consistent way as required. * A cooperative team will research, train staff and lead the implementation of PAThS program. | |

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| **Establishment priority 4** | |
| NIF Priority  Improvement in skills and sustained, positive school-leaver destinations for all young people  NIF Driver  School Improvement  Performance information | HGIOS/ELC QIs  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement    UNCRC  Article 3 (Best interests of the child):  *Article 29 (Goals of education):* |
| **Outcome:** Continue to use digital resources to further develop positional language, problem solving and logical thinking. Provide challenge using construction materials to support children with logical thinking. Sequential thinking to be promoted through the use of stories across the nursery. Staff will have the opportunity to engage with Career Long Pro Learning around developing skills. Explore the use of woodwork material in nursery.  **Progress and impact of outcomes for learners:**  Children have had the opportunity to use digital resources including programmable resources to develop logical thinking and positional language. However, staff would benefit from training on these resources as only a few staff have knowledge. The staff have implemented and evaluated children’s progress using the story grammar program. This has developed all pre-school children’s listening skills, ability to recall and sequence the story and then use alternative thinking through the use of symbolic representation.  All children due to attend school in August 2024 have participated. Almost all children were able to listen and answer question in relation to the story, 100% were able to sequence the story, 80% were able to match symbol to character and the other 20% managed with peer modelling and support and 60 % were able to sequence the story using symbols independently and the others had the experience and achieved this with support.  Staff evaluated the block play area and relocated to a more prominent position and have developed this by adding pictorial representation of 3d blocks rather than shadows with the name of the 3d shapes in print. This area has been used more productively. | |
| **Next steps**   * A cooperative team will train new staff and set up outdoor classroom to implement wood work program lead by the digital lead. * Audit digital resources and use budget in 2025-26 and 2026-27 to fill the gaps. Knowledgeable staff to support, train and mentor colleagues in the use of digital equipment. | |

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| **Establishment priority 5** | |
| NIF Priority  Placing the human rights and needs of every child and young person at the centre of education  NIF Driver  School Improvement  Teacher professionalism | HGIOS/ELC Qis  3.1 Ensuring wellbeing, equality and inclusion  1.3 Leadership of change  1.4 Leadership and management of staff/practitioners    UNCRC  *Article 12 (Respect for the views of the child):*  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcome:** Complete an audit of resources ensuring all children are represented across the nursery.  Embed children’s rights across the nursery, with a particular focus on children’s voices  **Progress and impact of outcomes for learners:**  Due to being a new head, we have not focussed on this area as we were focusing on the broader learning and teaching first. However, we have enhanced the environment with ‘welcome’ signage in a range of languages, ensuring that the families we have, have their first language represented. We have also translated information for parents and used other agencies to ensure this is accurate. The learning environment has been revamped to include picture and books with a range of families and cultures represented. We will complete a full audit of our resources with a racial representation in mind and use the budget to enhance further. | |
| **Next steps**   * Research and develop staff knowledge and use this to audit our practise in line with racial representation. * Cluster to implement review of relevant learning and teaching topics thinking of racial inclusion. | |

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| **Data** |
| **Key Strengths:**   * Progressive pathways for literacy, numeracy and Health& Wellbeing show all children’s baseline assessment and that all children have made progress. * The implementation of change and the impact of assessment of all children on individualised intentional teaching to raise attainment. * The increase in attendance by 10% and parents raised understanding of attendance linked to achievement through workshops. * Building of relationships since August 2024 with new senior management team, admin and staff.   **Key Priorities:**   * Develop a robust self-evaluation process that gets the views of staff, families, children and other stakeholders. * All staff will be trained on Inverclyde Councils Tracker before implementing into practice and being used to gather Inverclyde wide data. * Pilot electronic learning journals. |

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| **1.3 Leadership of change**  **Good** |
| **Key Strengths:**   * The increase in staff morale and commitment to children and families. * The implementation of change and the impact of assessment of all children on individualised intentional teaching to raise attainment. * The increase in attendance by 10% and parents increased understanding of how attendance is linked to achievement through workshops. * Building of relationships since August 2024 with new senior management team, admin and staff. * The creation of Aims, Visions and Values that create a collaborative approach to service delivery and allow us to share this with parents giving a relevant expectation of service. * The better use of space to enhance the service delivery.   **Key Priorities:**   * To create a moderation cycle that is relevant to play pedagogy and responsive planning collaboratively with staff. * Create a process to ensure time lines are met and staff are organised for all aspects of the service and parents have advance notification. * Develop self-evaluation cycle and implement in collaboration with staff. * Develop further devolved leadership to create leaders at all levels and enhance service. * Develop system and processes that communicate practise and expectation of all involved in service. |

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| **2.3 Learning, teaching and assessment**  **Good** |
| **Key Strengths:**   * All children have been assessed and have intentional teaching targets in the cross cutting theme’s from curriculum for excellence, the ones reassessed show progress in learning and teaching. * Parents engagement and increased understanding of Curriculum and their child’s achievement and next steps in learning. * Staff have audited both indoors and outdoors environments with a focus on literacy, maths and environmental print before enhancing environment.   **Key Priorities:**   * Implement new ‘All About Me’ booklet along with learning trackers to enhance further learning and teaching. * Review planning process and establish a planning framework. * Use budget to further enhance the learning environment. * Re-establish and implement the cluster woodwork program using budget to ensure we have the relevant resources. |

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| **3.1 Ensuring wellbeing, equity and inclusion**  **Good** |
| **Key Strengths:**   * All children have been assessed using our Health and Wellbeing tracker. The ones reassessed show progress in learning and teaching. * The service has enhanced displays that now have ‘welcome’ in a range of languages to make people with English as a second language feel welcome. We have a member of staff who has helped translate for parent information both verbal and written. * Displays in the room for example, house corner portray a range of family combinations to represent all family groups who attend the nursery.   **Key Priorities:**   * Complete a full equalities audit and implement an action plan to develop how we represent a range of diversity within our resources, displays and curriculum provision. * Work as a cluster to develop skills, knowledge and share good practise to enhance the service. * Access research and if possible training to enhance staff knowledge. |

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| **3.2 Raising attainment and achievement/Securing children’s progress**  2.7 Partnerships  3.2 Securing Children's Progress  3.2 Raising attainment and achievement  1.2 Leadership of learning  2.2 Curriculum  2.3 Learning, teaching and assessment |
| **Key Strengths:**   * All children have been assessed and have intentional teaching targets in the cross cutting themes from curriculum for excellence. The children reassessed show progress in learning and teaching. * Staff confidence has been re-established through knowing the processes they have to follow and having time lines. Staff with less experience have gained a greater understanding of child development and their self-belief has grown and allowed them to be positive in their abilities to share the children’s learning with parents and professionals.   **Key Priorities:**   * Deliver workshops for parents to increase knowledge of curricular areas and how they best support their child’s learning before stay and play session. * Set up lending libraries for literacy and numeracy to allow parents to have relevant resources to support learning at home through play. |

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| **Other quality indictors evaluated from 3 year plan** | |
| 2.4 Personalised support  2.5 Family learning | |
| **Key Strengths:**   * Assessment of children’s learning has led to children requiring alternative learning programs. Staff have created individualised personal learning plans and implemented these. Three children have these plans and evidence shows all three are making progress. * Staff researched and visited other nurseries and used knowledge to create a communication rich environment using objects and pictures to support children’s understanding and engagement in learning. * Through delivering a workshop on assessment and learning, parent’s now have a greater understanding of their child’s development and how we can work together to raise attainment and allow their child to reach their potential. * We have increased parents understanding on how attendance is crucial to their child’s success in learning and this has led to over 10% increase in attendance since last year.   **Key Priorities:**   * Deliver workshops to parents to increase knowledge of curricular areas and how they support their child’s learning before stay and play sessions. * Set up lending libraries for literacy and numeracy to allow parents to have relevant resources to support learning at home through play. |

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| **Key Achievements of the Establishment** |
| * Created relevant Aims, Visions and Values. * Increased attendance by over 10% from last year. * Delivered craft days for Christmas and Easter with almost all children having a family member take part. * Training sessions for parents on assessment and profiling which 68.5% attended either the workshop or 1 to 1 information session. * Developed relationships with parents. * All children are making progress. |

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| Choose an item. |