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| **Bluebird Family Centre**  **Standards and Quality 2022/23** |  |

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| Context of the school: |
| **Our School**  Bluebird Family Centre is a non-denominational nursery located within the South-West area of Greenock, we have recently benefited from a £1.3 million refurbishment to our building.   * We provide a service for families and children aged 0 to 5 years. We are operational for 50 weeks out of the year. * 77% of children currently attending Bluebird Family Centre derive from SIMD 1 & 2 areas * The centre operates a service from 8.00am until 6pm Monday to Friday throughout the year. * Our main feeder primary schools are St. Joseph’s, Lady Alice, St. Ninian’s and St Andrew’s Primary School. * We have 33 staff in total, 16 Early Years Education and Childcare Officers, 1 Peripatetic Teacher, 1 Early Years Graduate, 3 Early Years Support Assistants, 1, Bus driver, 1 Bus Escort, 1 admin worker, 3 domestic staff and also 1 Senior Early Years Education and Childcare Officer, 1 Depute Head of Centre and 1 Head of Centre. * The capacity of the establishment is 59 children: 9 children aged 0-2, 15 children aged 2-3 and 35 children aged 3-5. * The centre benefits from close engagement with the local community. * We provide a variety of services to meet the needs of the community.   A drop-in facility is available on Monday mornings, and Friday mornings where Bookbug sessions are delivered. We are responsive to the needs of our families and the local community and provide classes and support throughout the year which vary depending on the needs of the families  **Vision**  At Bluebird Family Centre we provide a welcoming environment which is safe, nurturing and caring for all children and families. All children are provided with enriching opportunities to allow them to achieve their full potential and build on their confidence for the future.  **Our Aims:**  ***At Bluebird Family Centre it is our belief that;***  **SAFE**: Each child has the right to a learning environment which is safe and secure.  **HEALTHY**: Each child has the right to learn about healthy lifestyles to make positive choices for the future.  **ACHIEVING**: Each child has the right to be a successful learner, confident individual, responsible citizen and effective contributor.  **NURTURED:** Each child has the right to a sense of belonging and the opportunity to build positive attachments with staff.  **ACTIVE:** Each child has the right to stimulating activities which encourage meaningful play, impacting positively on lifelong learning.  **RESPECTED:** Each child has the right to be involved in making decisions within the centre.  **RESPONSIBLE:** Each child has the right to develop an understanding of the centre’s core values, to equip them with the skills to be a responsible citizen.  **INCLUDED:** Each child has the right to be accepted and valued. |

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| **School priority 1**: | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  -  NIF Driver  Assessment of children's progress  Parental engagement | HGIOS QIs  2.2 Curriculum  2.3 Learning, teaching and assessment    UNCRC  Article 28: (Right to education):  *Article 29 (Goals of education):* |
| **Outcome:**   * There will be an increase from 76% to 100% of practitioners who have completed SEAL Maths training. * Almost all children will be making steady progress with numeracy. * Almost all preschool children will be working within Pathway 2 of Inverclyde Progression Pathway document. * Offer parental workshops in numeracy to all of our parents, with most parents participating * Most parents will be using numeracy at home   **Progress and impact of outcomes for learners:**  All practitioners have completed SEAL Maths training, provided by Annmarie McClure, previous Coaching & Modelling Officer for Numeracy, currently, class teacher at St. Joseph's Primary School.  Through practitioner questionnaires and continuous provision audits it has been reported that all staff have an increased confidence in their knowledge and understanding of SEAL Maths, which has impacted positively on the continuous provision on offer. A consistent approach to the delivery of SEAL Maths is embedded into our daily practice.  Within this academic year it has been identified that almost all children are making progress appropriate to their developmental stage, however the rate of progress and the stages of progress vary.  With regards to numeracy all of the children aged 3-5 years were found to be working on developmental pathways 1 & 2 as identified in Inverclyde Council Progression pathway document.  As of 1st June 2023 for **Numeracy**   * 90% children in their preschool year are working within Pathway 2 * 10% children in their preschool year are working within Pathway 1 * 100% children in their ante- preschool year are working within Pathway 1 * 0% children in their ante- preschool year are working within Pathway 2   Parental stay and play sessions, numeracy workshops and lending library resources, which had a focus on SEAL Maths, ensured a holistic approach to developing parent’s knowledge and understanding of numeracy. This collaborative approach consolidated learning at home and ensured parents were better equipped in setting appropriate and realistic ‘terrific targets’ for their child alongside keyworkers.  Almost all parents attended Stay & Play sessions, most parents attended the Numeracy Workshops and all parents participated in the numeracy lending library programme.  *Parents Comments from Questionnaires*  “Experiencing the environment and seeing how the nursery teachers interact and help the children progress and learn.”  “When playing Lego and block building I now always count in the upwards direction when adding another piece to teach my child.”  “Stop the bus is a new favourite game in our house. I would never have thought to practice counting from any number other than one. This was a great tip!” | |
| Next Steps:   * Continue to build upon progress made with numeracy ensuring parents are actively involved in their child’s learning, extending this approach to new parents and children this academic year. * Extend home learning opportunities to the under 3’s encouraging parents’ active involvement in their child’s development and progress. | |

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| **School priority 2**: | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  -  NIF Driver  Assessment of children's progress  Parental engagement | HGIOS QIs  2.3 Learning, teaching and assessment  3.2 Securing Children's Progress    UNCRC  Article 3 (Best interests of the child):  *Article 28: (Right to education):* |
| **Outcome:**   * There will be an increase from 50% to 100% of practitioners who have completed phonological awareness training. * Almost all children will be making steady progress with literacy. * 83% of preschool children will be secure within pathway 2 and 17% of preschool children will be at the early stage of pathway 2 of Inverclyde Progression Pathway for Literacy document. * We will have offered parental workshops in phonological awareness to all of our parents, with most parents participating * Most parents will be using aspects of phonological awareness at home with an understanding of how this impacts positively on early reading   **Progress and impact of outcomes for learners:**  All practitioners have completed Phonological Awareness training, provided by Victoria Bonner, previous Coaching & Modelling Officer for Literacy, currently, Principle Teacher for literacy at St. Joseph's Primary School.  Through practitioner questionnaires and continuous provision audits it has been reported that all staff have an increased confidence in their knowledge and understanding of phonological awareness, which has impacted positively on children’s literacy skills. A consistent approach to the delivery of phonological awareness is embedded into our daily practice, almost all children have shown an increased interest in the story and singing area. The development of the outdoor literacy area has ensured phonological awareness is embedded in all areas of the nursery impacting positively on reading.  Within this academic year it has been identified that almost all children are making progress appropriate to their developmental stage, however the rate of progress and the stages of progress vary.  With regards to literacy, in particular reading all of the children aged 3-5 years were found to be working on developmental pathways 1 & 2 as identified in Inverclyde Council Progression pathway document.  As of 1st June 2023 for **LITERACY**   * 97% children in their preschool year are working within Pathway 2 * 3% children in their preschool year are working within Pathway 1 * 100% children in their ante- preschool year are working within Pathway 1 * 0% children in their ante- preschool year are working within Pathway 2   Parental stay and play sessions, literacy workshops and lending library resources, which had a focus on phonological awareness, ensured a holistic approach to developing parent’s knowledge and understanding of literacy, in particular reading. This collaborative approach consolidated learning at home and ensured parents were better equipped in setting appropriate and realistic ‘terrific targets’ for their child alongside keyworkers.  Almost all parents attended stay & play sessions, most parents attended the literacy workshops and all parents participated in the literacy lending library programme.  *Parents Comments from Questionnaires*  *“I enjoyed seeing my daughter in the nursery environment and the experiences she was getting, it was lovely to be part of Bookbug with her and see how much she enjoyed it and watching her joining in with the songs – the staff were brilliant”*  *“From today’s workshop I’ve learned how important singing all the old nursery rhymes is and how it will help my child with their reading when they go to school”* | |
| Next Steps:   * Continue to build upon progress made with literacy ensuring parents are actively involved in their child’s learning, extending this approach to new parents and children this academic year. * Extend home learning opportunities to the under 3’s encouraging parents’ active involvement in their child’s development and progress. | |

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| **School priority 3**: | |
| NIF Priority  Improvement in children and young people's health and wellbeing  -  NIF Driver  Assessment of children's progress  Teacher professionalism | HGIOS QIs  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement    UNCRC  Article 3 (Best interests of the child):  *Article 28: (Right to education):* |
| **Outcome:**   * All practitioners will have an increased understanding of the Leuven’s Scale of Wellbeing and Involvement as well as a better understanding of the role of the practitioner in supporting engagement and sustained shared thinking. * All practitioners will report an increase in the number of children experiencing high levels of engagement through play, impacting positively on attainment.   **Progress and impact of outcomes for learners:**  Almost all practitioners completed the Leuven’s Scale of Wellbeing and Involvement training. Staff questionnaires identified all practitioners have an increased awareness of the ‘Leuven’s Scale of Wellbeing and Involvement’. Most staff highlighted that they required further training to ensure a coherent approach in supporting engagement and sustained shared thinking for all children.  We introduced screenings in the Rainbow Room for wellbeing and engagement twice in the year to help identify children requiring additional or focused support. These scores informed personal plan targets and referrals to external agencies.  Through self-evaluation it was noted that the nature of the screening process was not completely robust as children’s wellbeing can fluctuate across situations and times, amendments were made to the procedure at the earliest stage to ensure the accuracy of data collected.  On reflection it was recognised that the high levels of deprivation in our catchment, levels of social work involvement and the stresses associated with these will have an impact on children’s wellbeing scores. Moving forward we will cross match wellbeing scores with children from SIMD 1&2, those with social work involvement, LAC and poor attendance to identify correlations between these.  **Wellbeing**: The first screening showed *most* children scoring moderate wellbeing. The second screening showed an *increase* in wellbeing scores across the board.  While the second screening showed an increase in wellbeing, it also showed more children scoring lower this time. However, the majority of these cases of lower scores were in line with some fluctuations identified across the screening process, with the average scores rounding down rather than up. Practitioners also noted that changes in social groupings had impacted some children’s wellbeing at times leading to greater fluctuations in scores. Some children with a decrease in scores had a period of poor attendance prior to the second screening. It is worth noting however that the total number of children scoring ***high*** and ***extremely high*** has ***increased*** from ***21% to 33%***  **Engagement:** The first screening showed that 87% were displaying moderate to high levels of engagement in their play and experiences. From that 33% were demonstrating high levels of engagement in their play.  The children demonstrating low levels of engagement were those already identified as having additional support needs. Further support was agreed and offered to those children.  The data has then been used to highlight areas of provision requiring a greater focus. This screening showed that the outdoors was not only most popular but that it generated the highest number of high levels of engagement. Small world and creative areas were highlighted as popular but showing only moderate levels of engagement. As a result the staff team made changes to the environment, rearranging the rooms to ensure the environment and provision in these areas were more engaging.  The second screening showed an increase in engagement and this reflects the results of the changes made to the environment, continuous provision and responsive planning focusing more on children’s interests and thinking.  Low levels of engagement have decreased with a drop from 13% to 9%. This positively reflects the impact of the changes made to the environment and provision after the last screening.  The second screening noted a widening of levels of engagement in the outdoors. As a result, an outdoor development group was created and begun to implement a plan of improvements to the provision | |
| Next Steps:  Cross reference engagement scores with data regarding SMID 1&2, attendance and social work involvement to investigate any possible correlation. This should help us to identify more effective ways of supporting children and families in their wellbeing and engagement. | |

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| **School priority 4**: | |
| NIF Priority  Improvement in skills and sustained, positive school-leaver destinations for all young people  -  NIF Driver  School Improvement  Assessment of children's progress | HGIOS QIs  2.5 Family learning  3.3 Increasing creativity and employability  UNCRC  Article 3 (Best interests of the child):  *Article 28: (Right to education):* |
| **Outcome:**   * All practitioners will have participated in ‘The benefits of Loose Part Play’ training * Loose parts play will be embedded throughout the playroom environments and outdoors. * The majority of children will be confident, highly inventive and creative in their play * Loose parts stay and play sessions will be offered to all of our parents, aiming to reach the majority of parents.   **Progress and impact of outcomes for learners:**  All practitioners developed a shared understanding of highly effective learning environments through ‘The benefits of loose part play’ training, professional dialogue and keeping abreast of current research.  Champions were identified to take the lead and to drive improvements and change forward.  Practitioners worked in effective partnership with the local community, being innovative and creative in making positive changes to the outdoor learning environment. Significant changes to the indoor learning environments created stimulating and interactive spaces. This was also highlighted as a strength at the recent care inspectorate inspection.  A richer loose parts provision which has been embedded throughout the centre has been a valuable contribution to the high quality learning environments. Almost all children are more engaged in their learning and are inventive and creative in their play.  Parental stay and play sessions and parental workshops, which had a focus on the benefits of loose part play, were very well attended by most parents. Parents developed a good understanding of rich loose parts resources and how they enhance play opportunities for children. This had a positive impact on our loose part provision as parents got more involved in donating to our ‘Ultimate Loose Parts Inventory’.  *Parents Comments from Questionnaires*  *“My son has the whole family collecting milk carton lids and we cannot go out a walk without finding sticks to bring to nursery’* | |
| Next Steps:   * Continue to build upon progress made with the successfully improved outdoor learning environment and ongoing improvements with the indoor learning environments. * Continue to ensure parents are actively involved in their child’s learning, extending this approach to new parents and children this academic year. | |

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| **School priority 5:** | |
| NIF Priority  Placing the human rights and needs of every child and young person at the centre of education  -  NIF Driver  Assessment of children's progress  Performance information | HGIOS QIs  2.2 Curriculum  2.7 Partnerships  UNCRC  Article 3 (Best interests of the child):  Article 28: (Right to education): |
| **Outcome:**   * To increase the attendance of most children to a minimal of 85% * To increase the attendance of most children living in a SIMD 1 & 2 area to a minimal of 85%   **Progress and impact of outcomes for learners:**   * A new pro forma was created to keep abreast of attendance patterns through monthly monitoring * A policy and procedure was developed to highlight and support children who have low attendance levels   Our aim was to increase attendance of most children to a minimum of 85%. Currently our attendance data shows that this was achieved in August, September, October and January, April and May. In November, December, February, March and June there was a decline. It should be noted that the decline in attendance coincided with the rise of Strep A cases nationally and planned, booked summer holidays.  Through meaningful and supportive discussions regarding individual children’s attendance SLT developed a greater understanding to the barriers of positive attendance: Sleep routines, hybrid working, low immunity from pandemic, poverty of aspiration, generational, cost of the school day and holidays were all contributing factors for our current families.  Interventions that were put in place to offer support included, flexible placement patterns, nursery bus, support to establish positive routines, empowering parents – know better do better, developing an understanding of the impact of poor attendance on child’s development, family support and financial support. | |
| Next Steps:  Continue to use the new systems and pro formas to monitor attendance patterns and offer support where necessary. | |

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| Data |
| Key Strengths:  Key Priorities:   * Continue to build upon progress made with numeracy and literacy ensuring parents are actively involved in their child’s learning, extending this approach to new parents and children this academic year. * Extend home learning opportunities for numeracy and literacy to the under 3’s encouraging parents’ active involvement in their child’s development and progress. |

National Improvement Framework Quality Indicators

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| 1.3 Leadership of change **Very Good** |
| Key Strengths:   * The highly effective leadership of the Head of Centre who is committed to driving forward improvement. * The strong ethos which permeates the whole centre which has developed positive, trusting relationships with parents, children and staff. * The well-established staff team who are highly committed to meeting the needs of individual children and families. * The highly effective work with parents and families which is targeted to individual children and family needs. * All staff are aware of and involved in the centre’s improvement priorities and have clearly defined roles within the plan.   Key Priorities:   * Continue to use self-evaluation systems to support the identification of priorities moving forward. * Develop systems for staff to contribute to the recording of the improvement journey and achievements in a tangible way that celebrates achievements on a regular basis. |

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| 2.3 Learning, teaching and assessment **Very Good** |
| Key Strengths:   * The whole staff have created a welcoming and calm learning environment for children and families. * A highly skilled staff team who have built strong positive relationships with parents and children. * Staff have warm, nurturing and positive relationships with all children across the centre. * Staff have created well organised, purposeful learning environments both indoors and outdoors to enhance open-ended learning opportunities for the children. * The Centre has skilfully developed the outdoor area which offers children opportunities to develop creatively, resilience and independence. * The collegial approaches to planning and tracking enables staff to set Terrific Targets and Wonderful Wows with parents for each individual children’s learning. * Clear, well-organised and robust procedures for multi-agency working is having a positive impact on the progress children are making across the Centre.   Key Priorities:   * Continue to review tracking and assessment procedures to streamline tracking processes. * Further develop planning systems; ensuring staff alongside parents/carers have identified specific areas of development and next steps for individual children within their key group. * Continue to upskill staff in observing children’s styles of play. Therefore, enabling staff to understand when to intervene appropriately and offer challenge and support in learning across all rooms. |

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| 3.1 Ensuring wellbeing, equity and inclusion **Very Good** |
| Key Strengths:   * Children are secure in their setting, leading their own learning and are surrounded by staff who are responsive to individual needs. * There is a huge emphasis placed on establishing trustful, respectful relationships with children, families, staff, partner agencies and the local community. * Staff have a very child centred approach and have developed environments that support children to be independent learners.   Key Priorities:   * Enrol for Rights Respecting Schools to further develop and embed the progress that has already been made. * Extend home learning opportunities to the under 3’s encouraging parents’ active involvement in their child’s development and progress. * Further develop the parent’s role in the life of the centre by including them in established working groups to drive forward identified improvements |

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| 3.2 Securing Children’s Progress **Very Good** |
| Key Strengths:   * Staff make good use of data to inform future planning for individual children. * Literacy and numeracy opportunities permeate the environment. * A robust tracking and monitoring system has been developed which is highly effective. * Achievements from within and beyond are celebrated. * SLT have a great awareness of children from SIMD 1 & 2 and use this data to introduce appropriate measures to ensure positive outcomes. * An ethos of inclusion ensures all children are making progress with their progression pathways.   Key Priorities:   * Continue with the plans in place to train all staff in using the Leuven Scale for wellbeing and engagement. * Continue to evolve the use of children’s personalised books to identify and celebrate progress and a platform for children to record their voice. * Streamline the tracking and monitoring paperwork for progression pathways. |

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| **Other quality indictors evaluated from 3 year plan:** | |
| 1.1 Self-evaluation for self-improvement  2.2 Curriculum | |
| Key Strengths:   * Indoor environments have seen significant change, the Rainbow Room has undergone a well-planned extensive change to the structure to allow children to experience a high quality learning environment and a free flow uninterrupted lunch routine. Staff were fully involved and pro-active with the change process. It is evident that the changes to the environments have been successful through children’s levels of engagement. * Positive changes were made to planning formats to adequately capture staffs responsive planning for the individual child. Skills trackers were reviewed and enhanced to incorporate the Developmental Milestones document. My Interests, My Learning Scrapbooks were introduced to further complement the existing online learning journals and encourage children to document and record own interests and provide opportunity for the child to review their learning.   Key Priorities:   * Develop and introduce procedures to encourage parents to become fully involved in the life of the establishment * Develop practitioners understanding of the I can toolkit and begin to put into practice * Embed Leuven’s Scale of Wellbeing and Engagement to allow children to experience deep learning impacting positively on attainment * Develop practitioner and children’s knowledge and understanding of sustainability through the introduction of recycling and eco systems in the outdoors * Further develop racial literacy where every child has the opportunity to flourish and succeed in a learning environment that promotes equality and diversity |

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| **Key Achievements of the Establishment** |
| * Positive care inspectorate inspection report * Positive Peer Review * Collaborative working with EE to develop the outdoor learning environment * Celebration of Learning * Enhanced Transition * Celebrating cultural festivals relevant to our children – Christmas, Eid * Well attended Easter & Christmas Crafts Fayres * Well attended stay and play sessions |