

Context of the establishment:

Our vision is to

- Get it right for every child
- Involve our local community in all we do
- Build on prior knowledge and experience
- Support and nurture individual children and their families
- Holistically develop children and families
- Include partner agencies when appropriate
- Learn and develop new skills independently and from each other
- Learn in a fun and creative way

The Centre comprises of 2 large and bright playrooms and an excellent outdoor space providing opportunities for our children to learn and grow in a safe, secure and nurturing environment. Positive relationships, play, respect, first hand experiences and creativity underpin everything we do at Gibshill.

The Centre has the capacity to provide early education and care for 48 children aged 3-5 and 15 children aged 2-3 at any one time. We offer one model of childcare and successfully implemented the 1140 hours project. We work in partnership with local childminders to offer a blended childcare package and a wraparound service which offers extended hours for parents in employment, education or training.

Our team consists of a Head of Centre, a Depute Head of Centre, 9 Early Years Education & Childcare Officers, a Nursery Teacher, 3 Early Years Support Assistants, a Clerical Assistant, a Janitor/ Cleaner and Catering Assistant.

The Centre has very good relationships with other local nurseries, partner agencies, the local and wider community and our cluster group. Our main feeder primary schools are Kings Oak and St. John's Primary School however we work closely with most schools in Inverclyde to ensure our children and their families experience as smooth a transition as possible when moving on. We also work in partnership with colleges and universities to support young people and students in work experience, apprenticeships, further and higher education, undergraduate and postgraduate degrees with the aim of supporting and developing the early years workforce

Most recently we were inspected by the Care Inspectorate in October 2019. This was a very positive inspection and we were graded 'Very good' in Quality of Care and Support and Quality of Staffing.

For more information you can visit our nursery website:
<http://gibshillfamily.inverclyde.sch.uk/> or our Twitter feed @GibshillCC

National priority: How we are ensuring Excellence and Equity

- Through providing a safe, secure, nurturing and stimulating learning environment where children have opportunities to grow, develop and learn.
- Building strong, positive relationships with all stakeholders enabling us to provide positive outcomes for children and their families.
- Our positive ethos and welcoming open door policy enable us to engage with our parents/ carers to ensure the best possible start in life for their children. Involving parents/ carers in the life of the centre and the community promotes a sense of responsibility and empowerment. We have had to change our thinking and processes this year due to the current restrictions. Our relationships have been positive and many parents have commented about how happy they are with the communication they receive from us.
- We adopt a flexible and responsive approach where the service can meet the needs of individual children and their families.
- Ensuring that our highly professional and skilled team continue to have opportunities to reflect on and peer and self-assess their own practice and participate in CPD opportunities.
- Utilising and implementing the Girfec Pathway to offer support to children and families who need it in partnership with other agencies.
- Providing high quality, interesting and engaging learning experiences which are also flexible and adaptable to the learning styles and needs of individual children.
- Providing opportunities for children to develop their skills and knowledge in all curricular areas including literacy and numeracy using a variety of resources including SEAL, Word Aware, Loose Parts Play, Outdoor Learning, Bookbug etc.
- Improve children's health and wellbeing through active play both indoors and outdoors.
- Through planting and growing learning experiences and working in partnership with The Inverclyde Shed we are providing opportunities for our children to begin their journey in developing early skills for learning, life and work.
- With individual children's interests in mind we use a CfE, Realising the Ambition and a wide range of assessment approaches to track and monitor children's progress and plan next steps.
- All staff and stakeholders have opportunities to evaluate the service both formally and informally. Information shared is reflected on as we strive to offer a high quality service.

Review of progress for session 2020-21

Children's progress:

Our priority is to provide a warm, nurturing ethos where children and their families have the opportunity to meet their full potential. Our approach is flexible and responsive when meeting the needs of individual children. We provide a creative environment which offers space, warm, nurturing interactions and first hand play experiences.

We have paid particular attention to the Health and Wellbeing of our children and their families this year due to the situation. Our children have shown great resilience and have returned during August and February and settled into their nursery environment very quickly. They continue to make good progress in this area.

Almost all children are progressing in literacy and numeracy and other areas of the curriculum. This is evident through observation, assessment, tracking processes and conversations with our children.

We strive to offer our children the best start possible in the hope they have the foundation to becoming confident individuals, successful learners, responsible citizens and effective contributors.

Establishment priority 1: **Improvements in attainment, particularly in literacy and numeracy.**

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Performance information

Assessment of children's progress

Parental engagement

HGIOELC? QIs

3.2 Securing Children's progress

2.2 Curriculum

2.7 Partnerships

1.1 Self-evaluation for self-improvement

Strategies, progress and impact:

Word Aware & Book of the Block

Our Early Years Teacher attended this training and introduced strategies to the children. This started off very small however due to the engagement from our children we identified an area within our playroom in order for children's words to be displayed. We use our Book of the Block to encourage children to identify the words that they like the sound of and support our children to mark make in order for their work to be displayed on our wall. We continue to introduce The Book of the Block at the start of each planning block. Experiences offered to our children reflect different aspects of each story.

Staff's knowledge of process is ongoing and will develop with practice.

Staff are confident in providing learning experiences which are related to the story.

Our children continue to benefit from the Book of the Block. Almost all children can retell the story and enjoy exploring events and characters in the book. We record the stories being read by staff and share these on Youtube which enables families to listen to the story at home. Through observation we have noted that our book and learning experiences provide a platform for our children to lead their own learning.

Next Steps – Continue to implement Word Aware and embed this in our practice.

Continue to introduce a new book at the beginning of each planning block

Inverclyde Pathways

All staff are using the Inverclyde Pathways to track progress and achievements for Literacy and Numeracy. These have been uploaded to our Learning Journals in order for learning to be tracked automatically.

The tracking element was installed on our Learning Journals during the second term therefore we do not have as clear a picture as we had anticipated. Staff are manually tracking children's progress on our Learning Journals.

Staff have a better understanding of the Inverclyde Pathways. Our process has been streamlined.

Next Steps - To use the tracking element of the Learning Journals to their full potential from August 2021 onwards.

Home Learning

During the second lockdown our Home Learning offer included play and learning activities for Literacy and Numeracy. These came in the form of stories and our Book of the Block being read by staff and uploaded to Youtube, lending library, scavenger hunts, shape and number hunts, sway publications and many more.

Our Home Learning packs were well received. Some families also took packs for older siblings. 73 physical play packs were collected by families over a 6 week period and 358 packs were emailed to our families. Our feedback from parents was very positive and this was communicated through check in telephone calls, twitter and our Learning Journals.

We have continued to use 'I Wonder' challenges and sway publications. Parents are more confident about posting on twitter and Learning Journals.

Next Steps – Continue to embed the use of twitter and social media to engage children and their families in play and learning opportunities.

Establishment priority 2: **Closing the attainment gap between the most and least disadvantaged children.**

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

School Improvement
Teacher professionalism
School leadership

HGIOELC? QIs

3.1 Ensuring wellbeing, equality and inclusion
2.2 Curriculum
2.7 Partnerships
2.6 Transitions

Strategies, progress and impact:

Applying Nurture as a Whole School Approach

All staff completed an audit tool and SMT met with an Educational Psychologist and identified the need to focus on Nurture principle 5 – All Behaviour is Communication. An action plan was created for all staff to refer to. We developed a More News About Me for our returning children, all children received a settling in report and we sought the views of parents on the impact of 1140 hours.

Staff attended training from our EPS for BC&L and one member of staff attended PPB training. All staff feel confident in their skills and knowledge and are responsive to individual children, families and situations.

Parents suggested termly phone calls for updates which we responded to. Families are engaging well and positive relationships have been developed.

Next steps – Staff will attend training that is currently being developed by Education Scotland and we will continue to train our staff in the GfL programme.

STEM

A working group was established to identify and plan for a variety of learning opportunities to promote Science, Technology, Engineering and Mathematics. During the final term we are collaboratively working with St John's NC and P1 children on a transport themed project for STEM.

The level of engagement from our children has been very positive and they are beginning to take their learning into different areas and increasing their knowledge, creativity and inquiry.

Our staff have benefited from collaboratively identifying learning opportunities and sharing the learning with early level colleagues. Through observation we have identified that our children are leading their own learning and following through their ideas and plans with staff there to scaffold, ask open-ended questions and provide a variety of loose parts materials to support our children.

Next steps – a day of celebration is planned with St John's PS to celebrate the learning and success of the project. We will measure the success and consider the impact on transitions. Our plan is to include all SSHS and Port Cluster early level children and colleagues in a similar experience in 2021-2022.

Establishment priority 3: **Improvement in children and young people's health and wellbeing.**

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parental engagement

School Improvement

Assessment of children's progress

HGIOELC? QIs

1.4 Leadership and management of practitioners

3.1 Ensuring wellbeing, equality and inclusion

Strategies, progress and impact:

Brain Development

All staff attended an in house training session on Brain Development, Nurture/Attachment and ACES.

All staff participated in professional dialogue and showed an awareness of the areas covered and the importance of this in ELC.

The awareness of staff has played a crucial part in the smooth return of children and families after both lockdowns.

Next steps – continue good practice and perhaps re-visit attachment and the building blocks of language.

Progression Pathway for HWB

We introduced the annual progression framework for early level as a tool for tracking this area of the curriculum. Staff are familiar with using the structure of 'at the beginning, during and by the end'. This pathway has also been uploaded to our Learning Journals and can therefore be tracked using the same method as we do for literacy and numeracy. Similar to literacy and numeracy we do not have as clear a picture as we had anticipated. Our Learning Journals will automatically update the progress for HWB however staff are also manually tracking children's progress on our Learning Journals.

Using the same process for tracking all cross curricular subjects has been beneficial. Previously we were using a tracking method from CfE for HWB and the pathways for literacy and numeracy. Staff now feel there is a consistent approach.

Next steps - To use the tracking element of the Learning Journals to their full potential from August 2021 onwards

PATHs & UNCRC

To begin with we used a plan from another establishment which assisted us with the introduction and early implementation of this programme. We introduced strategies, puppets and stories to both age groups of children. Displays and puppets are readily available which provide opportunities and visual reminders. We encourage our children to discuss their feelings in order for them to relate and identify with their emotions. Staff have had the opportunity to discuss the articles from Children's Rights and discuss how these can be promoted at nursery.

A working group was established and a Gibshill PATHs programme and parents leaflet was developed. The programme is fully embedded in our Rainbow Room. Almost all children in our Rainbow Room can express themselves and identify how they are feeling. They are using appropriate language and can relate emotions to the puppets - Twiggles is scared and stays in his shell. Our younger children are learning about the puppets during Bookbug sessions.

At the beginning of the nursery year we identified articles we felt were appropriate to raise awareness with our children and families. Due to circumstances this did not continue. We have recently established a self-registration process for our children.

Children's resilience is far greater and our children appear to accept and adapt to change more readily. They have an understanding of a range of emotions and the appropriate language for them to relate and identify with how they are feeling.

Children are now confident at identifying and selecting their name/photo for our registration board. They enjoy discussing with one another as to who is at nursery and who is off.

Next steps – Continue to embed with the older age group and work in partnership with the CMO from Barnardo's. Look at further developing strategies for the younger children as this will benefit them when transitioning through to the Rainbow Room.

We aim to embed the UNCRC articles and apply to join the award scheme.

Establishment priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people.

NIF Priority

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

NIF Driver

School Improvement

Assessment of children's progress

HGIOELC? QIs

2.7 Partnerships

3.3 Developing creativity and skills for life

2.3 Learning, teaching and assessment

1.2 Leadership of learning

Strategies, progress and impact:

Outdoor Area & Inverclyde Shed

To improve and extend growing spaces in our outdoor area to develop skills for life and learning and work in partnership with the local community group, Inverclyde Shed.

We have established areas in our outdoor space for growing and planting. Our children have enjoyed planting seeds and caring for them. We have been successful in applications for two grants which will enable us to develop this area further. The smaller grant is being used to buy and grow vegetables which we will eventually harvest and cook with.

All children have had opportunities to develop early skills for learning, work and life.

Children have also had opportunities to develop a sense of ownership and responsibility for their nursery environment.

Next steps – we aim to involve parents in our Grow It, Cook It, Eat It initiative and continue to grow and care for our outdoor environment.

Home Learning

During lockdown our Modern Apprentice provided healthy cookery sessions on Youtube and included her young daughter in the experience. These were short and easy sessions to encourage parents and children to participate.

The sessions were very popular and parents shared their experiences through Twitter and our Learning Journals.

Parents spoke very positively about these sessions as they enjoyed seeing a normal, family life experience of one of our staff.

Next Steps: we will harvest our fruit and vegetables and send ingredient packs and recipes home. Our cookery sessions will be recorded which will enable children and families to participate at home.

Key priorities for improvement planning 2020-21

What is our capacity for continuous improvement?

We consider we have very good capacity to improve and we will use :

- Displays i.e. children's work, learning wall, Curriculum For Excellence, Realising the Ambition, GIRFEC, Self-Evaluation Chronologies.
- Children's Profiles/ Online Learning Journals.
- Consultation with children.
- Daily plans.
- Planning evaluations.
- General discussions with staff and children.
- Informal/ formal discussions and meetings with parents/ carers.
- Children, parent/carer, staff and partner agencies questionnaires.
- Consultation with Parents.
- Senior Management Meetings.
- Staff meetings.
- Room 'Mini' Meetings.
- Monitoring and Self-evaluation format.
- Photographs.
- Suggestion boxes.
- Room Evidence Folders.
- Feedback from termly check-in phone calls.

NIF quality indicators

Quality Indicator	Establishment Self Evaluation	Key priorities for session 2020/21
3.2 Securing Children's progress 2.2 Curriculum 2.7 Partnerships 1.1 Self-evaluation for self-improvement	Good	<ul style="list-style-type: none"> • Word Aware & Book of the Block • Inverclyde Pathways • Home Learning
3.1 Ensuring wellbeing, equality and inclusion 2.2 Curriculum 2.7 Partnerships 2.6 Transitions	Very Good	<ul style="list-style-type: none"> • Applying Nurture as a Whole School Approach • STEM
1.4 Leadership and management of practitioners 3.1 Ensuring wellbeing, equality and inclusion	Very Good	<ul style="list-style-type: none"> • Brain Development • HWB Pathways • PATHs & UNCRC
2.7 Partnerships 3.3 Developing creativity and skills for life 2.3 Learning, teaching and assessment 1.2 Leadership of learning	Good	<ul style="list-style-type: none"> • Outdoor Area & Inverclyde Shed • Home Learning

Key achievements of the establishment

- We welcomed lots of new children and their families to the centre and built up strong, positive relationships.
- Staff took part in a range of CPD opportunities including Froebel in Childhood Practice, Word Aware. These CPD opportunities were then shared with colleagues and informed our practice.
- We held a Clean-up Week where staff and children worked together to clean up the community.
- Staff and children participated in Health and Wellbeing Day/Week where we encouraged children to be involved in exercise programmes both at home and nursery.
- Collaborative working with cluster group and other feeder schools took place to develop smooth transitions to school for preschool children. All pre school children participated in a very successful transition project using Shark & the Park.
- The centre and our Eco – Committee successfully implemented our Eco Action Plan. We encouraged parents/carers to provide low waste packaging for packed lunches.
- We successfully managed three separate bubbles and continued with free flow outdoor play in one of the areas. All children had the opportunity for outdoor play every day.
- We were successful in 3 grants we applied for. One grant enabled us to purchase good, quality outdoor clothing. Another smaller grant will be used to grow and harvest fruit and vegetables in our outdoor area and the third grant will be used to enhance our outdoor space.
- Families responded well to our Home Learning offer during January and February.