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| **Gibshill Children’s Centre**  **Standards and Quality 2022/23** |  |

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| Context of the Establishment: |
| **Our Establishment**  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 wrapround service which offers extended hours for parents in employment, education or training. This year 14% of our children were in the SIMD level 1 & 2.  Our team consists of a Head of Centre, a Depute Head of Centre, 9 Early Years Education & Childcare Officers (EYECO), an Early Years Teacher(EYT), a Family Support Worker (temp) 3 Early Years Support Assistants (EYSA), a Clerical Assistant, a Janitor/ Cleaner and 2 Catering Assistants.  The Centre has very good relationships with other local nurseries, partner agencies, the local and wider community and our St Stephen’s High School (SSHS) cluster group. This group includes St John’s Primary School and Nursery Class, St Michaels’ Primary School, St Francis Primary School and Nursery Class, Rainbow Family Centre and St Stephen’s High School.  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 year’s workforce.  Our last inspection by the Care Inspectorate in October 2019 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  **Vision**  Gibshill Children’s Centre is a nurturing and inclusive environment where we are learning and growing together to achieve positive outcomes.  **Our Aims:**  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  . |

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| **Establishment priority 1**: | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  -  NIF Driver  Assessment of children's progress  Parental engagement | HGIOS/ELC QIs  2.2 Curriculum  3.2 Securing Children's Progress    UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcome:**   * **Increase in the number of children identifying rhyming words from 20% to 40%.** * **Develop and build parental capacity. All children will receive home link packs to use at home and invite parents to weekly Bookbug sessions.** * **All staff will have a greater understanding of early number sense development and early mathematical processes.**   **Progress and impact of outcomes for learners:**  Literacy – focus on Rhyming   * We continue to choose a ‘Rhyme of the Block’. This supports staff to offer provocations related to the chosen rhyme. * Home link packs, play experiences and reinforcement during small group time offers children the opportunity to develop a sense of rhyme. * Staff ensure they have a focus on rhyme, initial sound experiences and phonological awareness activities.   IMPACT   * Our tracking process has shown that 65% of our pre school children can identify rhyming words. * It has shown that a limited amount of our ante pre school children can identify rhyming words.   Home Link Packs and Bookbug Sessions   * All children have been provided with home link packs on a weekly basis. * These packs offer a wide range of activities related to literacy with a rhyming focus. * Helpful tips and strategies were given to parents to inform them of the importance of encouraging rhyme for the progression to reading. * Leaflets were developed to inform parents of the importance of being part of their child’s learning and encouraging parents to inform us of progress and achievements to allow us to celebrate success. * Weekly Bookbug sessions have been delivered by our Family Support Worker (FSW). * Every child from our younger age group has engaged in these sessions with invites being extended to Parents.   IMPACT   * Our FSW has been an integral part of the planning and organising of the Home Link Resources. * Home Link packs have been welcomed by parents. Verbal feedback has been positive and a self-evaluation exercise with Parents informed us that Parents preferred scavenger type activities. This enabled them to begin the activity indoors however offered opportunities to extend the learning outdoors. * Achievements and completed activities were posted on Twitter and individual children’s Learning Journals. We had aimed for interactions and contributions on our Learning Journals to increase by 10%. * Our interactions have increased by 11% as 52% of our Parents have used this resource. * Our contributions have increased by 29% as 52% of our Parents have used their child’s journal to inform us of achievements and celebrations out with nursery. * Our younger children have benefited from the weekly Bookbug sessions. * All 2-3 year olds are familiar with the routine and the songs. * Our aim was for 50% of our Parents to attend at least 1 session along with their child. The invitation was well received with all Parents attending at least one session.   Numeracy   * SEAL (Stages for Early Arithmetic Learning) opportunities continue to be offered on a daily basis. * Pre and post questionnaires were issued to staff with a focus on planning experiences for early number sense development. * STEM training with a numeracy focus was offered to early year’s staff and 4 staff from our team were successful in securing a place on the training. * From September tracking of our ante pre school children was established.   IMPACT   * Results from pre-questionnaires confirmed that there is a degree of uncertainty for individual staff and their own self-confidence when providing numeracy opportunities. * The STEM training was well received and resources have been created from this. * A renewed focus and energy in Numeracy has been established. * Post questionnaires have been issued to staff and early signs are informing us that the training was beneficial, informative and staff have a greater understanding and awareness of aspects of numeracy. * Ante pre school children have performed strongly with 65% being on track with their awareness of aspects of numeracy. | |
| Next steps:   * Continue introducing Rhyme of the Block * Prepare Home Link Packs to continue to go home * Begin to embed aspects from Karen Wilding Training | |

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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  Assessment of children's progress  Teacher professionalism | HGIOS/ELC QIs  2.2 Curriculum  2.3 Learning, teaching and assessment    UNCRC  Article 3 (Best interests of the child):  *Article 12 (Respect for the views of the child):* |
| **Outcome:**   * **By September all children will have a starting point on their Learning Journals.** * **Termly all staff will track children’s progress and development using BGE, milestones and professional judgement. Data will determine which children require support and challenge.** * **The majority of staff will have participated in the moderation process. Staff awareness and understanding of the process will have improved.**   **Progress and impact of outcomes for learners:**  Learning Journals and Starting Point     * Inverclyde Pathways for Literacy and Numeracy have now been uploaded to our Learning Journals. We use an annual progression framework for Health and Wellbeing. * Our younger children are using developmental milestones for tracking purposes. * Staff regularly manually update the tracking system for individual children. * Children have been identified earlier for challenge and support. This has led to other strategies being introduced for support and challenging experiences planned for children. * All staff have engaged in professional dialogue and identified children who are behind, beyond and on track for Broad General Education (BGE) * At the beginning of our academic year our SEEMIS records were not as accurate as we had hoped. This has delayed the introduction of the ELC dashboard.   IMPACT   * The starting point from each child is provided to us by parents. This enables us to begin to build on prior knowledge, learning, skills, and experiences. * Children are identified early on if challenge or support is required. * The tracking element on the Learning Journals requires a manual update on a regular basis as the automatic system does not provide an accurate picture of individual children. * This process provides beneficial information however it is very time consuming for staff. * All younger children are making progress in their developmental milestones. This tracking tool supports children with ASN and assists staff with daily planning and identifying relevant next steps.   Moderation   * 5 of our 6 EYECOS and our EYT have participated in a moderation exercise. * All children have benefited from experiences and learning outcomes that were identified through the moderation exercise. * It has consolidated keyworkers knowledge about individual children and the stage in their development.   IMPACT   * The moderation exercise has upskilled staff. * It has provided clarity and a greater, more meaningful understanding of the process. * More opportunities have arisen for staff to engage in professional dialogue. * 26% of our children have been tracked through the moderation exercise and have had opportunity to attain the planned experiences and outcomes. * 13% of the children above were successful in attaining the planned experiences and outcomes and the remaining 13% have identified next steps to support them in achieving the focussed area of learning. * Feedback from staff and a self-evaluation exercise from moderation has led to a more manageable template being developed for staff to use on a more regular basis. | |
| Next steps:   * Consider introducing a more effective and streamlined process for tracking * Consider implementing the ELC dashboard * Continue to plan for regular opportunities for staff to engage in moderation exercises | |

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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 Improvement  Parental engagement | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  2.5 Family learning    UNCRC  Article 13 (Freedom of expression):  *Article 28: (Right to education):* |
| **Outcome:**   * **All children will participate in the PATHs programme. Barnardo’s assessment tool will inform us of children’s understanding, progress and skills development.** * **Raise parental awareness of the PATHs programme.** * **Achieve Silver Level from Rights Respecting Schools. Focus on pre school children’s awareness and understanding of their rights.**   **Progress and impact of outcomes for learners:**    PATHs (Promoting Alternative Thinking Strategies) Programme   * A working group was established to facilitate the implementation of the programme. * A ‘user friendly’ pack has been developed for staff to use with children. * Home Link bags have been created for the Child of the Week to take home. * All of our 3-5 year old children have participated in the programme. The majority of this age group can relate to their feelings and emotions and have a greater understanding. * An assessment from Barnardo’s was completed for 50% of our pre school children at the beginning and the end of the nursery year. * All staff have worked alongside the Barnardo’s Worker responsible for PATHs. * Our 2-3 year old children have been introduced to the puppets and reinforcement is given as to what each puppet signifies.   IMPACT   * Upskilling of staff who had the overall responsibility and management of the implementation of the programme. * The majority of the 3-5 children can relate to their feelings and emotions. * They have a greater awareness of the various types of emotions that they may experience. * The assessment from Barnardo’s showed improvements in all 3 areas of Social Competency for all children that were involved in the assessment process. * Staff have observed progression in the majority of children in relation to their understanding, behaviours, vocabulary and problem solving skills. * The ‘Child of the Week’ element has provided children with a sense of responsibility. * Staff have found the coaching and mentoring from Barnardo’s supportive and beneficial. It has offered reassurance. * Our home link resource was considered as an area of very good practice within the Barnardo’s Team and was showcased during their WOW Wednesday.     Parental Awareness and Engagement   * Leaflets and visual displays have been created to provide information for parents and staff. * Pre and Post questionnaires were issued to all parents of 3-5 year old children. * Parents have been invited to participate in a PATHs session with their child on 2 occasions over the course of the nursery year.   IMPACT   * At the beginning of the nursery year, pre questionnaires were completed and returned by 39% of our Parents. * The results informed us that 19% of Parents did not have an awareness of the programme however had heard about it through their child talking about it at home. * All Parents agreed it was an important part of the curriculum and would be interested in receiving more information and the becoming more knowledgeable about strategies to support emotional wellbeing. * 15% of questionnaires were returned at the end of the year, * These questionnaires informed us that all Parents would use the suggested strategies with their children and agreed it was an important part of the curriculum. * All Parents stated that the strategies that were most useful were discussing emotions/feelings and identifying them. * 39% of our parents attended the first PATHs session and 26% attended the second.   Rights Respecting Schools   * A Children’s Rights Committee has been established which includes 4 ante pre, 7 pre school children and 2 members of staff. * This group of children have been involved in completing the tasks necessary for our Bronze level and the development of our action plan to apply for our Silver level * Two articles are chosen throughout each block of learning. * Staff introduce these to children and discuss their relevance and importance in a meaningful way. * The chosen articles are included in our bi-monthly newsletters to include parents in our journey. * Our Silver Action Plan has been submitted for consideration.   IMPACT   * Some of our children have a greater awareness and understanding. The children who are most familiar with their Rights are the children who have been included in the committee. * Embedding the Rights has enabled us to apply for the Silver Level Award. | |
| Next steps:   * Focus on Pre School children being ‘Child of the Week’ for our PATHs programme. * Extend the opportunities for learning about Children’s Rights by developing a programme to be used with small groups of children. | |

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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  Parental engagement | HGIOS/ELC QIs  3.3 Increasing creativity and employability  2.7 Partnerships    UNCRC  Article 12 (Respect for the views of the child):  *Article 28: (Right to education):* |
| **Outcome:**   * **A small percentage of children will have experienced the full growing cycle. Opportunities to develop skills for life, learning, creativity and digital learning.**   **Progress and impact of outcomes for learners:**    Grow It, Cook It, Eat It Programme   * In August of last year were awarded £2200.00 from Education Scotland Food for Thought Project. * A member of staff and group of children were identified for selecting and purchasing the resources required to begin the initiative. * Planters, Composter, seeds, cookers and utensils have been purchased in order to grow and sustain this initiative. * Partnerships have been established with Belville Community Gardens, Inverclyde Community Food Network, Parklea, The Trust and Wellington Allotments. * A baking programme has been established for all children to be included in. * Child friendly recipe books have been developed digitally and a small group of children were involved in their creation. * A cooking experience was recorded and uploaded to our Youtube page. * Ingredients for soup and a recipe was sent home with every child. * All recipes were sent home to encourage families to consider repeating the process at home. * A Family Gardening Group has been established which includes Parents and Grandparents.   IMPACT   * Successful partnerships formed with local community groups and initiatives. * All children have experienced baking and cooking activities. * Opportunities to build parent and grandparent capacity. * The majority of our children can talk about the growing, cooking, eating process. | |
| Next steps:   * Continue with the growing, harvesting and cooking process. * Encourage Parents/Grandparents from our new cohort of children to become involved. | |

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| Data |
| Key Strengths:  School Gibshill Children’s Centre   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | L&T | Reading | Writing | Numeracy | | Beyond | 4% | 4% | 4% | 4% | | On track | 76% | 80% | 84% | 76% | | Behind | 4% | 4% | 4% | 4% |   Professional judgement for all pre school children.  60% Girls.  40% Boys  Key Priorities:  School Gibshill Children’s Centre   * Continue to use data to inform us of progress/challenge & support * Ensure children are receiving the correct support for challenge/support * Consider implementing the ELC Dashboard |

National Improvement Framework Quality Indicators

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| 1.3 Leadership of change **Very Good** |
| Key Strengths:  School/ELC Gibshill Children’s Centre   * Re-evaluating our vision, values and aims and including all stakeholders in this process. * Regular opportunities for professional dialogue and leadership roles. * Continually look to improve and aim for success and achievement for all children.   Key Priorities:  School/ELC Gibshill Children’s Centre   * Continue to implement change at an appropriate pace. * Build on the self-evaluation process. * Continue to build capacity of staff. |

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| 2.3 Learning, teaching and assessment **Very Good** |
| Key Strengths:  School/ELC Gibshill Children’s Centre   * Learning environment is nurturing, inclusive and a balance of child/adult led experiences. * Warm, responsive relationships and a climate for achievement. * Observations are natural, meaningful and purposeful for individual children.   Key Priorities:  School/ELC Gibshill Children’s Centre   * Re-visit our tracking tool in order to produce a more streamlined approach. * Continue to provide high quality learning experiences. * Further develop our learning environment for continuous provision. |

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| 3.1 Ensuring wellbeing, equity and inclusion **Very Good** |
| Key Strengths:  School/ELC. Gibshill Children’s Centre   * Continually strive to Getting It Right for Children & Families. * Wellbeing of children is paramount. * Work collaboratively with families, community and partner agencies   Key Priorities:  School/ELC. Gibshill Children’s Centre   * Review our Girfec process * Continue to provide a warm, respectful, inclusive environment |

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| 3.2 Raising attainment and achievement/Securing children’s progress **Very Good** 3.2 Securing Children's Progress |
| Key Strengths:  School/ELC Gibshill Children’s Centre   * Children are making progress in their development and learning. * Value and celebrate children’s achievements from beyond the setting * Learning Journals to share learning with parents/carers.   Key Priorities:  School/ELC Gibshill Children’s Centre   * Streamline our tracking system. * Introduce another opportunity to share progress over time with parents/carers. |

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| **Other quality indictors evaluated from 3 year plan:** | |
| 2.2 Curriculum  Choose an item. | |
| Key Strengths:  School/ELC Gibshill Children’s Centre   * There is a balance of child led and adult initiated experiences * Our curriculum design meets the needs of all children * All aspects of children’s development is considered when planning our environment, experiences and next steps.   Key Priorities:  School/ELC Gibshill Children’s Centre   * Build strong positive relationships with our new cohort of children and their families * Continue to offer high quality childcare and education |

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| **Key Achievements of the Establishment** |
| Session 2022-2023   * We create opportunities to celebrate achievements from nursery and beyond. * 13 of our children performed at the 96th Inverclyde Music Festival. We were awarded 1st place and received 2 trophies. * Our application to the Food for Thought programme from Education Scotland was successful and we have established a sustainable outdoor garden to produce fresh fruit and vegetables. * Our FSW also applied for funding from the Siobhan Dowd grant which enabled a group of children to visit The Ginger Cat Book Shop and choose new books for our lending library. * Staff have been involved in a variety of working groups within the nursery. This have provided staff with an opportunity to enhance and develop their knowledge and skills. * All staff participated in training from Inverclyde Communication Outreach Service. The training was ASD Awareness and Autism Anxiety and Behaviour. * Other training opportunities this year for staff have been STEM training with a numeracy focus, Sewing with Young Children and 8 sessions in relation to young children’s development from Alice Sharpe. * We continue to focus on Health and Wellbeing for all. Our last in-service day was committed to staff and all staff participated in a meditation session. * We participated in a cluster and local authority event for moderation. Our early year’s teacher focussed on numeracy for both of these events. Our feedback was very positive and our learners had attained the experiences and outcomes we had planned. * Our Family Support Worker facilitates weekly Bookbug sessions within Gibshill Community Centre which is attended by 3 of our parents whose children attend the nursery. The FSW also leads Bookbug sessions, within the playroom. * Our outdoor space was developed through our Local Authority and sub contracted for the identified works to be completed. * Children and families engage positively with home learning experiences including our lending library, home link packs and our recipe packs. * We established a Kids Café on A Wednesday with the support of Gibshill Community Centre. Groups of children rotate over a 5 week period & parents are invited along. Every child had a parent/grandparent over the course of the year. Our children are developing life skills such as making choices from menus, café protocol & beginning to understand the value & purpose of money. * Two very successful Nurture/Nature programmes were offered to a group of children & their parents/grandparents. This provided great learning experiences using our local green space. It also offered an opportunity for two more members of staff to be trained in the programme. * We implemented a successful PATHs programme and our home link resource was considered to be an area of very good practice and was showcased at Barnardo’s WOW Wednesday. * As part of our Eco-Schools yearly action plan, we took part in our annual health week where children had opportunities to explore healthy baking activities in the nursery and take part in physical experiences throughout the centre. We also had a visit from a local dance troupe who came in to the nursery to work with the children. * We also held our community clean up week. Each group, staff and parent volunteers worked to clean up different areas in the community. * We use Twitter to communicate important information about the nursery and the local community. * We held a Sponsored Crazy Hair Day and a Sponsored Cycle to raise funds for Christmas, our end of term planned activities and further development to our outdoor space. Both of these events were very well supported by families. |