**Gibshill Children’s Centre**

**Standards and Quality 2024-25**

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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 21% 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), 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 November 2024 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 environment where we are learning and growing together to achieve positive outcomes.  Values:  Respect – we value diversity, respect everyone’s views & beliefs. We have a culture of openness, honesty & trust.  Kindness – warm, trusting & nurturing relationships create an environment that promotes attainment.  Friendship – we recognise each child as an individual & value the positive relationships we establish with our families & community.  Happiness – is integral for health & wellbeing which is a solid foundation for positive outcomes.  Achieving – we value the importance of play & time for children to learn & develop new skills.  We **aim** to:  **G**et it right for every child.  **I**nvolve our local community in all we do.  **B**uild on prior knowledge & experience.  **S**upport & nurture individual children & their families.  **H**olistically develop children & families.  **I**nclude partner agencies when appropriate.  **L**earn & develop new skills independently & from each other.  **L**earn in a fun & creative way. |

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| **Establishment priority 1** | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people  NIF Driver  Assessment of children's progress  Choose an item. | HGIOS/ELC QIs  2.2 Curriculum  2.2 Curriculum    UNCRC  Article 3 (Best interests of the child):  *Article 28: (Right to education):* |
| **Outcome: 2025**   * All children will have an individual tracker for Literacy, Numeracy and Health and Wellbeing. By April 2025 most children will have made progress across the 3 cross cutting themes. Keyworkers will meet with parents every 12 weeks to discuss and evaluate learning targets and identify next steps. Results from our previous year show that we had an overall increase for children being beyond in aspects of literacy. Listening and talking had increased by 14% and reading and writing had increased by 2%. * All children will have the opportunity to engage in rich learning experiences for talking and listening, reading and writing. By April 2025 we expect to see almost all children having made progress with their literacy development. We aim to increase our overall results by 5%.   **Literacy 2025**   * All children are being tracked for literacy using the Early Level Tracking Tool for Inverclyde. * 72% of our pre school children are on track for listening and talking and reading however 66% of our children are on track for writing. * Our children choose between 2 books for our Book of the Block and going forward a choice will be given for the Rhyme of the Block. * All children have identified learning targets for literacy. The targets have been identified from observations, tracking and professional dialogue between staff and parents. * 6% of children are using the I Can Toolkit. Assessments were completed in partnership with parents of the identified children.   **Progress and impact of outcomes for learners: 2025**   * The identified group of children using the I Can Toolkit have developed their language skills. * A recent questionnaire showed that staff feel they would benefit from Coaching and Modelling Sessions for the toolkit. * All staff attended the launch of the Inverclyde Literacy Framework. We framework provided us with audits for our environment and experiences. These has been very informative and as an outcome our environment, experiences and resources have developed in order to enhance children’s choices and learning experiences.   **Numeracy 2025**   * 50% of our pre school children are on track for numeracy. Self Evaluation processes have informed us that SEAL (Stages of Early Arithmetic Learning) has not been a focus for us this year therefore not as many opportunities for children on a daily basis. A change of staffing and the focus from all staff on individual learning targets has had an impact on our delivery of this programme. We have identified that further training is required for our new members of staff. * The Early Years Tracking Tool for Inverclyde has supported us to track and identify learning targets for all children. Staff have found the tool to be supportive when discussing learning and development with parents and the reasons behind individual targets becoming a focus.     **Progress and impact of outcomes for learners: 2025**   * All children have made progress in early level numeracy and mathematical processes. * Staff have found the tracking tool beneficial when discussing learning and development and next steps with parents. | |
| **Next steps 2025**   * Ensure SEAL is embedded in our practice and identified staff are provided with relevant training and support for delivery. * Continue to use the I Can Toolkit and further develop the implementation and use the resources to support delivery. * Streamline the learning targets on the Inverclyde Tracking Tool. | |

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| **Establishment priority 2** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  Choose an item  NIF Driver  Assessment of children's progress  Teacher professionalism | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support    UNCRC  Article 3 (Best interests of the child):  *Article 42 (Knowledge of rights):* |
| **Outcome:**   * Reviewed and accredited for the Silver Level for Rights Respecting Schools. We will continue to focus on our pre school (37%) children having a greater awareness of their Rights. * All staff will have participated in relevant training for Crisis Curve, co-regulation and the 5 point scale for emotions. Observation and professional judgement will identify individual children who will benefit from support and intervention.   **Rights Respecting Schools 2025**   * Our Children’s Rights Committee consists of 4 pre-school children and meet on a regular basis to drive forward this priority.   **Progress and impact of outcomes for learners: 2025**   * Towards the end of 2024 we received our Bronze Award for Rights Respecting Schools. * We had aimed for 37% of our children to have a greater awareness of their Rights. Evidence has shown us that progress has been limited this year. We have identified that further work is required in this area as we aim to continue towards a Silver Award.   **Trauma Informed 2025**   * All of our staff have engaged in all e-learning training modules for Trauma. * As a staff team we have identified that we have a greater awareness and understanding at recognising signs of Trauma in children and families. * Unfortunately due to time constraints we did not engage in further training for crisis curve, co-regulation or the 5 point scale for emotions.   **Progress and impact of outcomes for learners: 2025**   * All staff have found the Trauma sessions beneficial. * We will continue to use our knowledge to support children and families. | |
| **Next steps**  Apply to be accredited for Silver Level for UNCRC.  Continue with our aim to learn more on the crisis curve, co-regulation and 5 point scale for emotions. | |

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| **Establishment priority 3** | |
| NIF Priority  Placing the human rights and needs of every child and young person at the centre of education  Choose an item  NIF Driver  Assessment of children's progress  Choose an item. | HGIOS/ELC QIs  1.5 Management of resources to promote equity  3.1 Ensuring wellbeing, equality and inclusion    UNCRC  Article 2 (Non-discrimination):  *Article 4 (Protection of rights):* |
| **Outcome: 2025**   * All children will have the opportunity to engage in our woodwork programme. We will monitor the progress of 37% of our children and this will inform us of skills development and any changes that are required. As this will be a new experience we expect to see progression in almost all of our children.   **Woodwork Programme 2025**   * 2 members of staff have been responsible in driving forward this priority. * Our woodwork area was established and new resources were purchased to support. * After careful consideration it was identified that this will be a seasonal programme for health & safety reasons.     **Progress and impact of outcomes for learners: 2025**   * A limited amount of children had the opportunity to engage before winter and towards summer all children have had the opportunity to learn the basic skills for woodwork. * Early results indicate that all children have made good progress with the basic skills. * The overall impact has been very positive and well received. * We will ensure that our skills progress tracker is completed next year for every child. | |
| **Next steps**  Continue to offer this programme to all children aged 3-5 years and monitor the progression of all. | |

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| **Data** |
| **Key Strengths:**  **School/Gibshill Children’s Centre**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | L&T | Reading | Writing | Numeracy | | Beyond | 11% | 11 | 5% | 22% | | On track | 72% | 72% | 66% | 61% | | Behind | 16% | 16% | 22% | 17% |   Professional judgement for all pre-school children.  45% Girls.  55% Boys  **Key Priorities:**  **School/ Gibshill Children’s Centre**   * Continue to use data to inform us of progress/challenge & support * Ensure we are using self evaluation processes to inform our practice and journey * Use our established programmes to measure progress in literacy, numeracy and health and wellbieng. |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of change**  **Very Good** |
| **Key Strengths:**  **School/ELC Gibshill Children’s Centre**   * The clear vision which permeates the whole centre, creating an environment which is calm, stimulating and supportive for children and families. * The deployment of a well established, experienced team who have autonomy to develop the service through identified priorities. * The strong use of community links, which are supporting well planned interventions and opportunities that meet the needs of children and families.   **Key Priorities: 2025**  **School/ELC Gibshill Children’s Centre**   * Become familiar with the new framework for inspection. * Consult with our service users on our values for the centre. * Identify professional learning for staff and use SMART targets to measure progress and impact. |

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| **2.3 Learning, teaching and assessment**  **Good** |
| **Key Strengths:**  **School/ELC Gibshill Children’s Centre**   * Children are active participants in their learning through spontaneous play and intentional provocations. * Warm, nurturing, responsive staff who are attuned to children’s individual needs, creating a welcoming calm environment. * A dedicated and supportive team who have children at the centre of everything we do.   **Key Priorities: 2025**  **School/ELC Gibshill Children’s Centre**   * Continue to use Inverclyde Early Level Tracker to identify all children’s targets and ensure we are using the tracking element on learning journals to monitor progress in literacy, numeracy and health and wellbeing. * Continue to involve parents in identifying children’s learning, ensuring individual targets for literacy, numeracy and health and wellbeing. * Ensure our observations are capturing intentional and spontaneous learning and the individual progress of children in relation to health and wellbeing. |

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| **3.1 Ensuring wellbeing, equity and inclusion**  **Very Good** |
| Key Strengths:  School/ELC Gibshill Children’s Centre   * There is a clear focus on health and wellbeing which is evident as the children are well settled and confident. * Strong links with the community are used to develop children’s experiences of the wider local community. * Effective systems for the use of partners in creating provision to meet the needs of all children.   Key Priorities: 2025  School/ELC Gibshill Children’s Centre   * To continue to involve parents in the life of the centre. * Ensure we track children’s progress and development through learning journals for literacy, numeracy and health and wellbeing. |

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| **3.2 Raising attainment and achievement/Securing children’s progress**  Choose an item. Good |
| **Key Strengths:**  **School/ELC Gibshill Children’s Centre**   * Staff place high value of recognising and celebrating children’s achievements from within and beyond the nursery experiences. * An ethos of inclusion ensures that all children are making progress. * Staff know the children very well and respond to their interests throughout the playroom.   **Key Priorities: 2025**  **School/ELC Gibshill Children’s Centre**   * Continue to review our planning process to capture and evidence intentional and responsive learning. * Develop our tracking processes |

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| **Other quality indictors evaluated from 3 year plan** | |
| 2.5 Family learning Good  Choose an item. | |
| **Key Strengths:**  **School/ELC Gibshill Children’s Centre**   * Families are encouraged to attend Stay & Play sessions with a literacy and numeracy focus. Home learning packs are offered to families along with the lending library. * Strong relationships have been fostered. Creative approaches have been adopted to ensure we are meeting the needs of all families. * A questionnaire informed us of what our families would like to be included in. From this information we planned cooking classes, rhyme time sessions and local outings that we invited parents to attend.   **Key Priorities:**  **School/ELC Gibshill Children’s Centre**   * Continue to invite families to attend a variety of events. * Ensure we continue to consider the individual needs of all families. * Meeting with parents every 12 weeks to discuss learning targets. This will provide opportunities for staff to discuss child development and suggest family learning approaches which will have greater impact on the development of individual children. |

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| **Key Achievements of the Establishment** |
| Session 2024-2025   * We continued to create opportunities to acknowledge and celebrate achievements from nursery and beyond. * Interactions from parents on Learning Journals has increased significantly due to keyworkers uploading and sharing weekly stories. These stories provide an overview of the opportunities that their child has had throughout the week. We introduced this as a weekly event in January. A comparison showed that throughout January only 18 parents interacted on learning journals as opposed to 131 throughout March. This has been a consistent picture throughout April, May and June. * In November we celebrated World Children’s Day and invited our families to share stories, experiences, food and traditional clothing. We had four of our families engage with this event and we were introduced to a variety of foods from their culture along with stories, interesting facts and their traditional clothes. * During November we received a 2 day visit from the Care Inspectorate. This was a positive experience and helped consolidate what we already know for our journey going forward. * We continue to have a strong partnership with Inverclyde Community Food Network. With their support we further developed our growing opportunities in our outdoor space. * Training opportunities this year for staff have been Trauma module 2, Developing High Quality Environments, Literacy Framework Session, Number Sense, Racial Literacy. * Part of our February in-service day was committed to staff and we participated in a team building exercise. * We participated in a cluster and local authority event for moderation. Our focus this year was literacy. * Children and their families from the Smillie Room have had the opportunity to be included in a weekly Bookbug session. We extended this offer to children who attend the nursery and their younger siblings. These sessions have been well received and well attended. Our trained member of staff also facilitates a session with the 3-5 year olds and children in our community who attend the Parent and Toddler sessions in Gibshill Community Centre. * We continue to use our community centre for weekly visit to Kids Café on a Wednesday. Groups of children rotate over a 5 week period & parents are invited along. Our children are developing life skills such as making choices from menus, café protocol & beginning to understand the value & purpose of money. * Our Parents Committee suggested football sessions therefore we arranged for a local coach to facilitate a block of 4 weeks as a trial. Every child benefited for 2 taster sessions. Our children SKILLS * We also held our community clean up week. * We held a Sponsored Crazy Hair Day, a Sponsored Walk which included parents for our older age group of children and a Bouncethon for our younger children. This helped to raise funds for Christmas, our end of term planned activities and resources to enhance children’s learning experiences. Our parents were very supportive of these events. * We participated in local schools Work Experience programme and the local college to support childcare students. * Parents had regular opportunities to meet with keyworkers every 12 weeks to discuss individual learning targets. Staff found these beneficial and an opportunity to discuss children’s learning and development. We included parents in play and stay sessions with a numeracy focus for Numeracy Week. We also encouraged children to bring in their favourite story for Literacy Week and children were invited to Get Comfy & Read for World Book Day. * Other opportunities for our parents included Craft sessions at Christmas and Easter, being included in our Parents Committee, participating in sponsored events, Kids Café, Bookbug sessions. and our Nature/Nurture programme. |