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|  | **Glenbrae Children’s Centre**  **Standards and Quality 19/20**  **Recovery Action plan Autumn 2020/21** |

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| Context of the Establishment: |
| **Our ELC Establishment**   * Glenbrae Children’s Centre is situated in the Strone area of East Greenock. Our main feeder primary schools are King’s Oak and All Saints, and we have strong links with these schools. * Glenbrae caters for children aged 0 – 12 years. * Glenbrae has 73% of children living in areas with the Scottish Index of Multiple Deprivation categories 1 and 2. * The centre is staffed by a Head of Centre, a Depute, a Senior Early Years Education & Childcare Officer, and a full team of Early Years staff. * The centre is recognised as a community resource and offers a variety of services/activities to meet the needs of the community. Centre staff have strong links with a variety of agencies in the community and recognise parents as the prime educators of their child. This philosophy underpins all our work with families, and we aim to: - * create an atmosphere where parents feel valued * develop positive meaningful, relationships * provide regular opportunities to discuss children’s progress * inform parents and where appropriate consult them about centre matters * be sensitive and responsive to family needs   We moved into our current building in July 2018 and staff and children enjoy the bright, welcoming environment and make excellent use of all of the space available including the outdoor areas. We were awarded first prize in the Tesco Bags for Help scheme and this funding has helped greatly to improve our outdoor spaces.  Our last Inspection by the Care Inspectorate was in March 2019 and  the areas for inspection were graded very good.  Our last Local Authority Establishment Review in May 2019 found that the overall strengths of the establishment were: -   * The highly committed, hardworking staff who are committed to providing high quality early learning and childcare * The nurturing environment, relationships and personal care of children * The creative approaches to curriculum delivery across all age groups including approaches to literacy, numeracy and outdoor learning * The bespoke packages of care and learning provided for children and families. |
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**Review of progress for session Aug 2019- March 2020**

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| **Establishment priority 1**: Raising attainment in literacy and numeracy (Cluster) | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Assessment of children's progress  Parental engagement | HGIOELC? QIs  3.2 Securing children’s progress  2.3 Learning, teaching and assessment  2.2 Curriculum  **Other Drivers**  **RRS**    *Article 28: (Right to education):* |
| **Strategies**   * Working group of Early Years Heads within cluster group to develop an action plan for early level phonological awareness * Participate in professional dialogue to moderate planning of learning, teaching and assessment in reading with the establishment and cluster   **Progress and impact**   * Children have a good awareness of rhyme and syllables overall. Through tracking and observation 99% of children were recorded to have made good /very good progress. 61% of these children made very good progress. * Staff took part in moderation events with other centres across the cluster, helping staff in their shared understanding and application of moderation. * A book was chosen to be used for transition, across the Authority, which all pre-school children were to engage in through activities at nursery, home and P1. (Shark in the Park) Unfortunately, due to Covid 19, nursery activities were not able to be completed however, all children received a copy of the book and activities to do at home. The nursery also produced an activity sheet on Twitter for parents to also use. | |
| Next Steps:   * Cluster group will continue with plans for Improvements in attainment, particularly in literacy and numeracy. | |

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| **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  Assessment of children's progress  Performance information | HGIOELC? QIs  3.2 Securing children’s progress  2.3 Learning, teaching and assessment  2.4 Personalised support  **Other Drivers**  **RRS**    *Article 28: (Right to education):* |
| **Strategies**   * Visit to other Centre to look at their tracking system. (Management and staff) * Staff to track using benchmarks for Literacy, Numeracy and Health and Wellbeing * Put new tracking system in place * Review and refine system.   **Progress and impact**   * Children’s progress is recorded and measurable. * 61% of children made very good overall progress across the 3 cross cutting themes.   76% of children made very good progress in maths and numeracy.  Due to Covid 19 and the early closure of nursery these figures only reflect data from August 2019 – February 2020. Staff predict that this level of progression would have continued for the rest of the term.   * Staff are tracking children’s skills individually and have observations for each child which helps to ensure individuality of their learning profiles. | |
| Next Steps:   * Staff will further review and develop the current system as this was not completed due to Covid 19 and early closure of Education establishments. | |

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| **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  Assessment of children's progress  Parental engagement | HGIOELC? QIs  3.2 Securing children’s progress  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  **Other Drivers**  **RRS**    *Article 28: (Right to education):* |
| **Strategies**   * Review the Centre’s Visions and Values with staff and parents * Develop links with a local elderly care setting (Inter-generational care)   **Progress and impact**   * Feedback from those parents who took part was very positive as was the feedback from staff. * After attending workshops on intergenerational working our focus changed from an elderly care setting to our own children’s grandparents. * Excellent participation from grandparents which had a very positive effect on children’s learning. | |
| Next Steps: **Due to Covid 19 we need to consider carefully how we will progress with this, possibly using IT solutions.** | |

**Review of progress for session Aug 2019- March 2020**

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| **Establishment priority 4**: Improvement in employability skills and sustained positive 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  Teacher professionalism | HGIOELC? QIs  3.3 Increasing creativity and employability  2.2 Curriculum  **Other Drivers**  **RRS**    *Article 28: (Right to education):* |
| **Strategies**   * Continue improving current outdoor spaces & extend to ‘woodland area’ * Continue to develop loose parts play in all outdoor areas and playrooms * Developing digital skills in playrooms and outdoors * Continue with ECO schools’ journey.   **Progress and impact**   * The Nursery received a grant of £4000 from Tesco Bags of Help; this has helped to further improve the outdoor areas, including purchasing curriculum cabins for each age group which are used to promote literacy skills through the use of books, writing materials etc. * The nursery gained its second Eco flag and is now working towards the next award. * The benefits of loose parts play and block play is evident in children’s learning, particularly in their use of mathematical language and problem solving. * Resources have been purchased for outdoor areas to provide a stimulating environment for the children. * We now have improved outdoor areas, which enhance the children’s learning experiences, encourage problem solving, investigation, creativity and curiosity. * The woodland area is still a work in progress and has been temporarily suspended due to Covid 19 | |
| Next Steps: Continue to pursue the development of the woodland area.  Explore the possibility of connecting existing ICT equipment to  Wi-Fi. | |

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| **National priority: How we are ensuring Excellence and Equity?** |
| Staff are highly skilled in their ability to use observations to differentiate children’s learning and cater for children’s individual needs and learning styles. Staff also have good communication with parents, are sensitive to parent’s own learning abilities and take account of parent concerns. More targeted support and/or intervention for children is provided where appropriate by staff and other agencies.  The nursery provides Bookbug sessions for children within the nursery and also through a community Bookbug group, providing storytelling opportunities for children and their parents. Bookbug bags are also gifted to children and the nursery run a home-link library programme to encourage parents to read to their child or play games with them.  Across the nursery, a literacy rich environment is evident. Parents are encouraged to take part in rhyme of the fortnight/month with their child at home, again encouraging a love of language and supporting their learning.  We work closely as part of a local area cluster group, which includes other nurseries, primary schools and a secondary school. This gives opportunities to share best practice, which impacts on our children’s learning.  Senior management team have supported parents to improve attendance, however for some parents this still proves difficult.  Evidence shows that children who attend nursery more regularly, building better relationships with staff and peers, have more opportunities for focused learning, thus leading to better outcomes and an increased chance of closing the attainment gap. |

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| **Response to Covid 19 Lockdown closure – March 2020 – June 2020** |
| In March 2020, the Scottish Government decided that, in response to the Covid 19 pandemic, all educational establishments would close on Friday 20th March.  Initially within the centre we provided a childcare hub for the children of critical keyworkers and also made places available for some of our more vulnerable children, dependant on family need. The children attending included children who currently attended the centre and also children of keyworkers who did not have an early years placement. We later joined with the other local nurseries to provide a combined hub within an established school hub.  In order to minimise the risks to staff and their families, staff were able to work on a rota basis within the hub and also to carry out some work from home.  Not all vulnerable children who were offered a place attended, however frequent contact was made with the families. Regular communication was maintained with Social Work Services and Barnardo’s, where appropriate.  We also provided a variety of home learning options. These included weekly learning ideas on our Twitter page and home learning packs. The response from parents was very positive. Contact was maintained with all families, whether or not they were attending the hub.  In June 2020 provision for children in the childcare hubs returned to individual establishments. We were then able to provide transition opportunities for those children who were starting primary school in August. Children were able to have visits to the nursery and also to their school, supported by staff. All children were also given a copy of ‘Shark in the Park’ which was the book chosen to be used by ELC and school as part of the transition offer. Parents were given a transition pack of ideas, connected with the book, to work through with their child.  The childcare hub will continue to provide places for the children of critical keyworkers and our most vulnerable families throughout the school holidays. |

**Autumn term recovery plan**

**PRIORITY 1: Health and Wellbeing of staff and children**

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| **Tasks / action** | **RAG of progress** | | | **Who is responsible?** | **Timescales** | **Partners / LA Links** | **Resources / CLPL** |
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| Staff to be provided with Risk Assessment information related to Covid 19 before they return on 11th August. Updates to be shared as guidance changes. | √ | √ | √ | SEYECO  All staff | August 2020 | H&S – Pauline Ramsay  Scottish Government guidance | Email risk assessments |
| Staff to access training from Psych services on additions to bereavement and loss policy around Covid 19. | √ | √ | √ | All Staff | August and ongoing | Ed Psych – Taryn Moir | Training video on line |
| Staff to access training from Education Scotland on Coronavirus (Covid 19) Supporting young children at points of transition. |  |  |  | All staff | In-service day | Education Scotland | Wakelet and Powerpoint presentation on Nat Improvement Hub |
| Health & Wellbeing agenda to be added to all staff meetings and SMT available to deal with any concerns. | √ | √ | √ | All staff  SMT | Ongoing | H&S – Pauline Ramsay |  |
| Pick up and drop off times will be staggered to allow children to safely enter/exit the building and help to ensure staff safety. | √ | √ | √ | All staff | Ongoing | Parents | New Covid 19 procedures shared with parents |
| Guidance from Scottish Government will determine the safety of children in ELC. Any measures will be put in place e.g. ‘cohorts of children’ | √ | √ | √ | SMT  All staff | Ongoing | Scottish Government  QIO | Scot Government updates |

**PRIORITY 2: Developing Woodland Area**

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| **Tasks / action** | **RAG of progress** | | | **Who is responsible?** | **Timescales** | **Partners / LA Links** | **Resources / CLPL** |
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| Develop outdoor woodland area to provide further outdoor space for children in line with Scottish Government guidance on outdoor play. | √ | √ | √ | SMT and staff | Ongoing | Gavin Murray - Estates | Trees, planters etc |
| Make further contact with estates department re: grass cutting/tree planting etc. | √ |  |  | Depute | August | Gavin Murray - Estates |  |
| Continue with journey towards ECO schools award | √ | √ | √ | ECO Improvement group | Ongoing | ECO schools Scotland |  |