



Context of the Establishment:

Our Nursery

- ❖ Glenbrae Children's Centre is situated in the Strone area of Greenock. Our main feeder primary schools are King's Oak and All Saints and we have strong links with these schools.
- ❖ Glenbrae has 77% of children living in areas with the Scottish Index of Multiple Deprivation categories 1-2.
- ❖ Glenbrae nursery caters for children 0-5 years, 84 children attend the nursery at this time. 9 fulltime equivalent 0-2yr places, 15 x 2-3 places and 30 x 3-5 places. We have 5 Private places across the age groups and all other places are allocated in line with Inverclyde council's admissions policy and Scottish governments qualifying benefits criteria.
- ❖ As part of the 1140 expansion programme which commenced in Aug 2020, we offer five models of attendance between the hours of 8.10 and 5.45. All children are entitled to a free school meal or afternoon tea.
- ❖ In January 2021 we entered a second lockdown, Glenbrae provided a hub for vulnerable children and children of keyworkers until 22nd Feb. After this date the nursery reopened to all children.
- ❖ Our out of school care service which caters for 30 children aged 5-12 years, has been suspended since March 2020 due to COVID restrictions.

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 are making excellent progress in developing our outdoor learning areas and children have benefited greatly from more opportunities to promote their health and wellbeing in a natural environment.

A member of staff from each room has taken a lead role in the virtual nature schools training. Centres across Scotland shared their experiences and knowledge and all age groups benefited from this community of practice as staff gained and developed new skills. We have received our award and excellent feedback from Dr Claire Warden and the virtual nature schools team.

Our last Inspection by the Care Inspectorate was in March 2019, our overall grade was 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 aim 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.

All children are settled in the nursery environment and enjoy the play and learning experiences that nursery provides. Almost all children have very good attendance averaging at 80% in the last 5 months since the return from the second lockdown. Procedures are in place to monitor attendance and discuss this with parents as necessary. Children's progress is closely monitored using tracking systems which have been developed over the last 18 months and will continue to be adapted to suit the needs of the children in our service.

Review of progress for session Jan – June 21

Establishment priority 1: Health and Wellbeing of staff, children & families to ensure they feel happy and secure in their environment.

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Assessment of children's progress

Teacher professionalism

HGIOELC? QIs

3.2 Securing children's progress

2.4 Personalised support

3.1 Ensuring wellbeing, equality and inclusion

Other Drivers

RRS

Article 28: (Right to education):

Strategies

- Staff will access SG updates in line with the recovery plan, risk assessments in place to ensure the environment is safe.
- Parents will be kept updated with SG recovery plan
- Procedures are in place for drop off and pick up this will be shared with parents via phone calls and e-mail.
- Additional cleaner to clean touch points throughout the centre
- Regular HWB meetings with staff
- Regular phone calls to parents by keyworker
- Home learning strategies were developed.

Progress and impact

- Staff were confident happy on their return back to the centre
- HWB check in and appraisal ensured staff had the opportunity to discuss any concerns they had personal/ professional.
- An open door policy ensured SMT were available to listen and reassure staff
- Relationships with parents were maintained and enhanced through regular phone calls
- Good communication with parents ensured children's transition back to the centre was sensitive and bespoke.
- Parents had the opportunity to have a virtual tour of the centre this reassured parents that it was a safe environment for their children to return to.
- Family support worker was available to support parents this was done through walk / talk being available at drop off and pick up times. A familiar person who they were able to talk to.
- Staff were sensitive to the needs of our new children settling in which was conducted outside weather permitting, children have taken longer to settle regular discussion with parents about the transition process ensured it was smooth and taken at the child's pace.
- Twitter was used to communicate with parent, signpost learning opportunities and support information.
- A paper booklet of a snap shot of their child's day was sent home as they settled back into the playroom showing the learning opportunities they were engaged in. This provided good discussion opportunities for the child to talk about their day and for parents to continue their learning at home.
- Staff engaged in training which allowed SAWAY's to be emailed to parents fortnightly. This included staff reading story of the month and rhyme of the fortnight, activity suggestions and links for online resources continuing the learning from nursery to home.

Next Steps: Supporting children’s health and wellbeing is at the centre of our ethos. We will continue to provide a nurturing environment where children and families views are valued and respected. By introducing Leuven scale of wellbeing and involvement we will continue to develop staffs skills in observation to improve children’s levels of engagement. Home learning activities has been identified as good practice and will continue.

Establishment priority 2: *Developing our woodland area*

NIF Priority

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

NIF Driver

School Improvement
Teacher professionalism

HGIOELC? QIs

- 3.2 Securing children’s progress
- 3.3 Increasing creativity and employability
- 3.1 Ensuring wellbeing, equality and inclusion

Other Drivers

RTA
RRS

Article 28: (Right to education):

Strategies

- Identified staff from each playroom to attended virtual nature school training
- Develop links with Bellville gardens
- Training from the soil association
- Regular contact with schools estates.

Progress and impact

- Staff have been working as part of a community of practice with other settings in the virtual nature school training. This has given them the opportunity to share good practice and learning from other settings.
- Staff have developed their leadership skills by taking a leading role within their playrooms. This provided opportunities to develop their own and colleague’s skills and knowledge in providing high quality learning environments outdoors.
- Children’s curiosity, inquiry and investigating skills has been further developed. Children have engaged in experiences and outcomes identified from C.F.E consolidating their learning in H.W.B, literacy and numeracy in an outdoor environment. Children are now more focused and engaged and to learn about the natural world.
- Children were using digital technology to document their own learning and find out information on plants and life cycles
- Children have grown their own vegetables and have seen the process of the life cycle of plants and butterflies.
- Children in the 2-3 playroom have been developing their language skills and are now using some descriptive language during play e.g. ‘the strawberry plants leaves are furry’. Their expressive language is progressing and some of the children are able to engage in simple conversations and asking simple questions.
- A floor book recorded the children’s progress in their learning through the focused tasks. Twitter has given parents the opportunity to view their child’s learning on a daily basic. All children were given sunflower seeds to plant and then take home to care for. This continued the learning from centre to home involving the parents in their child’s learning.
- The centre was successful in gaining a virtual nature school award.

Next Steps: Outdoor learning is very much embedded in our practice. Children are free to choose outdoor play as it is part of our daily routines and an extension of the playrooms. We will continue to build on the virtual nature schools good practice to ensure a high quality learning environment. Staff who attended this training will share skills with colleagues and continue to be a part of the communities of practice. We will continue the to use home learning SWAY's book/rhyme of the month

Establishment priority 3: Introduction of Froebel's principles to the life of the centre

NIF Priority
Closing the attainment gap between the most and least disadvantaged children
NIF Driver
School Improvement
Performance information

HGIOELC? QIs
3.2 Securing children's progress
1.2 Leadership of learning
1.3 Leadership of change

Other Drivers

RRS

Article 28: (Right to education):

Strategies

- During the covid-19 pandemic staff have been working from home engaging in on-line training.
- Training was identified which focused a whole team approach on elements that would be beneficial to the whole centre.
- Staff had opportunities to share their training from 'Realising the Ambition' and 'Froebel Principles' on returning from lock down.
- Acting HOE engaged in Frobel training.

Progress and impact

- Staff have become upskilled in their computer skills accessing training on-line via WebEx, teams and webinars.
- Staff identified areas within the playroom they would like to develop further in line with the principles of Frobel.
- As a team in the 2-3 and 3-5 playrooms staff developed a block play area. From their training and using Frobel principles they were able to recognise the 7 stages of block play which young children engage in.
- Children have been observed as being more engaged in building with the blocks. They are becoming aware of risk assessing, how high their building can be and working more co-operatively with each other. Developing early mathematical language e.g. big, small, heavy light and apply this language appropriately, beginning to count by rote 1-10 and further.
- Children in the 3-5 playroom are incorporating role play into their building, developing their positional language and problem solving skills.

- Structures are becoming more detailed and children are relating them to real life experiences and structures. They are sorting and categorising by size and shape and they are supporting each other in this process.

Next Steps: We will continue to implement Froebel's principles in our pedagogical approach. We will continue to closely monitor and adapted the environment while ensuring children's needs are effectively monitored and supported.

Review of progress for session Jan – June 2021

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 parent's concerns. More targeted support and/or intervention for children is provided where appropriate by staff and other agencies. Across the nursery, a literacy and numeracy rich environment is evident. Staff use online learning journals to record and monitor children's progress and development alongside our tracking systems. There have been gaps in our tracking due to COVID 19, as a result of lockdowns and attendance. However all the children in our 3-5 room have made progress with their numeracy and literacy development. We recorded 81% making very good progress and 19% making good progress.

Throughout lockdown staff engaged regularly in telephone consultations with families which received positive feedback. As parents are not entering the building due to government guidelines staff have continued these telephone consultations.

During lockdown we introduced SAWAY's for home learning which we received great feedback from. Parents are encouraged to take part in focussed stories and rhymes of the fortnight/month with their child at home, encouraging a love of language and supporting their learning. We have continued to send these out fortnightly to help parents understand and support their child in their learning at home.

All staff in the 3-5 room attended phonological awareness training to support children's learning and development. Staff use different elements from the SEAL pathway to support and develop children's numeracy skills. All children in the 3-5 room have access to a teacher and early years graduate, who also provide targeted support and nurture groups to identified children. 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. Glenbrae has recently adopted the Froebel approach in their practice. Part of this has included the development of block play and loose parts areas, encouraging and supporting the use of mathematical language and concepts.

Due to Covid 19 restrictions Bookbug sessions for children were paused but have recently recommenced outdoors. Our family support worker runs a session twice weekly, providing storytelling opportunities for children and their parents. Bookbug bags are also gifted to children.

Evidence shows that children who attend nursery regularly, build 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.

Response to Covid 19 Lockdown closure – Jan 2021 – Feb 2021

In January 2021 we entered a second lockdown. Glenbrae provided a hub for vulnerable children and children of keyworkers until 22nd Feb. Following Scottish Government guidelines to minimise the risk of COVID transmission, staff worked on a rota basis within the hub and also continued learning from home.

Not all vulnerable children who were offered a place attended, however frequent contact was made with these families. Regular communication was maintained with Social Work Services and Barnardo's, where appropriate.

We provided a variety of home learning options including, weekly learning ideas on our SWAY emails and on our Twitter page. We also sent home learning packs with practical activities and resources. The response from parents in our online questionnaire was very positive. 92% of responses said they feel extremely well supported by nursery and would like the home learning activities and SAWAY's to continue after lockdown. This good practice has continued after lockdown and will continue into the future to support children's learning at home. Contact was maintained with all families, whether or not they were attending the hub.

All children were also given a 'Shark in the Park' activity bag which was the book chosen by ELC and schools as part of the transition process. Parents were given a transition pack of ideas, connected with the book, to work through with their child.

NIF quality indicators

Quality Indicator	Establishment Self Evaluation 2020/21	Key priorities for session 2021/22
1.3 Leadership of change	Good	To increase skills and knowledge of all children in literacy and numeracy through high quality learning experiences.
2.3 Learning, teaching and assessment	Good	Use Inverclyde Progression Pathways to track learning and development of all children.
3.1 Ensuring wellbeing, equity and inclusion	Good	The PATHS programme will be embedded across the centre to support the Health and Wellbeing of all children. This will be appropriate to the children in each playroom.
3.2 Securing children's progress	Good	All children will have opportunities to experience and develop life skills through quality outdoor play, digital learning and learning a new language.

Key achievements of the establishment

- Staff from all rooms participated in the virtual nature school training. This has given them the opportunity to join a community of practice to share ideas, good practice and learn from other settings across Scotland.
- Staff have researched and embraced Froebelian principles, they have begun implementing this in all three playrooms.
- Staff have engaged regularly in telephone consultations with families which received positive feedback. Parents shared home experiences that have been used to plan for next steps and home learning.
- Staff have adapted to working in bubbles in line with covid-19 guidelines and restrictions while maintaining a high quality service.
- Weekly home learning packs were available to parents weekly and most of them were collected regularly.
- We received a grant of £1000 for outdoor clothing from the Scottish Government. This allowed us to purchase more outdoor suits to support outdoor play in all weathers.

