**Glenbrae Children’s Centre**

**Standards and Quality 2023-24**

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| **Context of the Establishment** |
| **Our Establishment, Vision and Aims.**  The Glenbrae Way  New Glenbrae logo Getting it right for our children and families.  Learning and growing together through child led play.  Equity and equality for all.  Nurturing and loving ourselves, each other and our community.  Building positive relationships.  Reaching for the stars and beyond.  (Having) Adventures, fun and being creative.  (Beginning and)Ending each day with smiles and hugs.  Glenbrae Children’s Centre is situated in the East End area of Greenock and comprises of 3 beautiful playrooms with outdoor areas where children can learn, grow and develop through play while being curious and creative. We value the importance of building positive relationships in a safe and nurturing environment and aim to meet the individual needs of every stakeholder.  The centre can cater for 54 children at any one time: 6 0-2 year olds, 15 2-3 year olds and 30 3-5 year olds. Our service has been enhanced by the 1140 expansion programme which commenced in Aug 2020. As a result of this we offer five models of attendance between the hours of 8.10am and 5.45pm to eligible children and families. A chargeable childcare service is also available which offers extended hours for parents in employment, education or training.  Our team consists of a Head of Centre, Depute Head of Centre, Senior Early Years Education & Childcare Officers (EYECO), 16 EYECOS, access to an Early Years Teacher, an Excellence and Equity Lead, 4 Early Years Support Assistants, Bus Escort, a Clerical Assistant, Caretaker/ Driver 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 Primary School and All Saints Primary School however we work closely with all schools in Inverclyde to ensure our children and their families experience smooth transitions when moving on to school. We also work in partnership with colleges and universities to support young people and students in work experience, apprenticeships; and further and higher education. Glenbrae is a vital part of the local community and offers a variety of services/activities to meet the needs of our stakeholders. As of May 2024 79% of our children and families live in areas with the Scottish Index of Multiple Deprivation categories 1-3.  Our last Inspection by the Care Inspectorate was in March 2019, our overall grade was very good.  Our last Local Authority Peer Review in April 2024 found that the overall strengths of the establishment included:-  -Strong leadership across the centre. -Clear vision, values and aims. -Effective systems and processes for quality assurance monitoring. -Positive relationships between all creating a positive, nurturing ethos. -Motivated and experienced staff team committed to meeting the needs of children and families. -Commitment to supporting and engaging with families. -Positive child protection and safe guarding audit.  For more information visit our website: <https://blogs.glowscotland.org.uk/in/glenbraecc> or our Twitter feed @CentreGlenbrae |

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| **Establishment priority 1** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  NIF Driver  Assessment of children's progress  Parental engagement | HGIOS/ELC QIs  1.2 Leadership of learning  2.2 Curriculum  3.2 Raising attainment and achievement  UNCRC  Article 3 (Best interests of the child): |
| **Outcome:**   * By June 24 all staff will report that their understanding of the I Can Talk Toolkit has increased from weak to very good. * By June 24 all children involved have progressed in their communication and language by 75%. * good.   **Progress and impact of outcomes for learners**:   * In September 2023 71% of staff stated awareness, skill and knowledge of using I Can Talk Toolkit was weak. 53% of staff reported this had improved to good/ very good in May 2024. * In our 3-5 Room 28% of children are at the Beginning of Early Level, 36% are in the Middle of Early Level and 36% are at the End of Early Level for Listening and Talking. * Almost all children who have been assessed and had targets set using the I Can Talk Toolkit have made very good progress in their speech, language and communication. This was evidenced through comparing initial assessments and reassessment. * The I Can Talk and Up, Up and Away toolkits have become integral parts of our Girfec Pathway Universal offer ensuring staff can assess children’s development and plan specific targets for progression. * I Can Toolkit has been used as a tool to support staff in speaking to parents about child development. | |
| **Next steps**  Continue to embed I Can Talk Toolkit in our Universal offer.  Continue to provide opportunities for staff to develop knowledge, skills and confidence when using the toolkit to support progression in children’s communication and language.  Continue to involve and empower parents in using the toolkit. | |

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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  Parental engagement  School leadership | HGIOS/ELC QIs  2.5 Family learning  2.7 Partnerships    UNCRC  Article 5 (Parental guidance): |
| **Outcome:**   * By June 2024 effective partnership working involving practitioners, other agencies and parents/ carers will see an increase in parental engagement by 50%   **Progress and impact of outcomes for learners:**   * 53% of parents/ carers when asked indicated that they would like to be involved in a Parents Committee. Those who shared an interest were approached and bi-monthly meetings were arranged. Due to a lack of interest and attendance it was agreed to review this approach and try a range of different methods for parental engagement. It has been evident that these were more purposeful and meaningful through improvements in attendance and engagement. * Parents/ Carers suggested a range of theme/ topics for monthly Parent/ Carer Workshops and Events. These informed an annual plan. A Parents Information Session, Child Development and Sensory Play session (Barnardos) and Oral Health session were organised. A total of 8 families were represented at these events. Although feedback was positive numbers were poor and there was a lack of interest which led to a rethink in how we approached parental engagement. * 3 Stay and Play sessions (Maths Week, Christmas and Easter) were held across the year and these were very well attended. A total of 113 parents/ carers. Feedback was very positive and parents/ carers shared that they would take craft and activity ideas home. Some parents also said they would make more time to play with their children and use some of the strategies role modelled by staff and professionals. * Parents/ Carers were also invited in to help with Christmas activities, wrapping presents. * Parents continue to engage very well with Learning Journals, Learning SWAYS and Newsletters. * All parents engage with staff to discuss children’s learning targets and achievements verbally and through Learning Journals. * Our attendance monitoring processes are working well and continue to promote highest levels of ELC attendance possible. * Lending Library has been re-introduced and all 3-5 children have participated throughout the year. All parents reported that they had conversations inspired by their book/ activity and also used these in play experiences at home. * Partnerships with Barnardos and Community Police have been established. Both agencies have attended events and have taken advantage of our open door policy to be visible in the community and build relationships with children, families and staff. | |
| **Next steps**  Continue to offer Stay and Play sessions.  Monitor how we engage with and involve parents/ carers. Approaches will be flexible and meet the needs of children and families. | |

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| **Establishment priority 3** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  NIF Driver  Performance information  School Improvement | HGIOS/ELC QIs  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion    UNCRC  Article 3 (Best interests of the child): |
| **Outcome:**   * By June 24 all staff confidence in supporting children and families affected by trauma will increase from weak/ satisfactory to very good. * By tracking the child’s journey on the GIRFEC Pathway in June 24 we will know if children and families who experience/ have experienced trauma received the right support at the right time.     **Progress and impact of outcomes for learners**:   * In September 2023, 30% of staff stated their ability to support a child or parent/ carer who has experienced trauma or showing signs of this was weak/ satisfactory. When questioned again in May 2024, 76% reported this has increased to good/ very good. * As of May 24, 93% of our children are on our Universal Pathway. 7% of children are on our Enhanced Universal Pathway indicating that our Universal Pathway and its components (Trauma Informed Practice, PATHS, Nurture, Importance of relationships etc) is getting it right for our children and families. * Targeted support in our Enhanced Universal Pathway has enabled progress in communication and language, listening, social skills, routines, independence and self-help skills. | |
| **Next steps**  All staff will continue on their journey to complete Trauma Informed E modules.  Continue to ensure that Glenbrae is a Trauma Informed establishment that tries it’s very best to meet the needs of all children and families.  Introduce and embed new authority GIRFEC paperwork. | |

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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 leadership  School Improvement | HGIOS/ELC QIs  3.3 Increasing creativity and employability    UNCRC  Article 31 (Leisure, play and culture): |
| **Outcome:**   * All children involved aged 3-5 and some 2-3 year olds will have had opportunities to participate in Woodworking by June 24. * By June 24 all children involved will see an increase in confidence when using tools, improved awareness of risk, fine motor skill development and improved creativity skills.   **Progress and impact of outcomes for learners:**   * 6 children aged 3-5 completed Block 1 of our pilot Woodwork Programme. * All children displayed an increase in confidence when using tools, awareness of risk and creativity. 2 children required challenge due to high levels of confidence and skill. Staff member was very responsive to this as well as supporting all children on their woodwork journey i.e. providing different wood, different sizes of nails etc. * Another 6 children aged 3-5 have had opportunities to experience our pilot Woodwork Programme. * 4 children aged 2-3 have completed Block 1 and 2 of our pilot. * All children involved saw an increase in confidence when using tools, awareness of risk and fine motor skill development. * All children involved also had opportunities to practice and develop creativity skills. | |
| **Next steps**  Identify designated area and discuss how Woodwork will become a part of continuous provision in 3-5 room. | |

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| **Establishment priority 5** | |
| NIF Priority  Placing the human rights and needs of every child and young person at the centre of education  NIF Driver  School leadership  Teacher professionalism | HGIOS/ELC QIs  1.2 Leadership of learning  1.5 Management of resources to promote equity  3.1 Ensuring wellbeing, equality and inclusion    UNCRC  Article 2 (Non-discrimination): |
| **Outcome:**   * Increase staff confidence if broaching Race Equality/ Anti-Racist education with a stakeholder from weak/ satisfactory to very good. * Increase staff confidence in using right terminology when discussing Race Equality/ Anti-Racist education with a stakeholder from weak/ satisfactory to very good. * Increase how well our curriculum supports children and families of the black community, different cultures and faiths from unsatisfactory/ weak/ satisfactory to very good. * Through an audit of our children and families, learning environment and resources we will know that every person that walks into Glenbrae will see themselves in our curriculum.   **Progress and impact of outcomes for learners***:*   * In September 2023, 75% of staff stated they would be weak/ satisfactory if needing to broach Race Equality/ Anti-Racist education with a stakeholder. This has increased to 76% good/ very good as of May 2024. * When the need arises to use right terminology when discussing Race Equality/ Anti-Racist education, 75% of staff believed they were weak/satisfactory in this area. This has increased to 71% good in May 2024. * 64% of staff felt our curriculum was unsatisfactory/ weak/ satisfactory in supporting children and families of the black community, different cultures and faiths. This has improved and 65% believe we are now good. * Approximately £500 was spent on resources as we aspire to ensure that every child, their families and adults see themselves in our curriculum. * During February In-Service day all staff participated in a Building Racial Literacy workshop – using the time to research and discuss early race related memories, emotions, motivations for anti-racism, supporting staff, children, parents, families in racial literacy. * Head of Centre has successfully completed Building Racial Literacy Cohort 4. Some of the learning and resources has been disseminated to staff team. Small numbers of parents/ carers, colleagues and members of the community were involved in discussions about our Building Racial Literacy work so far and our future plans. Feedback was positive and parents were happy with our vision that every child will see themselves in their curriculum and keen to see how this progresses. | |
| **Next steps**  Implement Building Racial Literacy Action Plan.  Continue our Racial Literacy Journey as individuals, a centre and community.  Consider utilising approaches to gather voices of parents/ carers. | |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of change**  **Very Good** |
| **Key Strengths:**   * The clear vision which creates and incorporates key local and national priorities. * The branding of the ‘Glenbrae Way’ which ensures the vision is clear and understood by all. * The visibility of the HOC and the SLT which creates a culture of support for children, parents and staff. * The highly respected SLT who value the skills and strengths of the whole staff team and use this to drive forward whole establishment improvements. * The systems and processes for monitoring which ensure continuity in practice.   **Key Priorities:**   * Further develop self-evaluation processes to provide an even more robust plan and targeted plan for improvement. |

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| **2.3 Learning, teaching and assessment**  **Good** |
| **Key Strengths:**   * The whole staff team have created a warm and welcoming atmosphere underpinned by the ‘The Glenbrae Way’. * Staff members have developed positive relationships with the children, demonstrating a deep understanding of their individual needs. * The children feel safe, secure and valued, showing confidence within their environment, including all playrooms and outdoor areas. * The staff are dedicated to offering opportunities for children that are tailored to their individual age and developmental stage. * Children have numerous opportunities to engage with their local community. * During playroom observations almost all children were happy and engaged and interacted well in learning experiences provided. * Staff demonstrate a good understanding of child development and provide ample opportunities to support this. * Parental engagement in setting targets for their children’s learning was consistently high.   **Key Priorities:**  • Develop a streamlined approach to planning with systems that support children to lead their own learning and record their voice.  • Develop a more robust planning approach to identify specific targeted learning intensions for Literacy, Numeracy and Health and Wellbeing; this will ensure that children’s targets are planned for across the playroom.  • Further develop the assessment tracker to record children’s progress in Numeracy, Literacy and Health & Wellbeing. |

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| **3.1 Ensuring wellbeing, equity and inclusion**  **Very Good** |
| Key Strengths:   * Wellbeing is at the heart of all work within the centre and all staff have a very good understanding of trauma informed practice. * Staff have a good understanding of theory linked to practice particularly around attachment and are using this knowledge to support children’s needs. * Staff have very good knowledge of national and local documents and staff have completed all training requirements aligned with Scottish Social Services Council (SSSC). * Positive relationships have been established with partners and through the pilot of the JST partners are working effectively to discuss and plan for children outcomes. * The SLT and staff have created an ethos where children feel safe, happy, secure and recognise they are treated with respect.   Key Priorities:   * Continue, as planned, to implement the plan focusing on building racial literacy and anti-racist education. * Further develop the work started with the UNCRC to develop children’s understanding of their rights, throughout the centre. |

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| **3.2 Raising attainment and achievement/Securing children’s progress**  **Good** |
| **Key Strengths:**   * Staff know children well and have a very good knowledge of child development. * Parents are regularly consulted regarding their children’s learning and report that they feel listened to, included and that their contributions to children’s learning is valued. * Effective transitions are in place to support children moving from playroom to playroom and plans are developed to support children’s individual needs to support this. * Children are making progress in their learning. * Staff discuss with parent’s children’s achievements at home and consider this when planning for children.   **Key Priorities:**   * Further develop opportunities for children to talk about their learning journey and progression through providing opportunities such as floor books or individualised profiles. * Develop systems to track and record children’s progress particularly in literacy, mathematics and health and wellbeing to evidence children’s attainment over time. |

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| **Other quality indicators evaluated from 3 year plan** | |
| 1.2 Leadership of learning  2.4 Personalised support | |
| **Key Strengths:**   * Multi Agency Joint Support Team Established. SLT and Staff are involved in meetings. * All staff have participated in I Can Talk Toolkit and Up, Up and Away training and/or professional dialogue. These tools are being implemented in our daily practice. * All staff continue to engage in Trauma Informed Practice training. * Girfec Pathways are monitored monthly.   **Key Priorities:**   * Continue to provide all staff with opportunities to develop personally and professionally. * Joint Support Team will continue to be a part of our Universal Service. |

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| **Other quality indicators evaluated from 3 year plan** | |
| 2.1 Safeguarding and child protection | |
| **Key Strengths:**   * All staff engaged in Annual Child Protection Update. * Monthly Child Protection Audits. * Monitoring and Promoting Attendance procedures.   **Key Priorities:**   * Ensure Child Protection procedures follow new local authority guidance. * Continue to monitor children’s attendance and promote importance best attendance levels possible. |

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| **Other quality indicators evaluated from 3 year plan** | |
| 2.5 Family learning  2.7 Partnerships | |
| **Key Strengths:**   * Personal Care Plan Calendar. * Stay and Play Sessions. * Parent/ Carer Information Sessions and Workshops. * Lending Library. * Flexible Digital Strategy   **Key Priorities:**   * Continue to involve parents/ carers in their children’s learning and the life of the centre. |

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| **Key Achievements of the Establishment** |
| Throughout academic year 23/24:   * A successful Primary One Reunion was held. * We welcomed new children and their families to the centre and built strong, positive relationships. * Staff took part in a range of CPD opportunities including I Can Talk Toolkit, Attachment and Trauma training, Building Racial Literacy, Autism training, First Aid personal, research on learning environments, planning etc. These CPD opportunities were then shared with colleagues and informed our practice. * Lending Library successfully re-introduced. * Parent/ Carer Information session and workshops on Child Development and Sensory Play session (Barnardos) and Oral Health session were organised. * The PATHS Programme continued to be implemented successfully. * Worked in Partnership with Food Network to provide opportunities for children to plant, care for and grow their own food. * Joint support Team was established and met monthly which contributed to our Girfec Pathway. * Collaborative working with cluster group and primary schools took place to develop smooth transitions to school. All pre-school children participated in very successful transitions enhanced by ‘Colour Monster goes to School’ theme. * Successful partnership working with local organisations and groups to improve outcomes for children and families including Auchmountain Halls, Belville Gardens, Inverclyde Shed, Tesco and their Community Champion * Participated in authority moderation event. * Stay and Play Sessions were held and well attended in all playrooms. * Glenbrae Goals football programme was held and all children had opportunities to participate in this. * The children and staff made good use of our local and wider community to learn new skills, information and participate in new experiences. * Visits to Kincaid Court to meet the residents. * Dinky Diggers Outdoor Play sessions held. * Halloween, Christmas and Easter events held. * Chinese New Year and Eid Celebrated. * Successfully introduced a Woodwork pilot programme. * Colleagues from Speech and Language and Homestart visited the centre to share information with staff and parents/ carers. * Relationships with Barnardos and Community Police were solidified by inviting Lynne and PC Karen to events. * Ongoing visits to other ELC Centres to share good practice and participate in professional dialogue. * Celebration of Maths Week. * World Book Day was celebrated with literacy activities and Bookbug. * 3-5, 2-3 and 0-2 room continued to successfully implement Learning Journals. * A very positive Local Authority Peer Review took place. * Glenbrae Can Boogie Day celebrated Euro 24, Scotland and its place in the tournament. * To celebrate a successful 2023/2024 we held Sports Days, Graduation, ZooLab visits, Summer trips, theme days and parties. |