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| **Glenpark Early Learning Centre**  **Standards and Quality 2021/22** |  |

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| Context of the establishment: |
| **Our Establishment**  Glenpark Early Learning Centre is a purpose built establishment catering for 148 children. The nursery offers five different models of attendance for the children from 8am-6pm 50 weeks of the year, providing 1140 hours education and childcare.  The building has two large fabulous playrooms. One playroom, accommodating 80 children aged 3-5 years per session and one accommodating 15 children aged 2-3 years each session.  This year we further increased our play space by opening an outdoor Dab Den classroom enabling us to accommodate another 16 children aged 3-5 years.  Due to continuing Covid 19 concerns, the playrooms have not been entirely re-joined from the 5 zones of the previous year. Instead the 3-5 playroom has been split into 2 zones accommodating term time or 50 week patterns of attendance, maintaining Covid safe bubbles for smaller cohorts of children. This has provided a softer transition for staff and children from the 5 tight intimate Covid bubbles. This has also given the zones flexibility to respond to the needs of the patterns, responding to the pace of the day according to the needs of the different lengths of session. Each of the three zones (2 x 3-5 zones, and 2-3 room zone) has free flow access for the children to their own zoned outdoor learning environment, and share access and use of the Dab Den. The stunning view looks towards the River Clyde.  The centre is staffed by Head of Centre, Depute Head of Centre, Senior Early Years’ Education and Childcare Officer, 21 Early Years’ Education and Childcare Officers, 2 Peripatetic Teachers, & 4 Early Years Support Assistants.  At Glenpark Early Learning Centre, we recognise that each child is an individual, and this lies at the heart of our approach to childcare and education.  **Vision**  Our establishment vision and values was created in collaboration with children, staff and the community. It is shared with all stakeholders not only through digital and physical display but also reinforced in the form a song, which is sung (when Covid restrictions allow) with the children as part of every session.  “At Glenpark we try to be the best that we can be,  our vision and our values are always clear to see  parents, carers, children, staff, are equal – every one!  play and share, grow and laugh, learning is such fun”!  We embed this vision and our values in everything we do, ensuring children and families take ownership of as much of the nursery as possible. An atmosphere of fun, laughter and equality is created through sensitive and responsive interactions and planning.  **Our Aims:**  To help children become successful learners, confident individuals, responsible citizens and effective contributors.    To develop an open, welcoming and caring centre where all children can reach their full potential, feeling safe, active, healthy, achieving, included, respected and responsible.  To foster high quality leadership at all levels through valuing & empowering all members of the community, in particular the children.  To give children ownership of the nursery and create a child centred ethos.  To ensure that the wide ranges of educational experiences available in the nursery during these special years are happy and productive. |

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| **Establishment priority 1**: Improvements in attainment, particularly in literacy and numeracy | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  -  NIF Driver  Assessment of children's progress  Teacher professionalism | HGIOELC QIs  2.3 Learning, teaching and assessment  3.2 Securing children's progress  1.1 Self-evaluation for self-improvement  UNCRC  Article 12 (Respect for the views of the child):  *Article 28: (Right to education):* |
| **Outcome:**   * By October 2022 all staff will be confident in delivering a consistent coherent curriculum. * To increase knowledge on staff’s understanding on delivering a consistent approach to children’s progress through moderation by June 2022.   **Progress and impact of outcomes for learners:**   * Robust systems have been developed and fully embedded in place for staff to effectively measure children’s progress ensuring appropriate support/challenge is consistently offered. * Whole staff team undertook training in Literacy and Numeracy terminology. This has ensured that all children are being offered the same learning opportunities and staff are working collegiately towards clear consistent goals. Staff are confident in making professional judgements in children’s learning applying shared clear terminology. This means that transitions are smoother and information gathered and shared is accurate and consistent. * All staff worked effectively together on early level Experiences and Outcomes and Progression Pathways to moderate their understanding of specific skills. Staff are now consistent in their recognition of stages of development and observations that can evidence these. This has ensured children’s progress is being effectively tracked and shared, ensuring planning can be more effectively tailored and targeted to children’s precise stages and needs. Consequently transitions have been made more smooth and effective, allowing children to continue to progress successfully in their learning. * SLT have effectively supported staff development through consistent coaching and modelling in all playrooms upskilling staff playroom practice. This has successfully ensured that their expectations across the establishment are embedded throughout practice. SLT have devised efficient monitoring systems to record and progress staff knowledge & understanding on the Principles of Play. SLT have further developed and embedded successful monitoring systems to ensure all children are achieving and progressing. * Leuven Scales are being effectively employed to ensure that children are feeling comfortable and confident in the establishment and that consistently high levels of engagement are observed, ensuring the provision is enabling effective learning. * Leadership and professional development opportunities have been offered this year with selected staff members sharing their sound understanding of Play Pedagogy to support Primary 1 colleagues. These opportunities have further enhanced staff confidence and deepened understanding of Numeracy and Literacy development. This has been shared widely with the whole staff team, ensuring children’s learning opportunities are becoming more effective in raising attainment. | |
| Next Steps:   * Introduce new initiatives to support and progress pre-writing skills. | |

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| **Establishment priority 2**: : Closing the attainment gap between the most and least disadvantaged children and young people | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  -  NIF Driver  Parental engagement  Performance information | HGIOELC QIs  2.7 Partnerships  1.4 Leadership and management of practitioners  2.4 Personalised support  UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcome:**   * By October 2022 all staff will be upskilled having a sound understanding and shared set of values and approaches to Continuous Provision and Provocations. * By September 2022 there will be an increase in parents engaging with keyworkers to set individual care and learning targets to inform the children’s Personal Learning Plans.   **Progress and impact of outcomes for learners:**   * SLT created and disseminated an effective programme of support sharing the establishment vision & ethos for all children. Through a series of training experiences exploring the Principles of Play as well as pre-covid practices and play pedagogy expectations, all staff once again have a sound understanding and shared set of values and approach to practice. This has ensured that all children are able to equitably develop their learning in a consistent nurturing environment promoting shared values and approaches. * Staff have been effectively supported in engaging in professional dialogue with a range of colleagues to explore practice and theory. This has resulted in staff developing a beautiful and engaging environment of Continuous Provision & Provocations ensuring equity in accessibility for all ages & stages at all times. This allows all practitioners to respond straight away to learner’s needs and interests, ensuring children remain well engaged and motivated throughout their time in the centre. * Keyworker and parents meet at least termly to fully discuss and agree the needs of the individual child using Personal Learning Plans which inform the direction for individual learning targets for all children. | |
| Next Steps:   * SLT will provide in-service training of the Nurture Principles to fully support children and embed Nurture Principles in to Personal Learning Plans. * Identify staff skills and expertise to take forward new and existing initiatives to enhance practice. | |

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| **School 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  Parental engagement  School Improvement  Assessment of children's progress | HGIOELC QIs  2.7 Partnerships  1.1 Self-evaluation for self-improvement  2.2 Curriculum  3.1 Ensuring wellbeing, equality and inclusion  UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcome:**   * By June 2022 there will be an increase of 50% of identified staff that will engage in leadership responsibilities for our Health and Wellbeing programme   **Progress and impact of outcomes for learners:**   * Through appraisals and staff feedback requests, staff with specific skills were identified and tasked with taking forward the H&W co-ordinator role for their zone. Chosen staff liaised closely and sensitively with colleagues to successfully support and upskill all within the establishment in promoting a nurturing environment which effectively meets the wellbeing needs of all. * The rapture/repair process and ACEs were revisited through training for all staff in light of the continuing impact of the pandemic. This has ensured all staff are aware of and sensitive to all children’s experiences, the possible traumas of everyone and how this affects learning and relationships. * Following training with Barnardos, our Senior EYECO has collaborated closely with colleagues in Barnardos to co-ordinate and embed PATHS within the establishment. The principles and practices of the programme have been effectively woven throughout nursery routines and children have been observed applying these through their play. Families and children have commented on enjoying the programme and incidents of conflict requiring staff intervention have decreased since the start of the programme. Children have been naming and discussing their feelings regularly. * Selected staff members participated in Bereavement & Loss training. They have effectively shared ideas for practice and have worked collegiately to embed these into our Personal Plans procedure as well as creating a bereavement and loss policy and support guidance. * Mindfulness and yoga has been fully integrated into regular nursery routine with the new Dab Den being used as an Agora Qualia (a gathering place for mindfulness). All children are encouraged to participate in yoga sessions regularly. * In-person parental involvement has been re-established following the change in guidelines and open evenings and family events such as stay and play craft sessions, book bug and a family street party for the jubilee have been well attended with high levels of positive feedback. The festival of learning will be open once again for a live family audience for the first time in two years. | |
| Next Steps:   * Continue to develop the outdoor environment creating a rich continuous provision that enables a holistic approach for all individual children’s learning. * Develop and implement a programme taking children’s learning beyond nursery grounds. * Further develop gardening skills through allotments growing vegetables for consumption. | |

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| **Establishment priority 4**: Improvement in skills and sustained, positive school-leaver destinations for all young people | |
| NIF Priority  Improvement in skills and sustained, positive school-leaver destinations for all young people  -  NIF Driver  Assessment of children's progress  Parental engagement | HGIOELC QIs  2.2 Curriculum  2.7 Partnerships  3.2 Securing children's progress  UNCRC  Article 28: (Right to education): |
| **Outcome:**   * By August 2022 Pilot Learning Journals with targeted group of staff (term time, 50 week) to measure impact between digital learning and children’s profile folders.   **Progress and impact of outcomes for learners:**   * SLT liaised closely with Norman Greensheilds to identify best quality and robust equipment for staff to use in playroom to enhance current record keeping and tracking. These have been purchased. * Staff visited other local authority nurseries who are currently using learning journals to establish a Learning Journals community within Inverclyde Early Years. This highlighted some logistical issues due to the size of the establishment and the requirements for effective implementation of digital profiles. SLT have thoroughly explored the various implications and impact of this on current practice within the existing staff team and practice. * Staff have identified targeted groups across the different models and considered targets to be set both digitally and on paper copy to measure which is more beneficial in collating the information required for children’s progression pathways. * Staff have engaged effectively in professional dialogue exploring anticipated pros and cons and any reservations or support needs they may have in implementing this. | |
| Next Steps:   * Further embed the implementation of learning journals * Review of data and parental response. | |

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| **National Improvement Indicators of Quality** | | |
| Quality Indicator | Establishment Self Evaluation | Key priorities for session 2022/23 |
| 1.3 Leadership of change | Very Good | Increase attainment in literacy with a particular focus on writing. Upskilling staff on new initiatives on how to develop and progress children’s writing skills throughout the playroom. |
| 2.3 Learning, teaching and assessment | Very Good | Upskill staff knowledge and understanding of creating a rich learning environment bespoke to Glenpark Early Learning Centre. Increasing engagement by staff taking leadership roles and responsibilities in targeted programmes to enhance learning across all curricular areas. |
| 3.1 Ensuring wellbeing, equity and inclusion | Very Good | Develop our Outdoor area and curriculum to create a rich learning environment where children can learn using natural resources to enhance quality of learning and teaching outdoors. |
| 3.2 Securing children’s progress | Very Good | Upskill targeted staff on implementing digital learning journal programme. To ensure that digital skills are strengthened for staff and staff embed digital approaches across the curriculum. |

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| **Key Achievements of the establishment** |
| Staff have been developing their understanding through training courses:   * PATHS * Early Years Maths * Word Aware * Play Pedagogy * Paediatric First Aid * Bereavement Training * Thinglink training (delivering) * Supporting Diabetic students * Learning Journals * Phonological Awareness * High Quality Observations   Our HOC was invited to support early years and primary colleagues in leading Play Pedagogy Implementation Group, Making the Connection Training and Strategic Improvement Planning local authority working group.  These professional development opportunities have improved practice through the deep exploration of understanding, increasing children’s involvement, wellbeing and attainment.  We have had to be mindful and have continued to be restricted in some of our traditional events throughout the year. However we have managed to hold some very successful events. We were thrilled to be able to reinstate our collaboration with Morton and offer football skills training once a week for all children for the first term of the year. This was well engaged with and correlated with improvements in children’s gross and fine motor skills, with drawing in particular being seen to develop. We were able to celebrate these newly developed football skills through a mini kicks event which featured Morton players and Cappie Cat.  We received extremely positive feedback from families regarding our family Christmas Craft sessions, made possible with the opening of our Dab Den outdoor classroom. This lessened parental anxiety and increased family engagement, deepening relationships with families at a time when we were unable to spend much time together due to Covid restrictions.  We hosted a very successful Book Week across the week of World Book Day in March. This saw every child spend time in a brilliant Book Base in the Dab Den where they engaged in specific book related experiences and explored a wide variety of books. Families were enrolled in the local library and extreme reading challenges engaged families at home.  Literacy has been further promoted throughout the year through a targeted programme of Story Grammar and Book Bug sessions designed to complement existing experiences by offering further challenge and support to those noted as needing it. The space provided by the new Dab Den has been utilised to re- establish and further embed regular yoga sessions throughout the extended day.  A very engaging designated technology area has been developed as part of the cluster STEM priority by our Senior EYECO. This has seen all children being supported to explore and develop the skills required to successfully use our wide range of technologies, now in an area available during free play. This has seen a consistently high level of engagement and children are gaining confidence in using the broad range of appliances and technologies on offer. The rich learning taking place in this area has been captured in a floor book and children are encouraged to visit this in the area also to reflect on their learning experiences and plan their future learning.  STEM has also proved a focus for our Early Years teachers and staff who are applying the knowledge developed through STEM funded training from Karen Wilding. They are enhancing children’s understanding of quantity and number by developing subitising skills. These will enable children to form a sound understanding and conceptual image of numbers, allowing them to more successfully engage in arithmetical learning and computation in school. The learning developed through these experiences is also being captured through a floor book, again encouraging children to share and reflect on their understanding and apply this in new situations. Most preschool children are displaying good perceptual subitising and some are starting to demonstrate impressive conceptual subitising skills (recognising quantities such as 6 from combinations of smaller quantities – early addition).  Close collaboration with primary schools has continued and we were able to host a series of very successful ‘Meet Your Class Mates’ and ‘Meet Your Buddies’ play sessions for our main feeder schools Ardgowan Primary and St Mary’s Primary. These were open to all new Primary One children for each school (not just those leaving Glenpark). We received excellent feedback on these both from the schools but also the families and staff who accompanied children of other nurseries. We have further supported children’s transition into primary with the authority transition book project and additional support visits from school staff and for children in school.    Culture, heritage and tradition were explored as part of an extremely successful family street party for the Platinum Jubilee. This day of celebrations saw the first fully open family event for over two years. Children were joined by their families to experience an old-fashioned street tea party with traditional fete games such as coconut shies and aunt sally’s. The children were involved in creating and planning the event including making decorations and flags for the day. The parental turnout was very high and corresponding feedback from the event has been extremely positive.  More memories are being created with further fun days such as our annual water fun day, our very successful G in the Park festival (which we hope to repeat annually) and our first family audience at a Celebration of Learning for over two years. This last special event allowed children (and their families) to experience the thrill of being part of a performance for the first time for this covid generation of children. |