**Glenpark Early Learning Centre**

**Standards and Quality 2024-25**

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| **Context of the Establishment** |
| **Our Establishment**  Glenpark Early Learning Centre is a purpose built establishment catering for 162 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 96 children aged 3-5 years per session and one accommodating 15 children aged 2-3 years each session. This is further enhanced by an outdoor Dab Den (Agora Qualia) classroom enabling us to accommodate another 16 children aged 3-5 years. per session.  Located in the west end of Greenock, the stunning view looks towards the River Clyde. The catchment area of the nursery means that while the majority of the children live in areas SIMD 3 and above, 16% live in areas SIMD 1 and 2. The centre is inclusive and currently 10% of the roll have been formally assessed as having additional support needs. The centre is staffed by Head of Centre, Depute Head of Centre, Senior Early Years’ Education and Childcare Officer, 25 Early Years’ Education and Childcare Officers, 2 Peripatetic Early Years Education Childcare Officers, 4 Early Years Support Assistants and 5 Modern Apprentices.  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 were 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 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, planning and memorable experiences.  **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** | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  Choose an item  NIF Driver  Assessment of children's progress  Teacher professionalism | HGIOS/ELC QIs  2.2 Curriculum  2.3 Learning, teaching and assessment  3.3 Increasing creativity and employability  UNCRC  Article 28: (Right to education):  *Article 12 (Respect for the views of the child):* |
| **Outcome:**  All staff upskilled and confident in using the new Inverclyde Council Skills Assessment Tracker by June 2025.  Increase staff knowledge by 100% on the implementation of digital profiles by June 2025.  Increase in the number of children reaching their developmental milestones in Literacy when transitioning to school 96%.  All practitioners will have increased knowledge and understanding of The Building Racial Literacy within the Centre impacting positively to learning environment by May 2025.  **PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]**  **Progress and impact of outcomes for learners:**  (Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)   * A staff questionnaire was created and completed by all staff working in the 3-5 playroom to systematically gather information, opinions and data from staff. * SLT analysed systematically staff responses and devised appropriate training for specific group responses and common gaps that staff identified. Training on the new skills assessment tracker, has enabled staff to develop a deeper understanding of how to observe, record and interpret children’s learning. * SLT co-ordinated moderation sessions with all staff in the 3-5 playroom. These sessions strengthened the consistency and reliability of how practitioners use the skills assessment tracker across the setting. * SLT provided clear guidance and support during the roll out of Learning Journals. Staff received targeted support and time to familiarise themselves with the new platform. Staff were also supported with step by step guides, peer support and SLT check in meeting. 100% of staff in the 3-5 playroom are now using Learning Journals to record all children’s individual learning. * All staff attended the new Inverclyde Council Literacy Strategy this enabled staff to develop a stronger understanding of early language and literacy development. Through SLT observations, staff requests and specific staff skills a member of staff was identified to take on leadership role in taking forward our new robust Literacy Programme. As, a result, children benefited from more engaging, responsive, and developmentally appropriate learning experiences. * Targeted group of children transitioning to school were identified using baseline assessments to measure the impact of the Literacy Programme. Baseline assessment in identified 67% of children were on track for Literacy. However, with children participation in literacy rich learning experiences 75% of children had achieved their developmental milestone in literacy. SLT identified a slight decrease from last year due to children joining the nursery during the transitioning to school year who had English as an Additional Language. | |
| **Next steps:**   * Introduce Peer-Led Workshops where staff share best practice and success stories and continue to have regular refresher deep-dive sessions into Literacy Programme and Learning Journal. * Compare to monitor progress across cohorts including children as an Additional Language to identify trends and tailor support. * Introduce Little Planners, Big Ideas portfolio where children can contribute to documenting and recording their learning in each area of the nursery. * Collaborate with the local community to enrich the programme with storytelling sessions and book donations and organise Literacy events and displays to showcase children’s achievements and progress. | |

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| **Establishment priority 2** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  Choose an item  NIF Driver  Performance Information  Parental engagement  Assessment of children's progress | HGIOS/ELC QIs  3.2 Securing Children's Progress  3.2 Raising attainment and achievement    UNCRC  Article 28: (Right to education):  Article 3 (Best interests of the child): |
| **Outcome:**  Ensure Children living in SIMD 1 & 2 are meeting their developmental milestones by increasing their attendance to 95% or above.  Ensure new initiatives are having a positive impact by using the new Health and Wellbeing baseline assessment to measure children’s engagement.  Almost all children will be confident and have the ability to talk about and regulate their emotions and their interpersonal problem solving skills supporting their transition to school.  Ensure all children are fully engaged in learning experiences that meet their age and stage of development, embedding appropriate strategies that support Trauma Informed Practice.  **PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]**  **Progress and impact of outcomes for learners:**  (Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)   * The introduction of new attendance tracking procedures contributed to improved attendance rates by enhancing data accuracy, enabling staff to identify absenteeism patterns earlier and support this where required. Average yearly attendance records showed attendance had increased to 94% in 2025 from 92% in 2024 representing a 2% increase. The improvement in attendance enabled more access for children in SIMD 1 & 2 to structured learning, social interaction and targeted support therefore having a positive impact in ensuring children were meeting their developmental milestones. * The creation and use of a Baseline Assessment for Health and Wellbeing provided staff with an effective tool in measuring all children’s engagement in Health and Wellbeing learning experiences. The data gathered showed that 12% of children have made improvements in health and wellbeing since 2024 which supports the conclusion that new initiatives are fostering increased participation, emotional resilience and readiness to learn, indicating a positive impact on children’s overall wellbeing. * SMT enabled termly target meetings where staff could discuss individual children’s progress. These alongside observations from playroom monitoring using the Leuven scales emotional wellbeing involvement, learning journals and early year’s assessment tracker indicated that almost all children have made progress in expressing and regulating their emotions and interpersonal skills. During school transition sessions all children demonstrated emotional readiness and social adaptability which enabled smooth transitions. * Revisiting Trauma Informed Practice training for both existing and new staff has strengthened their ability to support children and families effectively. It has enabled staff to create a nurturing, responsive environment where children feel safe and are more able to engage in learning experiences that align with their age and stage of development. * Liaising with the educational psychologist to implement the crisis curve model has strengthened staff capacity to support individual children’s health and wellbeing. The collaboration has enabled timely, tailored interventions that help children regulate their emotions, recover from distress, and engage positively with learning experiences. | |
| **Next steps**   * Host parent workshop to help families understand the importance of consistent attendance and how it supports children’s learning and Health and Wellbeing. * Develop individual or group wellbeing plans based on assessment data, especially for children showing lower engagement or resilience. * Introduce child-led wellbeing check-ins or visual tools to help children express how they feel daily. * Continue to enhance staff wellbeing check-in programme to ensure that staff feel equipped and supported for their roles. | |

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| **Establishment priority 3** | |
| 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 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcome:**    Staff will use robust self-evaluation monthly, focusing on children’s engagement in our new innovative learning experiences.  Staff and children will create a high quality learning environment where children can thrive, explore and develop holistically. Staffs knowledge and understanding will increase and ensure all curricular areas are embedded in the outdoor learning environment. SLT will compare pre and post monitoring intervention results.  **PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]**  **Progress and impact of outcomes for learners:**  (Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)   * SLT developed a staff questionnaire to assess staff knowledge and understanding of the benefits of outdoor learning, aiming to identify strengths and areas for further professional development. * SLT analysed the responses from the staff questionnaire to identify specific training needs, ensuring that future professional learning opportunities are tailored to enhance staff confidence and competence in outdoor learning. * All staff participated in Den Building training, enhancing their practical skills and confidence in facilitating creative outdoor play. In addition selected staff undertook Nature Nurture training, deepening their understanding of the therapeutic benefits of nature-based approaches for supporting children’s emotional wellbeing. These targeted professional learning opportunities have strengthened our team’s capacity to deliver high-quality, inclusive outdoor learning experiences. * Staff, parents and children were actively consulted to gather their views on the design and development of the outdoor area. This inclusive approach ensured that the final plans reflected the need, interests, and aspirations of the whole learning community, fostering a sense of ownership and shared responsibility for the space. * Staff visits to other establishments provided opportunities for staff to observe innovative approaches, engage in professional dialogue and reflect on how outdoor environments can be used more effectively to support curriculum delivery. Staff returned with practical ideas and a deeper understanding of how outdoor learning can foster creativity, resilience and engagement. The insights gained are now being embedded into our own practice, contributing to a more inclusive learning environment. | |
| **Next steps**   * Support all staff to consistently integrate outdoor learning into weekly planning across all areas of the curriculum. * Facilitate regular team reflections on outdoor learning experiences, using photos, children’s voice and observations to evaluate impact. * Encourage children to lead small projects to foster ownership and creativity. * Conduct an audit of outdoor resources to identify gaps and opportunites for creative, sustainable additions such as recycled materials, natural loose parts etc | |

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| **Additional PEF Spend** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people | HGIOS QIs  Choose an item.  Choose an item.  UNCRC  Choose an item.  Choose an item. |
| **Spend:**  **Progress and impact of outcomes for learners:** | |
| Next Steps: | |

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| **Data** |
| **Key Strengths:**  **ELC**   * Our robust attendance procedures has identified that children’s progress has been enhanced by providing greater consistency in learning, stronger relationships with staff and increased engagements in daily routines.   I:\GLENPARK DATA\2025 DATA\Attendence comparison.png |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of change**  **Very Good** |
| **Key Strengths:**  **ELC**   * Senior Leadership Team were strategic and supportive during the transitions to implementing digital learning journals. SLT provided clear guidance, training and ongoing support during the transition to learning journals, which increased staff confidence, ensured consistency in practice, and improved quality of documentation. * Senior Leadership Team consultation with staff, parents and children on nursery vision and values ensured vision and values are inclusive and relevant. This collaboration approach built trust, encouraged engagement leading to a positive environment that supported children’s wellbeing and development. * Senior Leadership Team ensured staff training and leadership opportunites for all staff. The effectively developed skill, boosted motivation and supported career growth. This enabled the staff team maintain a high quality service for all children.   **Key Priorities:**  **ELC**   * Continue to further embed racial literacy for key priority in order to consistently use inclusive language that reflects diversity and promotes equality, while implementing and resourcing the playroom to develop staff and children’s understanding of racial literacy. * We strive to continue to prioritise developing strong leadership of learning so all staff confidently lead high quality practice, drive improvement and secure the best outcomes for all children. |

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| **2.3 Learning, teaching and assessment**  **Very Good** |
| **Key Strengths:**  **ELC**   * We have created an environment where staff support children to meet their developmental milestones providing personalised, tailored curriculum that meets the needs of individual children. Staff are skilled and confident in responding to children’s unique needs to encourage progress and identify early interventions when required. * SLT and Staff are highly skilled in identifying Additional Support Needs (ASN) using careful observation and strong knowledge of Inverclyde Councils processes Authority Monitoring Forum and Authority Screening Group to ensure early recognition and prompt tailored support for children’s individual needs.   **Key Priorities:**  **ELC**   * Ensure children’s voices shape the curriculum and daily experiences by utilising child-led planning tools by implementing Little Planners, Big Ideas Floor books. * Continue to deliver CPD opportunities to build staff confidence in using the Skills Assessment Tracker and encourage staff to become more reflective practitioners and be confident in using data and information to inform planning. |

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| **3.1 Ensuring wellbeing, equity and inclusion**  **Very Good** |
| Key Strengths:  **ELC**   * SLT and staff collaborated with Educational Psychologist to create a trauma informed environment. Staff are highly skilled in providing a consistent, nurturing supportive approach, helping children feel safe, regulate their emotions resulting in children engaging positively in their learning. * SLT and staff pride ourselves in creating a high quality learning environment that promotes children’s Health and Wellbeing. The experiences and opportunities available to children follow the core pillars of well-being; Physical - healthy & nourished body, Mental - think, feel & cope, Emotional- express & manage emotions, Environmental - the world around you, Spiritual - a sense of purpose, Social – connections. Children’s experiences include positive self-love, personal time, reflecting on experiences, managing, and overcoming negativity.   Key Priorities:  **ELC**   * Further develop staff knowledge and understanding on setting appropriate targets for children with additional support needs. This will enable staff to identify needs accurately and set appropriate achievable targets through targeted inventions and high quality provisions. * Further enhance our Health and Wellbeing Programme by introducing Art Therapy, Music Therapy, Play Therapy, Mini Movers, Mindfulness and Relaxation for all children and targeted when appropriate. |

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| **3.2 Raising attainment and achievement/Securing children’s progress**  3.2 Securing Children's Progress  Very Good |
| **Key Strengths:**  **ELC**   * SLT and staff regularly collaborate using a robust tracking process to ensure a shared knowledge and understanding of every child in the Centre’s learning journey. Robust monitoring and evaluating processes of tracking children’s learning have been implemented to ensure all children are achieving termly targets for Literacy, Numeracy and Health and Wellbeing, whilst ensuring support and challenge is being offered for each individual child. * Following the launch of Inverclyde Councils Literacy Framework and the continued work on the ICAN Toolkit. The commitment and expertise of all staff has been instrumental in raising literacy standards, consistent implementation of targeted interventions and creating a high quality rich learning environment has resulted in improvements in Literacy for all children.   **Key Priorities:**  **ELC**   * Identify gaps using tracker data and observations in order to create targeted small group interventions based on children’s needs. * Encourage children to reflect on their own learning and be involved in their own Next Steps in learning. Begin to introduce getting children to Self and Peer Evaluate their learning. This will enable the children to build skills in metacognition, social skills and ownership of their learning. |

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| **Other quality indictors evaluated from 3 year plan** | |
| 2.7 Partnerships  2.5 Family learning | |
| **Key Strengths:**  **ELC**   * We pride ourselves on our new ‘Memory Makers’ programme creating Intergenerational interactions with the residents at Alt-Na-Craig care home. This enabled the children to learn life skills such as empathy, communication and building positive relationships across generations. The name ‘Memory Makers’ was chosen because of the intergenerational sessions were designed to create meaningful, lasting memories for both the children and the care home residents, celebrating shared experiences and connections across generations. * Our robust Family Learning Programme has strengthened children’s Literacy, Health and Wellbeing and Numeracy by involving parents in learning. Through interactive play based activities and practical strategies parents developed confidence in supporting their child’s learning beyond the nursery environment.   **Key Priorities:**  **ELC**   * Continue to further develop Skills Assessment Tracker by introducing Parent Information Sessions, to enhance parental understanding and engagement with the skills assessment trackers. This will enable parents to better interpret their child’s progress, support skills development at home, and actively participate in the children’s learning journey. * Continue to upskill staff on removing barriers to children’s learning. By ensuring that staff are skilled in offering a differentiated curriculum by providing opportunites for every child to reach their full potential setting them up for life long success. |

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| **Key Achievements of the Establishment** |
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