

Standards and Quality 2020/2021

Context of the establishment:

Hillend is an integrated pre five centre who caters for children's needs on an individual basis, encouraging them to play, grow and learn together. We believe in nurturing an inclusive environment where children will feel secure, happy and their individuality, ability and skills are valued.

Partnership with children, parents, carers, other agencies and the local community are essential to providing the best service we can for you and your child. Parents are central to their child's learning and from this early point can share their knowledge of their child. Parents/Carers can be involved in many different ways in the centre and we hope they will be involved in as many of these as they can including playroom activities, workshops and meetings. We work effectively with our local schools to support transitions and continuous learning.

Our philosophy at Hillend is to be a place where adults feel welcome and children become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Our Values, Vision and Aim

Our Values

WISDOM - We achieve this through all staff and children making sensible judgements and decisions based on their knowledge and experiences.

COMPASSION - We do this through being caring and respectful to others and to support and encourage children and staff to be the best they can be.

INTEGRITY - The service is a calm relaxed environment where children play and join in a wide range of activities and experiences of which all are included.

JUSTICE - We do this through children having a voice, being listened to and their opinions valued. If children or staff make a mistake this is something we learn from.

Our Vision

Our vision is that all children will be:

Secure, Responsible Citizens, Have fun, Supported, Confident, Successful, Safe, Included, Progress, Happy, Enthusiastic, Listened to and Respected

Our Aim is to do this by:

- Staff being - caring, motivated, dedicated, committed, sincere, honest, experienced and have leadership of own key group
- Effectiveness of service
- High level care
- Monitoring individual progression
- Resources
- Team Around the Child
- Communication

National priority: How we are ensuring Excellence and Equity

Within Hillend we deliver a flexible, inclusive quality service that adapts to meet the needs of individual children. All children have curriculum plans that are relevant and realistic in ensuring children can access and achieve appropriate learning and teaching experiences. This is implemented through the use of CFE philosophy and values, 71.87% of the children are accessing and making very good progress against standard age and stage milestones. To allow for equity and inclusion and to allow children to meet their potential, 37.5% of the nursery's children have Additional Support Needs, 11% of these children require additional Personal Learning Plans that allow them to reach their potential through their implementation alongside CFE and the other 28% of the children have complete Personal Curriculum Plans

Review of progress for session 2020/2021

Establishment priority 1: raising attainment in numeracy and literacy

Children's progress:

All children up until January 2021 were happy and settled at nursery and almost all had very good attendance. During enrolment we highlighted to parents the importance of attendance and the impact that this has on their child's learning and teaching. In January 2021 due to the 2nd COVID 19 pandemic lockdown we offered placements to all children with additional support needs, all keyworkers and children who we believed missing nursery could have had a detrimental effect and impact their wellbeing with regards to transitioning to school in August 2021.

Through the use of technology and the creation of home learning packs, and the creation of staff's videos to mentor and coach parents to support learning were made available on Twitter and group call. All children were provided with relevant resources to allow their learning and teaching to be implemented at home.

Updates from December 2020 and again in May 2021 Numeracy/Literacy

Our statistics show that all children are making progress in numeracy. 33 children (91.66%) have made very good progress. 3 children (8.31%), although making good progress at their own level and speed, they require continued support to develop. 3 of these children have ASN and /or other barriers to learning and 1 of them only started in August due to lockdown. Despite a further lockdown in January 2021 and part of February 2021 all children continue to make progress. 3 children (8.31%) have made very good progress and are now on track with the nursery curriculum. 1 child (2.77%), although he is making progress, he requires continuous support. He has been granted deferral.

All children are making progress in literacy, (88.2%) have made very good progress. (5.55%), are making good progress, and (5.5%) are needing support, however making good progress at their own speed(8,23%) of these children have ASN and or other barriers to learning and (2.77%) of them only started in August. Again despite further lockdown in January 2021 and part of February 2021 all children continue to make progress. 1 child (2.77%) has made very good progress and is now on track with the literacy curriculum, despite her problems with speech. 2 children (8.23%), although making progress require continued support to develop. Both these children have been granted a deferred year.

<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> Assessment of children's progress Teacher professionalism</p>	<p><u>HGIOELC? QIs</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.2 Securing Children's Progress</p>
<p>Strategies, progress and impact:</p> <p><u>Literacy</u></p> <ul style="list-style-type: none"> • All children enjoy story time; staff delivers this in a range of ways to engage children. Some stories are sensory, others usually auditory stimulated and some stories are electronically signed to allow all children to be engaged. • Using digital processes during lockdown all children experienced stories told by staff members and were given links to a range of resources including book bug to access Literacy experiences for children with complex communication skills we used choosing board with nursery rhymes and stories linked to QR codes they could choose and listen to staff member reading the story. • All children were given relevant resources that would allow for learning in lockdown for literacy, these included sensory books, higher order thinking questions linked to the stories staff read online to allow parents ideas on how to extend the story and enhance literacy skills. These questions were adapted for individual children to allow children to experience success. • All children have a literacy program, children with individual learning plans or curriculum plans have targets for understanding of language, expressive language and social interaction targets. Children's floor books show how the individual plans are being implemented and that all children are making ongoing progress relevant to their stage of development. A few are requiring additional support in literacy and this is being implemented and children are making good progress. • Staff have researched the literacy programmes and have set up a literacy rich environment that allows children to access almost all of the programme naturally through play. <p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Staff have created home learning cards using everyday objects at home to develop children numerical and mathematical skills, this is also complemented with maths home learning packs. • The graduate was researching how to support numeracy development for children with ASD and all children within the Snowdrops room have a maths tracking process. • Staff have researched the maths programmes and have set up a numeracy rich environment that allows children to access almost all of the programme through natural play. 	
<p>Next Steps:</p> <ul style="list-style-type: none"> • Use staff's knowledge to set up environments within our refurbished establishment to create literacy and numeracy rich environments that allow children to naturally learn a broad range of literacy and numeracy skills. 	

- Use staff's skills and knowledge to mentor and coach new staff in literacy and numeracy programmes.
- Work with Psychological services to share whole establishment nurture booklet with Inverclyde Council Early Years.
- As a cluster develop 1 plus 2 languages through developing a cluster Spanish programme.

Establishment priority 2: closing the attainment gap between the most and least disadvantaged children

- All children will have a high percentage of attendance
- Tracking tools will show children's progress in the Three Cross Cutting Themes
- Parents and children will be involved in aspects of their children learning at nursery and at home

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

School leadership

Assessment of children's progress

HGIOELC? QIs

2.4 Personalised support

3.2 Securing Children's progress

2.6 Transitions

Strategies, progress and impact:

Due to Covid 19 the children's attendance has been impacted on for a period however, as we went into lock down, we offered placements first to front line workers, 2nd to children with additional support needs and then looked at children Who were due to start school in August 2021 and not being at nursery could have an adverse impact for example children with January, February birthdays who due to Covid 19 would only be getting a year at nursery and this would be reduced again.

Children in our mainstream room and Communication and Language room all have progressive pathways trackers for each of the Three Cross Cutting Themes, this is 87.5% of our children, the other 12.5% have complete individual curriculum plans to support their learning and have target for all Three Cross Cutting Themes.

All children are making progress, the literacy and numeracy are highlighted within Priority 1 and the health and wellbeing statistics are shown in priority 3.

During the last year, parents have had the opportunity to be involved in their children's learning while at home due to COVID lockdowns. Staff created learning packs on a weekly basis, and were available as a paper copy each week as well as through a variety of online mediums such as Twitter, YouTube, Sway and Thinglink. This allowed a more interactive experience for children and parents to engage in while learning at home, however many parents were eager to collect paper packs and resources from the nursery on a regular basis. Our Early Years Teacher created phonological awareness activities using "SWAY" platform, which linked into activities available on our weekly learning

grids. Staff created videos with familiar songs and stories that we uploaded to YouTube and the link shared with parents on Twitter and Facebook. Staff created information videos to support parents in using the activities at home. For those children requiring alternative experiences, visual cards, story and song boards and sensory activities were created and distributed to the parents along with guidance to support them in using these activities at home.

Staff kept in contact with parents to ensure they were able to access the learning activities that were available on the various media platforms and discuss if they needed any additional support or resources to enhance their child's learning while at home. A questionnaire sent home to parents, and from those who responded, 80% said they had received information about learning while at home. 90% of parents had accessed the learning opportunities, and 70% said their children enjoyed taking part in the activities offered, however the remaining 30% of responders said that some activities were too easy for their child, or suggested alternative ideas, which their children were interested in, staff took on board parents responses and provided experiences suitable for different stages. Parents engaged with our Twitter and Facebook page, sending pictures and comments about their children's play and learning at home, which was transferred into the children's floor books. For those children who attended nursery hub the same learning opportunities were available to them and staff supported this learning as necessary.

Next Steps:

- Hillend will develop whole nursery communication signage to support children's understanding of their environment.
- Continue to gather statistics in literacy
- Books have been created to support new staff to implement dialogical reading or to be used for home learning with parents, this has been delayed due to COVID.
- Graduate will continue to research alternative numeracy programmes to support children with ASD to use numbers purposefully
- Continue to gather statistics in numeracy
- Create home learning activity sheets for numeracy that will allow for continuous numeracy learning at home.

Establishment priority 3: Improvement in young people's health and wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Teacher professionalism

School leadership

HGIOELC? QIs

1.1 Self-evaluation for self-improvement

1.3 Leadership of change

2.3 Learning, teaching and assessment

3.1 Ensuring wellbeing, equality and inclusion

Strategies, progress and impact:

- Staff have completed the nurture principle four whole establishment nurture: Language is a vital means of communication. And will work with psychological services to share practice with early years.
- Whole staff approach to the implementation of a robust risk assessment in relation to covid-19 was implemented, reviewed and updated in line with advice from Scottish Government to ensure that all staff had a transparent understanding of their responsibilities for keeping themselves and service users safe.
- All children have now returned to nursery and a priority of their health and wellbeing was used to ensure they were settled and happy, which led to very good learning experiences for all children.
- Home learning activities sheet for paths have been created to be used to support continues learning at home.
- We have created Health and wellbeing trackers using the progressive pathways and Releasing the Ambition: Being Me document and have implemented theses to track children's progress

Our statistics show based on health and Wellbeing (83.3%) are on track and making very good progress and (16.7%) are making good progress, these outcomes are based on our health and wellbeing data relating to our tracking sheets. All children are settled in nursery and are making consistent and ongoing progress.

Next Steps:

- To continue to track health and wellbeing of children across the service.
- To support children's return to Hillend Children's Centres refurbished establishment.
- Create a total communication environment that supports children's understanding of all areas both indoors and outdoors through the use of alternative signage methods.
- Re-establishing our Dragons Dens soup making when returning to Hillend Children's Centre and supporting, establishing our nursery grounds and garden produce to support this further.

Establishment priority 4: Develop creativity skills for life and learning

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School leadership

Teacher professionalism

Assessment of children's progress

HGIOELC? QIs

1.3 Leadership of change

1.1 Self-evaluation for self-improvement

3.1 Ensuring wellbeing, equality and inclusion

2.3 Learning, teaching and assessment

Strategies, progress and impact:

As a cluster we have created a wood work manual and early years will receive a copy as an outcome of our STEM grant. 10 staff have also been given the opportunity to engage in Pete Moorhouse's electronic online training to further develop staff's skill set and enhance the service. We have now transferred to Inverclyde Council's new website format and it is live. Almost all parents have provided the nursery with an email address and we use groupcall to inform parents of any updates or relevant information. All parents can have access to and almost all parents are accessing Twitter where the nursery share learning and teaching experiences that the children have been engaging in. We have successfully used webex to meet with parents for transitions and TAC meetings. Staff have kept in touch with their children's parents through regular phone calls with updates on how their children are doing and this gave parents the opportunity to share information. Staff have researched a range of national guidance including Realising the Ambition, Being Me, loose Parts Play, Adventures with Alice Sharp's webinars, Care Inspectorate's My World Outdoors and Scottish Governments Out to Play and used this knowledge to self-evaluate our current practice. We then resourced gaps with funds available to purchase a range of resources to will allow us to create a setting when we move back to our refurbished building. This will allow staff to create a stimulating environment that will allow children to experience a high quality learning opportunities that are relevant and support independent learning.

Next Steps:

- 10 staff will complete Pete Moorhouse training using funding from STEM grant and implement this into practice.
- Hillend Children Centre will move over to new NAMS process as it is becomes active.
- 2 staff will be the Early Learning Childcare Digital champions for Hillend and will create an action plan that will enhance the digital experiences for children, as well as train, mentor and coach staff.
- Staff have reflected opportunities for learning based on digital and have purchased a range of relevant resources that will meet the needs of our children, these are in storage and will be used as we return to our refurbished establishment.

Key priorities for improvement planning 2020/2021

What is our capacity for continuous improvement?

- Our current priority is to transfer to our original nursery, and create a safe environment that is relevant to our client base and allow for our children to experience high levels of care in a stimulating environment in line with local and national guidance.
- To create an inclusive environment through a whole communication signing system that is relevant to all service users to promote effective communication and support clients with an understanding of their environment.
- Use our whole nurture principle document to share our practice throughout Inverclyde.

NIF quality indicators

Quality Indicator	Establishment Self Evaluation	Key priorities for session 2021/2022
1.3 Leadership of change	Excellent	Transfer to refurbished building and lead the implementation of very good practice
2.3 Learning, teaching and assessment	Excellent	Create a stimulating environment on our return to Hillend
3.1 Ensuring wellbeing, equity and inclusion	Excellent	Create an alternative total communication method of singage
3.2 Securing children's progress	Very Good	Re-establish our effective Team Around the Child practice
3.2b Securing children's progress	Good	Our digital champions will train, mentor and coach staff which will enhance digital learning for children

Key achievements of the establishment

- Our children participated in an electronic nativity which was shared with all parents.
- Children collected and donated food to the food bank.
- We successfully obtained an outdoor clothing grant for £974.75 to support all children to have relevant outdoor clothing for all weathers.

- The community supported us to raise £240.00 from Rag Bag.
- Staff raised £160.00 for Greenock Hospice as due to COVID we were unable to have our Go Yellow Day.
- All staff have enhanced their knowledge, reflected on their practice through home learning and have used this to reflect and enhance the service.
- Staff have enhanced our communication through digital methods through the use of Twitter, QR codes for learning access and interactive portals to ensure children experienced a broad range of learning opportunities at home.
- The whole staff have used national guidance to risk assess, plan and create a safe learning environment in line with COVID 19 guidance.
- A virtual tour of the nursery was created and was shared with parents/children coming to Hillend.
- Home learning packs were created and supported for children not at nursery and learning from home.
- All children transitioning to Primary 1 have either had a face to face meeting outside or an electronic webex meeting with their teacher.
- All children with additional support needs have had an enhanced transition.
- All children who are transitioning to Primary 1 have been given a transition pack to support them going into school.