



Hillend children's Centre
Standards and Quality 2023-24

Inverclyde
council

Context of the Establishment

Our Establishment

Hillend Children's Centre is an integrated pre five establishment situated in the east end of Greenock. We provide an inclusive and nurturing environment for children across the local area, as well as offering high quality early learning and childcare, across Inverclyde, for children who have complex and significant additional support needs.

We have 3 very unique playrooms within the establishment, Sunflowers and Snowdrops are our two specialised rooms which provide support for children with multiple health needs, as well as significant social communication difficulties. Bluebells is our integrated mainstream room, catering for children with all abilities. We offer opportunities for inclusion and integration daily throughout the centre.

We are operational for 50 weeks of the year, our continuous provision is open from 8am until 6pm Monday to Friday.

The nursery is registered for 50 children on a full time equivalent basis. 15 of these placements are for children with Additional Support Needs.

58% of our current role of children live in SIMD areas 1 and 2.

The staffing complement of the centre is:

1 Head of Centre, 2 Depute Heads of Centre, 1 Senior Early Years Education and Childcare Officer, 1 Early Learning and childcare Excellence and Equity Lead, 18 Early Years Education and Childcare Officers, 4 Early Years Learning Support Assistants, 1 Early Years Support Assistant, 1 Clerical Assistant and various janitorial / domestic and catering staff.

Hillend's philosophy is that children are all unique and belong. The team ensures that children get what they need through equity of resources, high quality training, staff expertise, parental engagement and multi-agency collaborative working within a child and family centred approach. This is done successfully through the dedication and commitment of the experienced staff team, who strive to enable each individual child and family experience a positive journey in the early years of life and education.

Parents are encouraged to be part of the life of the nursery, where staff and other multi agency professionals work collaboratively to ensure they are getting it right for each child. On a regular basis, the centre works in a multi-agency way to support parents to understand and gain knowledge of alternative communication methods that support children to be able to make requests and express their needs and wants.

Values, Vision and Aims



At Hillend we are Getting It Right for Every Child through our Values, Vision and Aims

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 	Happy 	Have Fun 	Supported 
Confident 	Successful 	Safe 	Included 
Progress 	Responsible citizens 	Enthusiastic 	Listened to 
Respected 			

Our aim is to do this by:

Staff being – caring, motivated, dedicated, committed, sincere, honest, experienced and leadership of own key group

Effectiveness of service

Working in partnership with parents

High Level care

Continuous staff training

Monitoring individual progression

Resources

Team around the child

Communication

Achieving these aims will result in us being successful in delivering a child centred, individual, diverse, relevant, coherent service with parents and professionals who will enhance all children's education and development

Establishment priority 1

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education

Choose an item

NIF Driver

Parental engagement

Assessment of children's progress

Performance Information

HGIOS/ELC QIs

1.2 Leadership of learning

2.3 Learning, teaching and assessment

3.2 Securing Children's progress

2.2 Curriculum

UNCRC

Article 28: (Right to education):

Choose an item.

Outcome:

Hillend staff will become a trauma informed team to be able to support children to self-regulate and become resilient.

Progress and impact of outcomes for learners:

Through self-evaluation processes, all staff within Hillend have taken responsibility for their own personal learning opportunities. This compliments and enhances our improvement priorities, leading to better outcomes for all.

An effective working group was identified across all playrooms who worked collegiately to audit our current trauma informed practices, findings were recorded and an action plan created.

Most staff participated in the basic trauma informed training.

6 staff including 2 members of the senior management team, engaged in more in depth trauma informed training provided by Education Scotland and in collaboration with Educational psychology.

Key staff disseminated information that permeated throughout their teams.

All children are benefiting from a staff team who are skilled in identifying traumatic responses, and encourage co-regulation and self-regulation. This is evident throughout playroom practice and positive feedback from parents.

Individual TAC and review meetings allowed for clear and concise strategies to be developed and individual support plans to be implemented in partnership with parents and relevant agencies, which highlighted positive outcomes for children.

Evidence suggests there has been a marked improvement in children's challenging behaviour, clearly visible and recorded within children's bespoke interventions.

Through staff's purposeful engagement and overall intensive research into trauma, we have worked collaboratively with external services such as Families Imprisoned and Robin house, in order to support children and families.

We are beginning to utilise the children's voice booklet in a more meaningful way at points of transition, recording the well-being needs of children who are able to verbally communicate. 100% of our children transitioning to school completed their own booklet with support from staff.

Although we effectively use alternative methods of communication for our children with additional support needs, we have a strong commitment to capturing their voice in a more meaningful way.

Next steps

- Re-visit the trauma informed self-evaluation, audit tool to reflect on progress made and identify areas for action moving forward.
- We will continue to support children, families and staff who face trauma or who have faced traumatic experiences within their lives.
- Develop a clear and consistent approach to how all staff respond to children that will be recorded as a point of reference for new and existing staff, with an emphasis on de-escalating strategies as

well as self – regulation.

- Develop a dynamic way of capturing all our children’s voices using a range of different media.

Establishment priority 2

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

Choose an item

NIF Driver

Parental engagement

Assessment of children's progress

Performance Information

HGIOS/ELC QIs

1.2 Leadership of learning

2.3 Learning, teaching and assessment

3.2 Securing Children's progress

2.2 Curriculum

UNCRC

Article 28: (Right to education):

Article 29 (Goals of education):

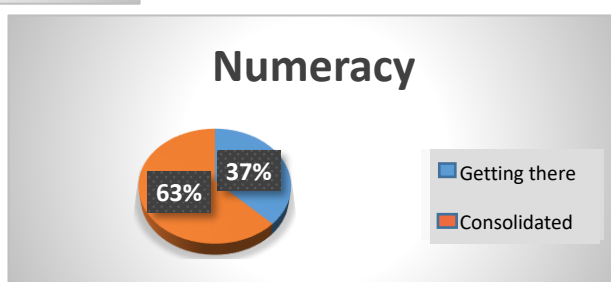
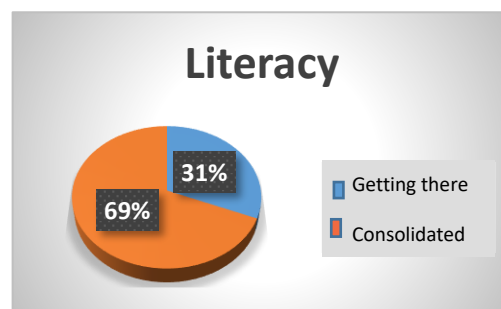
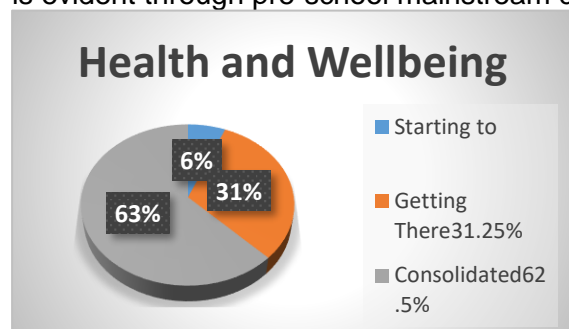
Outcome:

Work collaboratively with parents using Curriculum for Excellence pathways to access and plan next steps in learning for almost all children, to create a clear and appropriate learners pathway for all.

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.

All children have a personal learning plan within Hillend. 54% of these measure and show children’s progress across Curriculum for Excellence literacy, numeracy and health and well-being pathways. This is evident through pre-school mainstream children's individual tracker sheets. Progress is as follows:



All children with additional support needs are being exposed to a more experiential curriculum underpinned by literacy, numeracy and health and well-being provocations. Through robust monitoring and evaluating from all stakeholders, it was identified that the pathways being used were not measuring or showing progress of individual learners with additional support needs. Therefore, we collaborated with parents using questionnaires asking what is important to them, and developed a working party that consisted of staff across all three playrooms, to begin to look at a differentiated holistic way of monitoring and celebrating children's progress using documentation and legislation.

The Senior leadership team and key staff are continuing to work in collaboration with parents, as well as using intensive interactions to identify children's targets that are proportionate and skill based, using a variety of relevant documentation and legislation to support this.

Children's desired outcomes are being effectively measured and assessed in a more streamlined and productive way through our efficient use of the single agency pupil assessment tool.

Parental collaboration and active engagement are increasing in a more purposeful way with our introduction of Learning Journals. In May 24, 96% of parents had signed up for the journals and from May 24 until the end of June 24, parental contributions have increased by 22%.

Numeracy, literacy, health and well-being workshops were well attended by parents and very good feedback was shared regarding the impact of these.

Next steps

- The senior leadership team, in collaboration with key staff, will continue to review and monitor differentiated approaches to children's individual curriculum using current documentation and legislation. This celebrates our children's successes, especially within our children who have complex additional support needs.
- Further embed the implementation of Learning Journals as a planning tool, which will inform data within the dashboard for Bluebells. Our specialised playrooms will use Learning Journals to share children's learning experiences through photographs and videos, as well inviting parental contributions.

Establishment priority 3

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people

Choose an item

NIF Driver

School Improvement

School leadership

HGIOS/ELC QIs

2.3 Learning, teaching and assessment

2.4 Personalised support

3.1 Ensuring wellbeing, equality and inclusion

UNCRC

Article 28: (Right to education):

Article 29 (Goals of education):

Outcome:

Create an outdoor environment that allows children to experience all aspects of the broad general curriculum, ensuring all areas have access to the three cross cutting themes ensuring all children reach their potential.

Continue to create a digital and language rich environment to enhance learning and increase attainment.

Progress and impact of outcomes for learners:

100% of our children have their own floor books which capture and evidence the rich outdoor learning experiences that children have participated in. 54% of children can engage in appropriate discussions using their floor books, with 46% of children with additional support needs having opportunities to encounter their floor book with adult support.

The working group were tasked to identify areas of improvement within the outdoor environment. They developed an action plan, organised fundraisers and identified pockets of funding to develop and purchase resources to create an inclusive, creative and stimulating outdoor space for all our children to access independently. This is a journey we are on, we will continue to source inclusive appropriate resources for our children. We have been supported by the community in regards to this including RBS, EE, Inverclyde food network, Park Lee branching out, Broomhill hub, B & Q and Bellville Gardens.

A self-evaluation audit of our outdoor environment has been completed, this has enabled us to identify areas for improvement to ensure literacy, numeracy and health and well-being is embedded throughout.

The majority of children are confident in using digital resources. Our service provides an environment that promotes total communication and uses a range of resources including visuals, and objects of reference and digital technology for sound, to ensure all children are included. Children have access to a well-resourced sensory room that can be accessed by all. Interactive whiteboards are well used in all three playrooms, and a variety of digital resources are available for children's choice.

Due to unforeseen external circumstances, we plan to further develop the use of our overhead interactive projector; this will enhance the sensory opportunities for all our children using digital technology.

The priority that focused on Spanish being an additional language was reviewed with agreement that as this was a cluster priority, this was not appropriate aligned with the needs of the current children. An alternative priority was identified with a focus on alternative forms of communication, that were child led.

All children are responding and communicating in a way that is unique to them, supported and encouraged by skilful staff who know their children extremely well. This is achieved by providing a communication and visually rich environment.

Next steps

- Continue to enhance our outdoor environment to incorporate all areas of the curriculum promoting inclusion, integration and independence, within a continuous provision.
- Develop a plan to fully utilise the overhead interactive projector.

- Research resources and expertise to enhance our children and staff's digital footprint.
- The total communication booklet that was developed by Hillend staff, will be launched and used as a support resource for staff working with children with additional support needs across the authority.
- Our overall average attendance is 88.81%, however, we have identified the individual children behind this data. We have considered the significant health needs and family circumstances that have impacted on this and will continue to monitor attendance supporting families to minimise the impact on children's progress. Our aim next year will be to improve attendance to 90%.

Establishment priority 4

NIF Priority

Improvement in children and young people's health and wellbeing

Choose an item

NIF Driver

Parental engagement

Assessment of children's progress

Performance information School leadership

HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion

1.4 Leadership and management of practitioners

2.4 Personalised support

2.5 Family learning

UNCRC

Article 28: (Right to education):

Outcome:

Moderate our implementation of UNCRC and develop action plan to embed fully.

Progress and impact of outcomes for learners:

High quality professional learning and development opportunities have led to practitioners identifying and leading change. The publication of the total communication booklet, in collaboration with Educational Psychology, will be used as a tool or resource to support practitioners, not only within Hillend, but across the authority, to implement effective strategies to support children and young people with additional support needs.

Children's rights are embedded within the children's floor books, pictures and wall displays across the setting; we have achieved our silver award in recognition of this.

Implementation of specific actions have been undertaken by the equalities working group, as a result of the early years inclusive environment good practice audit. Unfortunately we missed out on the racial literacy training but hope to be a part of the upcoming cohort.

The Head of Centre has engaged in professional dialogue with cluster colleagues regarding our racial equalities journey and it has been agreed, in order to ensure positive outcomes for all children, we will moderate and share our practice.

Through moderating the "I Can toolkit" against our individual trackers for children, it was clear there was a consistency of approach that supported positive outcomes for children and individual children's progress is clearly evident within their personal learning plans.

Next steps

- Lead staff member to participate in the racial literacy course.
- Continue to move forward with equalities subgroup implementing change in a timely manner.
- Maintain and continue to reflect on our implementation of children rights.

Establishment priority 5

NIF Priority

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

NIF Driver

Assessment of children's progress
School leadership

HGIOS/ELC QIs

1.5 Management of resources to promote equity
3.2 Securing Children's progress
3.3 Developing creativity and skills for life
2.2 Curriculum

UNCRC

Article 28: (Right to education):

Outcome:

Develop children's understanding of the food processes through following farm to fork process of planting our own food.

Implement the woodwork programme throughout the year.

Progress and impact of outcomes for learners:

Most children have experienced first-hand the benefits of planting flowers, veg, herbs and fruit trees then harvesting these within real life experiences.

Children are using ingredients from the garden to cook and bake with, extending their learning further by thinking creatively with a view to selling some of their goods. Children and West College Scotland staff, worked in partnership to build a portable Hillend shop for children to sell their items. This will continue to progressively evolve.

Inverclyde Community Food Network, has supported staff and children with their journey, signposting to relevant pockets of funding and providing produce.

Due to financial and legislative constraints, it was not possible to put electricity in the asgaard steel hut, therefore we have identified a more effective way of implementing our woodwork programme.

Next steps

- Provide daily opportunities to promote children's choice that offers skills for lifelong learning and incorporate all curricular areas.
- Re-establish our woodwork programme and embed this into our continuous provision.

National Improvement Framework Quality Indicators

1.3 Leadership of change

Good

Key Strengths of Establishment

- Practitioners, working together with other agencies and families saw the creation of our total communication booklet: Whole Establishment Nurture: Language is a vital means of communication (Inclusive Communication Environment).
- Our stay and plays and parent workshops have been very well attended, with staff leading these sessions effectively.
- The senior leadership team encourage all staff involvement and participation in the self-evaluation process, as well as leading on improvement priorities through cooperate learning.

Key Priorities:

- Re visit our vision, values and aims, as we have new parents and new children to ensure they are specific and relevant for all.
- Establish a more robust monitoring process for all that is manageable and links well to improvement priorities and coincides with our yearly calendar and monitoring calendar.
- Continue to promote distributed leadership responsibilities for staff for specific areas of development.

2.3 Learning, teaching and assessment

Good

Key Strengths of our establishment

- We know that all children are progressing within their individual personal learning plans, as we use individual differentiated curriculum to meet the needs of children that are relevant to their age and stage of development.
- Parents play a crucial role in their child's learning and we share and use a range of assessment information on a termly basis with them, and their input is recorded and recognised.
- All of our children with additional support needs have regular TAC/ review meetings throughout the year, where we work collegiately with parents and other agencies to inform children's next steps in learning.

Key Priorities

- Implement the new Inverclyde Council's skills assessment tracker for all children in Bluebells. This will ensure clear expectations are shared with parents.
- Upskill staff to be confident in using the tracker to assess children's progress, transferring relevant information onto Learning Journals, which will then provide high quality data using the early year's dashboard.

3.1 Ensuring wellbeing, equity and inclusion

Very Good

Key Strengths of establishment

- We have a highly skilled staff team who create a diverse inclusive environment that allows for all

children to be integrated and involved. Our bespoke intensive interaction programmes support children's overall wellbeing.

- We pride ourselves in our welcoming ethos. Our open door policy allows for parents to actively engage and communicate in the life of the centre.
- We have been instrumental in supporting the development of the recently established Inverclyde ASN parent's focus group.

Key Priorities:

- We will continue ensuring our environment is fully inclusive, to ensure that all children can access outdoor learning experiences independently. Also ensure children have access to intensive interaction programmes such as rebound therapy and hydro therapy, introducing other programmes as children evolve will support children's overall sensory development.
- Embed our approaches to trauma informed practice, with the development of a shared process of how we support children with de-escalation strategies.
- Upskill staff to fully implement racial awareness strategies and drive forward equality and equity across the setting.

3.2 Raising attainment and achievement/Securing children's progress

Choose an item.

Very Good

Key Strengths of establishment

- Our robust transitions begin with a home visit from key staff within the nursery, this builds relationships and expectations and enables staff to know their children well. As a result this allows us to work in collaboration with parents, supporting them to feel comfortable and confident about the journey ahead.
- We provide a rich learning environment for children to learn and develop. Data collated from this year, has shown clear progression in literacy, numeracy and health and wellbeing.
- Hillend prides themselves in breaking down barriers for children and families who may be facing disadvantages, due to complex or medical needs. We work in very close partnership with a multi – professional team, to ensure children and family's overall medical needs are met with the support of caring and nurturing staff. We believe everyone belongs and everything is manageable.

Key Priorities

- We will make good use of environmental audit tools to ensure our provision is continuous and providing provocations that are high quality, developing children's natural skills.
- We recognise the importance that attendance plays in closing the attainment related gap and will strive to increase our average attendance to 90% or above, Due to the health needs of our children, we feel 88.81% is a realistic measure for our establishment.
- We will continue to evaluate how we can further use the 'I Can' Toolkit to appropriately meet the needs of our children.

Other quality indicators evaluated from 3 year plan

1.2 Leadership of learning

2.7 Partnerships

Key Strengths of establishments

- Hillend has a strong collegiate learning culture that has been demonstrated through our nomination for making a difference to children and families by Education Scotland. This led to professionals from different authorities and countries coming to Hillend to engage in professional dialogue and

share our very good practice.

The effective use of distributed leadership allowed staff to become leaders of learning.

- Hillend was pivotal in driving forward the ASN parent's focus group for Inverclyde. This group has expanded and is supporting many families, within Inverclyde, who have children with additional support needs. Their first information session was extremely well attended and feedback was very positive,
This group has provided a positive platform for parents to engage with likeminded parents and has opened up a very effective support network across the authority that parents lead.

Key Priorities:

- Continue to support the ASN parent's focus group and share this information with our new and existing parents.
- Continue to build on the strengths of all staff within Hillend and invite opportunities for staff to lead initiatives that will support outcomes for all children, mainstream, medically, physically and academically.

Key Achievements of the Establishment

94% of parents agreed to home visits before their child started nursery and this allowed us to start building relationships.

A number of staff participated in training opportunities such as:

- Promoting positive behaviour.
- Paediatric first aid
- Early Bird Plus supporting autism training.
- Trauma informed practice
- Child smile
- Early Protective Messages
- Fire Safety Awareness
- Sensory messy play with visibility Scotland and food heroes.

Parents workshops and stay and play sessions were well attended.

- Grandparent's day.
- Stay and plant with Inverclyde Food Network.
- Health and wellbeing workshop.
- Maths workshop.
- Celebration of Learning.
- Dinky Diggers.

Go yellow day raised £300 for Ardgowan hospice.

Staff donated an hours salary at Christmas to Ardgowan hospice raising £400

Zumbathon raised £788.

We raised £1,793.11 on our annual bingo night.

Summer fun day for all children celebrated children's learning and achievements.

We invited a therapy pony into the nursery.

We held a very successful and well attended sports day.

Partnership working with the Community Food Network, Bellville Gardens, and Five under Thrive with HSCP.

New methods of assessing and measuring progress for children with additional support needs are being developed.

100% of parents attended face to face meetings to discuss their children's progress across the year.

Successful parents fund committee met regularly to allocate and agree on resources that were purchased throughout the year.