

Hillend Children's Centre

A centre of integration and inclusion where everyone is welcomed



Context of the Establishment

Our Establishment

We are an integrated Early Learning and Childcare establishment located in the east end of Greenock. We provide a nurturing, inclusive, and supportive environment for children and families across the local community, while also delivering high-quality specialist early learning and childcare services for children throughout Inverclyde with complex and significant additional support needs.

Our centre comprises three unique playrooms, each designed to meet the diverse needs of our children:

- Sunflowers and Snowdrops are our specialist provision rooms, supporting children with complex health needs and significant social communication difficulties.
- Bluebells is our integrated mainstream playroom, welcoming children of all abilities and providing inclusive learning experiences within a supportive environment.

We are committed to promoting inclusion and integration, with opportunities for children to learn, play, and interact together across the centre on a daily basis.

The centre operates 50 weeks per year, offering continuous provision from 8:00am to 6:00pm, Monday to Friday.

We are registered to provide 50 full-time equivalent places, including 15 specialist placements for children with Additional Support Needs (ASN).

Currently, 51% of enrolled children live within Scottish Index of Multiple Deprivation (SIMD) **areas** 1 and 2, highlighting the significant role the centre plays in supporting children and families within our local community.

Staffing

Our highly skilled and dedicated staff team consists of:

- 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 Worker
- 1 Clerical Assistant
- Janitorial, domestic and catering staff together, our team works collaboratively to ensure that every child receives the highest quality of care, support, and learning opportunities, enabling them to achieve their full potential.



Hillend Children Centre

Vision



At Hillend Children's Centre, we are dedicated to creating a nurturing and empowering environment where all children, regardless of their abilities, experience a deep sense of **belonging**.

Through **inclusion**, we ensure every child is valued, respected, and given the opportunity to thrive. We believe in fostering **growth**, helping each child reach their full potential with personalised support.

As a community, we encourage **giving** by fostering kindness and generosity, ensuring every child learns to support and care for others. Through **empathy**, we listen, understand, and respond thoughtfully to each child's needs, cultivating a compassionate and supportive space. Meanwhile, **safety** remains our top priority, ensuring children feel secure as they explore, learn, and grow with confidence.

Guided by these principles, we embrace **total communication**, recognising that every child expresses themselves in unique ways. We are committed to supporting them in discovering and using the most effective means to communicate, ensuring every voice is heard and valued.

Our unwavering commitment to our community and values is driven by our staff, whose **BIGGEST hearts** create a loving, supportive, and inspiring environment for every child. By embedding these values in everything we do, we help children develop the skills and confidence to thrive in the world around them.

Aims



To create an inclusive and accessible learning environment where all children, including those with additional support needs, are fully integrated alongside their typically developing peers, fostering a strong sense of belonging, inclusion and respect



To build strong connections with the local community and external professionals, ensuring every child has access to the support, resources, and opportunities needed for holistic development both within and beyond our setting.



To nurture the individual growth and potential of every child by providing personalised support, guidance, and strategies that empower them to succeed in their learning journey



To promote a culture of giving, where children and staff learn the importance of generosity, kindness, and helping others within the setting and the wider community.



To foster empathy in both children and staff, cultivating a culture of understanding, kindness, and support where each child feels valued and heard.



To ensure that children feel safe and secure, both physically and emotionally, by creating a warm, welcoming, and supportive atmosphere where they can confidently explore and learn.



To facilitate total communication, embracing a range of verbal, non-verbal, sign language, and assistive technology methods to ensure that every child has a voice and is empowered to express themselves



To continuously reflect, adapt, and innovate, ensuring our practice evolves to meet the changing needs of children and families, creating a responsive and inclusive learning environment.

By living these aims and values every day, we create a nurturing, inclusive, and empowering space where all children can thrive.



belonging

B

Belonging – Every child deserves to feel valued, respected, and part of a community where they are celebrated for who they are





inclusion

I

Inclusion – We celebrate the uniqueness of every child, ensuring all children, including those with additional support needs, are included, respected and given the opportunity to thrive in an environment where diversity is valued.





giving

G

Growth – We believe in the potential of every child to develop and reach their full potential, with support that is personalised to their individual needs.





growth

G

Giving – We foster a culture of generosity and kindness, encouraging children to share, support, and help one another in their learning and play.





empathy

E

Empathy – We cultivate compassion and understanding, listening and responding thoughtfully to the needs and experiences of each child and their families.





safety

S

Safety – The safety and well-being of every child are our top priority, ensuring a secure environment where they can explore, learn, and express themselves freely.





total communication

T

Total Communication – We embrace a variety of communication methods, recognising that every child expresses themselves in unique ways and we strive to support them in using the most effective means to communicate.





Establishment priority 1: Improvements in attainment, particularly in literacy and numeracy	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy Choose an item <u>NIF Driver</u> Assessment of children's progress School leadership	<u>HGIOS</u> 2.3 Learning, teaching and assessment 2.2 Curriculum <u>QIF ELC QIs</u> 1.2 Staff Skills, Knowledge, Values and Deployment 2.1 Children Experience High Quality Spaces 3.2 Curriculum 4.3 Children's Progress <u>UNCRC</u> Article 28: (Right to education): <i>Article 31 (Leisure, play and culture):</i>

Outcome:

By June 2026 all practitioners within our mainstream room will be highly skilled at observing and assessing children's learning and identifying next steps.

By June 2026 our data will show an increase in progression across literacy for almost all children within our mainstream room.

By June 2026 all of our children across all three playrooms will be exposed to augmentative and alternative communication with most of our ASN children communicating in a way that is suitable and appropriate to them.

By June 2026 our data collection will be showing a significant increase in progression from 62.5% to between 75% and 90% across numeracy for almost all children within our mainstream room.

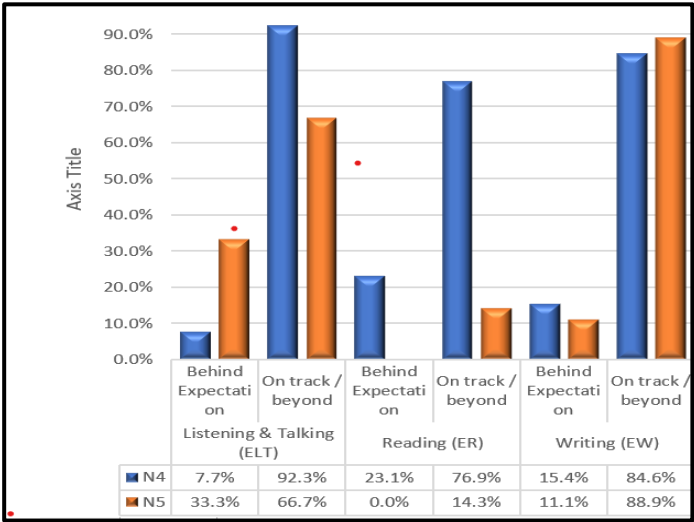
By June 2026 100% of children will have engaged in a curriculum that is creative, responsive, and dynamic. Our curriculum design will be visual, sharing our collective goals and unified vision.

Progress and impact of outcomes for learners:

Through regular participation in cluster-wide moderation sessions and the consistent use of the Early Years Developmental Tracker, all practitioners within the mainstream room developed greater confidence and consistency in their professional judgements. Meaningful professional dialogue between colleagues and senior managers resulted in a shared understanding of effective observation, assessment and target setting which ensured that children's progress was accurately tracked and recorded through the Early Years Dashboard. This enabled staff to identify gaps in children's learning early and implement targeted support. As a result, children benefited from more personalised learning experiences, timely interventions and improved outcomes, with progress more effectively supported across all areas of development and evident within data.

Our data demonstrates strong progression across literacy for almost all children within our mainstream room. Through robust monitoring and tracking procedures, alongside regular analysis of assessment data, we were able to identify children requiring additional support or increased challenge and implement timely, targeted interventions.

As a result, most of our children are on track or beyond in Listening and Talking, Reading and Writing. These positive outcomes reflect the impact of high-quality assessment practices, responsive planning and targeted support. Children benefited from learning experiences that were closely matched to their individual needs, enabling them to make sustained progress and develop greater confidence in their literacy skills. The effective use of data has helped ensure that barriers to learning are identified early and addressed promptly, resulting in improved attainment and achievement for most children.

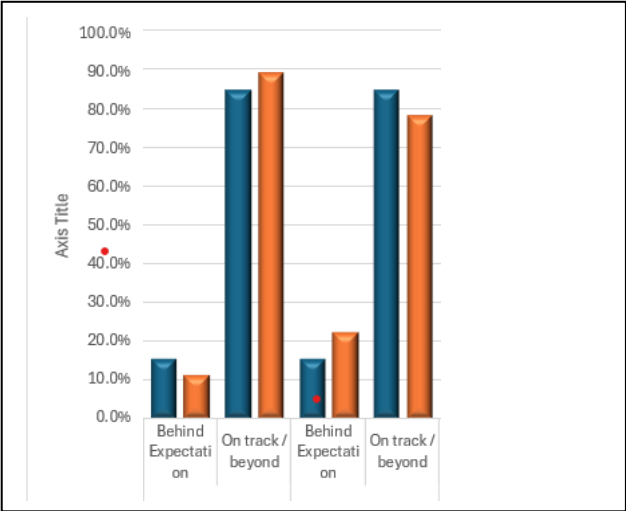


Curricular area		N4	N5	Total
Listening & Talking (ELT)	Milestones	0.0%	0.0%	0.0%
	Behind Expectation	7.7%	33.3%	18.2%
	On track / beyond	92.3%	66.7%	81.8%
	On track	69.2%	66.7%	68.2%
	Beyond expectation	23.1%	0.0%	13.6%
Reading (ER)	Milestones	0.0%	85.7%	30.0%
	Behind Expectation	23.1%	0.0%	15.0%
	On track / beyond	76.9%	14.3%	55.0%
	On track	38.5%	0.0%	25.0%
	Beyond expectation	38.5%	14.3%	30.0%
Writing (EW)	Milestones	0.0%	0.0%	0.0%
	Behind Expectation	15.4%	11.1%	13.6%
	On track / beyond	84.6%	88.9%	86.4%
	On track	84.6%	88.9%	86.4%
	Beyond expectation	0.0%	0.0%	0.0%

Data demonstrates a significant increase in progression across numeracy and mathematics for almost all children within our mainstream room, exceeding our original target. There is clear evidence of improved attainment, with 86.4% of children achieving on track or beyond expected progress in numeracy and 81.8% achieving on track or beyond expected progress in mathematics.

This strong performance reflects the impact of a range of targeted and sustained interventions, including the development of the Hillend Shop, indoor and outdoor environment audits, and focused group work delivered by the Equity and Excellence Lead. These approaches provided children with meaningful, real-life opportunities to apply and consolidate their numeracy skills in engaging and relevant contexts.

As a result, children have developed increased confidence, greater independence and a deeper understanding of mathematical concepts. Observations and assessment evidence shows that children are able to transfer their learning across a range of experiences, demonstrating depth of understanding rather than simply acquiring isolated skills. Robust tracking and monitoring processes ensured that support and challenge were provided at the appropriate time, enabling children to make sustained progress and achieve positive outcomes in numeracy and mathematics.



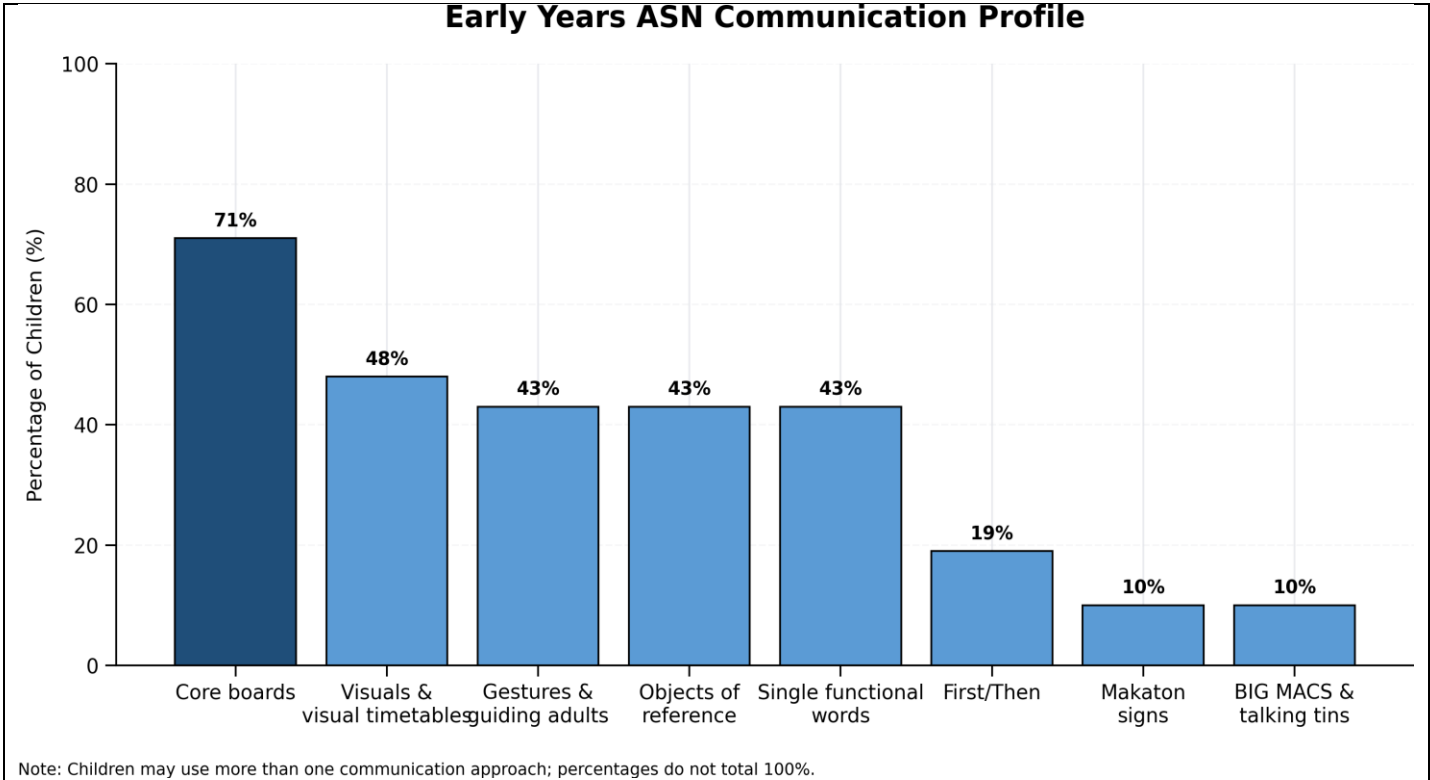
Numeracy (N)	Milestones	0.0%	0.0%	0.0%
	Behind Expectation	15.4%	11.1%	13.6%
	On track / beyond	84.6%	88.9%	86.4%
	On track	84.6%	88.9%	86.4%
	Beyond expectation	0.0%	0.0%	0.0%
Mathematics	Milestones	0.0%	0.0%	0.0%
	Behind Expectation	15.4%	22.2%	18.2%
	On track / beyond	84.6%	77.8%	81.8%
	On track	76.9%	77.8%	77.3%
	Beyond expectation	7.7%	0.0%	4.5%

Throughout the year, our highly successful Stay and Play sessions have also played a significant role in strengthening meaningful partnerships between our setting and families. By delivering a varied programme focused on literacy, numeracy, health and wellbeing, sensory experiences, and Grandparents’ Day, we created valuable opportunities for parents, carers and extended family members to actively engage in children's learning and development.

Our data analysis suggests these sessions had a significant impact on children's confidence, engagement and attainment. Families gained a deeper understanding of how learning is developed through play and were empowered with practical strategies and resources that could be easily implemented within the home environment. This strengthened consistency between home and nursery, ensuring children experienced a shared approach to learning that reinforced key skills and knowledge.

All of our children with significant additional support needs are using a variety of alternative augmentative forms of communication daily to make choices. Almost all children are using more than one method consistently. As a result of staff participation in training from speech and language therapy, and meaningful collaboration throughout the year we can clearly evidence that:

- 43% of children are using gesture and guiding adults by hand.
- 10% are using Makaton signs at times within their session.
- 71% of our ASN profile are communicating using core boards.
- 10% are interacting with BIG MACS and talking tins.
- 43% are responding to objects of reference.
- 43% are beginning to use single words in context and that are functional.
- 48% are using visuals and visual timetables.
- 19% are communicating and responding to first and then.



Our curriculum has been developed to ensure all children experience meaningful, relevant and high-quality learning opportunities that promote equity, achievement and wellbeing. As a result, children are increasingly able to make connections across their learning, demonstrate progression in knowledge, skills and attributes, and engage more confidently in their learning experiences.

Our curriculum rationale and design are firmly underpinned by our values and vision, ensuring a clear and coherent entitlement for all learners. Evidence gathered through learning observations, planning and children’s voice demonstrates that the curriculum is becoming increasingly responsive to children's interests, needs and local context while maintaining a strong focus on outcomes and progression.

Consultation with parents and carers has ensured our curriculum offer remains relevant and responsive to the needs of our children, families and community. Through this engagement, we have gathered valuable feedback that has informed the development of a draft curriculum design and rationale.

While some progress has been made in defining and refining our curriculum, the development of a visual representation remains ongoing. This has been a deliberate decision to ensure the final model accurately captures the evolving nature of the curriculum improvement cycle and reflects the collaborative work undertaken across the nursery community. The creation of this visual rational and design will be a key next step, supporting greater clarity, consistency and shared understanding of our curriculum journey for children, staff and families.

Next steps

By June 2027 all our mainstream children will be experiencing a responsive and progressive learning environment where all practitioners use evaluative assessment, high-quality interactions and higher-order questioning to identify and build on learning, ensuring personalised next steps, increased engagement, sustained progress and improved outcomes across all areas of the curriculum.

By June 2027 we will have developed and implemented a comprehensive and effective planning system that will show the progression across the learning environment, with the majority of children's voices recorded effectively and meaningfully.

By June 2027, all children requiring ASN personal learning plan will have individualised targets and regularly tracked small-step milestones, with termly reviews demonstrating measurable progress for almost all children in sensory, communication, physical and cognitive development, alongside increased engagement, independence and participation in learning experiences.

By June 2026 100% of children will have engaged in a curriculum that is creative, responsive, and dynamic. Our curriculum rational will be visual, sharing our collective goals and unified vision.

By June 2027, we will implement and embed a strategic self-evaluation and monitoring framework, with 100% of staff participating in planned quality assurance activities each term, resulting in evidence-informed improvement actions that demonstrate measurable progress against at least 80% of establishment improvement priorities and improved outcomes for children.

Establishment priority 2

NIF Priority

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

Choose an item

NIF Driver

Parental engagement

School Improvement

HGIOS/ELC QIs

2.1 Safeguarding and child protection

Choose an item.

QIF ELC QIs

1.3 Leadership of Continuous Improvement

Choose an item.

Choose an item.

4.1 Nurturing Care and Support

UNCRC

Article 5 (Parental guidance):

Article 3 (Best interests of the child):

Outcome:

By June 2026, almost all children will maintain an attendance rate of 90% or above, supporting strong participation and continuity in learning.

By June 2026 85% of families will have engaged with the new family space through regular attendance at events, informal gatherings, or support sessions, as evidenced by participation records, feedback surveys, and observed community interactions.

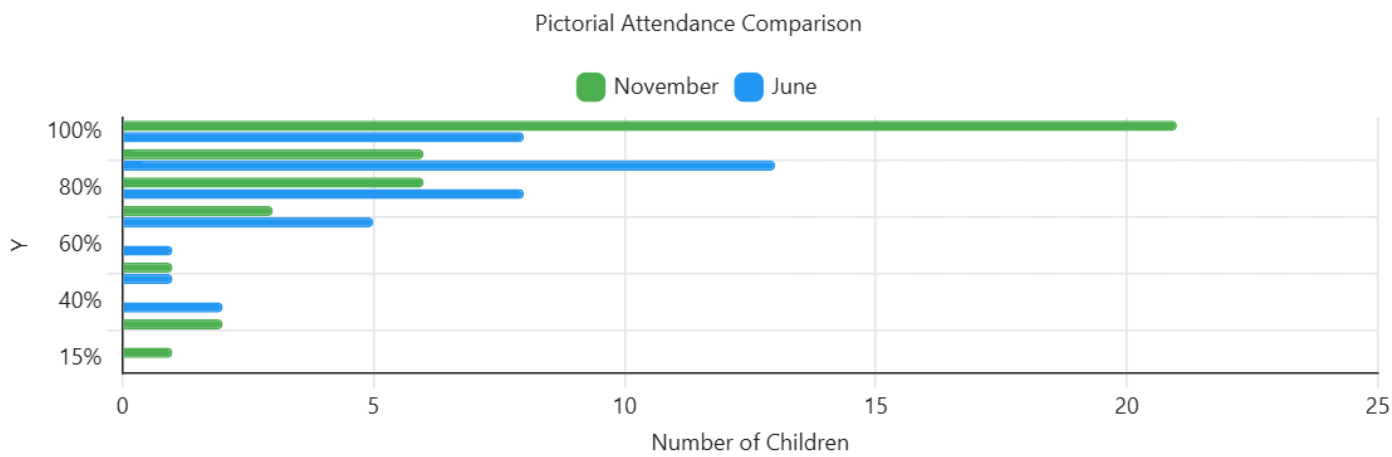
By June 2026, all staff and stakeholders will be able to articulate how child protection and safeguarding underpin our refreshed vision and values, as evidenced by revised documentation, training completion rates, and ongoing reflective practice.

Progress and impact of outcomes for learners:

Most of our children’s attendance is currently sitting at 80% and above, with the majority achieving 90% attendance or higher. Over the course of the year, targeted interventions were implemented for children whose attendance had fallen below expected levels. These children were closely supported and monitored on a monthly basis, resulting in improved attendance rates for specific individuals and a reduction in persistent absence. As well as being able to evidence clear and significant progress across literacy and numeracy outcomes on the month’s attendance was high.

To remove barriers to attendance, staff worked collaboratively with families to identify challenges and implement practical solutions. This included adapting individual children’s attendance patterns where appropriate to better meet family circumstances and support regular engagement with the nursery.

Individual children’s attendance was tracked, discussed regularly during evaluation meetings, and shared with families through monthly newsletter statistics. This maintained a strong focus on attendance across the nursery and ensured that concerns were identified and addressed at an early stage. Staff demonstrated a clear understanding of our updated attendance policy and applied procedures consistently, resulting in a more robust and coordinated approach to monitoring and supporting attendance.



Analysing our attendance data shows a positive shift in overall attendance patterns between November and June. While fewer children achieved 100% attendance, there was a substantial increase in the number of children attending at 90% and above. Notably, there were no children within the 15% and 30% attendance bands by June, demonstrating the impact of targeted interventions, and individualised attendance plans. Improved attendance has resulted in greater continuity of learning, stronger relationships with peers and practitioners, and enhanced progress across developmental areas.

Our newly refurbished family space (Hillend Hug) has been successful in promoting meaningful engagement with families. All families have accessed and engaged with the space in some capacity through a range of opportunities including Bun and Blether sessions, Stay and Play experiences, workshops, TAC meetings, evaluations and children’s progress meetings. This demonstrates that our Hillend Hug has become a welcoming and valued environment that supports positive relationships between home and nursery.

Feedback gathered from parents indicates that they value both formal and informal opportunities to connect with staff and other families. A recurring theme from evaluations was the desire for increased opportunities for parents to interact with one another, share experiences, exchange support strategies and seek advice from families who may be facing similar challenges. As a result, we plan to further develop the family space to include a wider range of family-led and peer-support opportunities, alongside our existing programme of workshops and events.

Safeguarding is now clearly embedded within the ethos, values, and daily practice of our setting and is recognised by all staff as a core responsibility. Our recent Child Protection Review undertaken by the Local Authority confirmed that robust safeguarding and child protection procedures are in place in Hillend and that safeguarding is prioritised effectively across all aspects of the setting. The review provided reassurance that our approach is consistent, well understood by staff, and reflective of current guidance and expectations.

As a result of the review, we identified areas for continuous improvement and have implemented further enhancements to our first aid and medication procedures. These changes have strengthened staff awareness of individual children's health and wellbeing needs and ensured greater consistency in the recording, administration, and monitoring of medication. Effective monitoring systems are in place and will continue to be reviewed regularly to ensure compliance with legislative requirements and emerging national guidance.

We have also evidenced the effective use of our monthly incident and accident monitoring processes. Analysis of this information allows us to identify trends, patterns and potential risks and to implement preventative measures or targeted support strategies in a timely manner. This proactive approach ensures that children's safety and wellbeing remain central to decision-making and enables staff to respond quickly and effectively when concerns arise.

As a result of this and the staff engagement in professional development, as well as training on medical procedures, children experience increased security, consistency, and wellbeing, allowing them to engage fully in their learning and development. Families can have confidence that their children are cared for in an environment where safeguarding is embedded in practice, monitored effectively, and continually reviewed to promote the highest standards of care, safety and protection.

We have successfully transitioned to the use of digital pastoral notes, ensuring that relevant and appropriate information is recorded in a more accessible and streamlined format. In addition, external documentation is now routinely uploaded to the system. During the initial stages of implementation, technical issues resulted in a delay to the full transition to digital recording. However, we responded proactively by continuing to use paper-based systems alongside the digital platform to ensure that no information was lost and that children continued to receive appropriate support. This dual approach maintained continuity in record keeping and safeguarded the quality of information available.

Moving forward, we will continue to embed digital pastoral notes fully, ensuring that record keeping remains accurate, purposeful, and focused on improving outcomes for children and their families.

Next steps

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

with Improvements in attainment, particularly in literacy and numeracy.

See above priorities for shared next steps, as well as these outcomes we will maintain our policy and processes to monitor attendance.

Continue on our journey to fully implement the use of pastoral notes.

Establishment priority 3	
<u>NIF Priority</u> Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre of education <u>NIF Driver</u> School Improvement School leadership	<u>HGIOS</u> 1.1 Self-evaluation for self-improvement 3.1 Ensuring wellbeing, equality and inclusion <u>QIF ELC QIs</u> 1.3 Leadership of Continuous Improvement 2.1 Children Experience High Quality Spaces 3.1 Play and Learning 4.2 Wellbeing, Inclusion and Equality <u>UNCRC</u> Article 2 (Non-discrimination): <i>Article 42 (Knowledge of rights):</i>
Outcome: By June 2026, 100% of children including those with physical mobility needs and their typically developing peers will have daily access to a fully inclusive outdoor learning environment. This space will support meaningful engagement with sustainability and promote physical development through accessible and adaptive activities. By June 2026 all staff will be trained in trauma informed practice, and almost all children will be using self – regulating and co-regulating strategies. By September 2025, all staff will have engaged in racial literacy and equity awareness training, with 100% demonstrating increased confidence and understanding through post-training evaluations and reflective practice. By June 2026, all Early Years practitioners will demonstrate increased racial literacy through inclusive language, culturally responsive pedagogy, and confident engagement in conversations about race, identity, and equity. Progress and impact of outcomes for learners: Our commitment to daily outdoor learning is having a highly positive impact on children's wellbeing, development and achievement across the curriculum. All children access outdoor learning experiences every day, with 46% of our children making effective use of the outdoor environment as a strategy for self-regulation. Observations recorded within children's Learning Journals and Personal Care and Learning Plans demonstrate that the children benefit significantly from the sensory input and feedback provided by outdoor experiences, resulting in improved emotional regulation and engagement. Our outdoor growing projects have been successful in promoting children's understanding of sustainability, healthy lifestyles and food production. With support from knowledgeable staff and colleagues from Inverclyde Food Network, children have actively participated in planting, growing and harvesting vegetables. This has provided valuable real-life learning opportunities and has strengthened children's understanding of where food comes from.	

The integration of harvested produce into the Hillend Shop has further enhanced learning. Children have been involved in making soup to sell within the shop, providing meaningful contexts for learning across a range of curricular areas, including literacy, numeracy, health and wellbeing, science and social studies. Through this experience, children have developed practical life skills, communication skills, problem-solving abilities and an awareness of enterprise and their wider community. The children have made a profit of £334.54 to date and had the opportunity to go to the bank to deposit the money. We believe the increase in attainment within maths and numeracy is a result of children's engagement in this valuable opportunity.

The children are beginning to identify and make choices about other goods they could sell in their shop, which is evidenced through mind maps with children's voice and ideas recorded.

The purchase of inclusive outdoor resources has significantly improved accessibility and participation for all children. As a result, children of all abilities are increasingly able to engage independently in outdoor play and learning experiences. This has continued to promote equity, inclusion and a sense of achievement, ensuring that every child can participate successfully and experience positive outcomes.

Progress has been made towards our outcome of ensuring all staff are trained in trauma-informed practice and that children are supported to develop self-regulation and co-regulation strategies. At present, the majority of staff are part way through completing the trauma-informed practice modules. Our Trauma-Informed Working Group uploaded the NHS modules on to our Padlet platform to ensure easy access for all staff and to support engagement with professional learning at a pace that is manageable alongside other commitments.

Our Trauma-Informed Working Group has continued to meet regularly and is working collaboratively with Educational Psychology and a Play Therapist to develop a strategic action plan and identify meaningful outcomes for our setting. This partnership working is supporting us to build a shared understanding of best practice and ensure that our approaches are evidence-informed and sustainable.

A key next step is the development of a bespoke Hillend Positive Relationships Policy, which will reflect the specific needs, strengths and experiences of our children, staff and families. This work remains ongoing, as we feel strongly that the policy should be created through thorough consultation, reflection and collaboration, rather than being adopted from an existing model. By taking the time to develop a policy and procedures that are truly tailored to the Hillend Children's Centre, we aim to establish a consistent, nurturing and trauma-informed approach that supports positive relationships, emotional wellbeing and successful outcomes for all children.

All staff participated fully in racial literacy and equity awareness training and engaged positively in professional dialogue and collaborative learning opportunities throughout the session. Staff completed reflective questionnaires both before and after the training, encouraging them to critically evaluate their existing knowledge, beliefs and confidence levels before revisiting these reflections following the training programme.

Post-training evaluations demonstrated an increased awareness and understanding of issues relating to race, identity, bias, inclusion and equity. Staff reported greater confidence in recognising the importance of racial literacy within early years practice and in reflecting on how their own approaches can promote equity and belonging for all children and families.

We have reviewed and adapted our communication methods to ensure they are fully inclusive and accessible to all families, taking account of differing cultural backgrounds and languages. This has been particularly evident in our support for a family whose home language is Tamil. Through sensitive communication and a commitment to inclusion, we have worked to ensure that information is accessible and that the family feels welcomed, respected and valued as members of Hillend.

The impact on children has been positive. Children are developing an understanding that families, languages, cultures and experiences may differ and that these differences should be respected and celebrated. Through exposure to inclusive practices and positive representation, children are developing empathy, respect and a stronger sense of belonging. Our approaches also help children to build positive attitudes towards diversity from an early age, supporting the development of inclusive values that will benefit them throughout their education and beyond.

Next steps

By June 2027, most of our children will use Makaton signs and /or core boards independently to communicate needs, choices and feelings during daily routines and play.

By June 2027, majority of children will successfully plant, nurture and harvest a minimum of 5 different vegetables within the outdoor learning space, with at least 75% of children participating in each stage of the growing process. Produce will be sold through the nursery shop,

By June 2027, use of the parent space will increase with almost all families regularly accessing the space and engaging in nursery events, contributing to stronger home–nursery partnerships and improved outcomes for children.

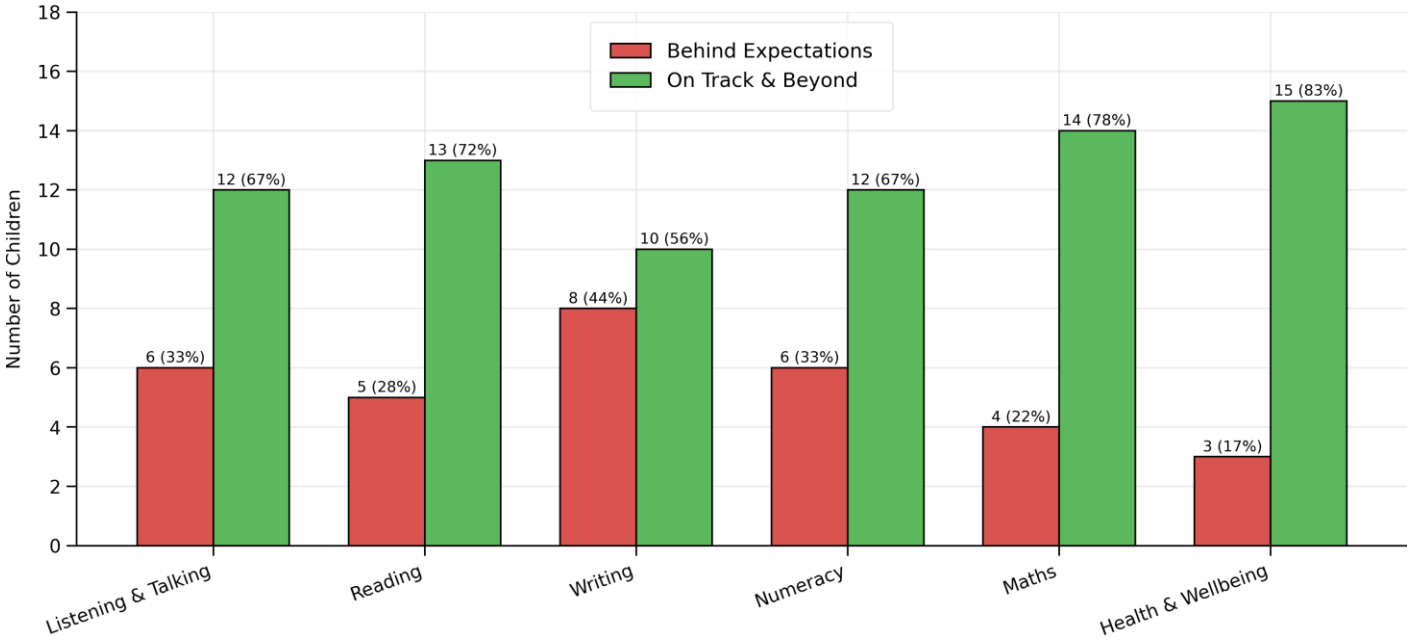
By June 2027, a robust Positive Relationships Policy will be fully embedded across the setting, with all staff consistently implementing trauma-informed approaches, ensuring all children benefit from a nurturing, predictable and supportive environment that promotes wellbeing, emotional regulation and positive relationships.

By June 2027, we will have developed and embedded a bespoke Equalities Policy that reflects the values and needs of our setting, ensuring all children experience an inclusive environment where they feel respected, represented, valued and able to participate fully in their learning.

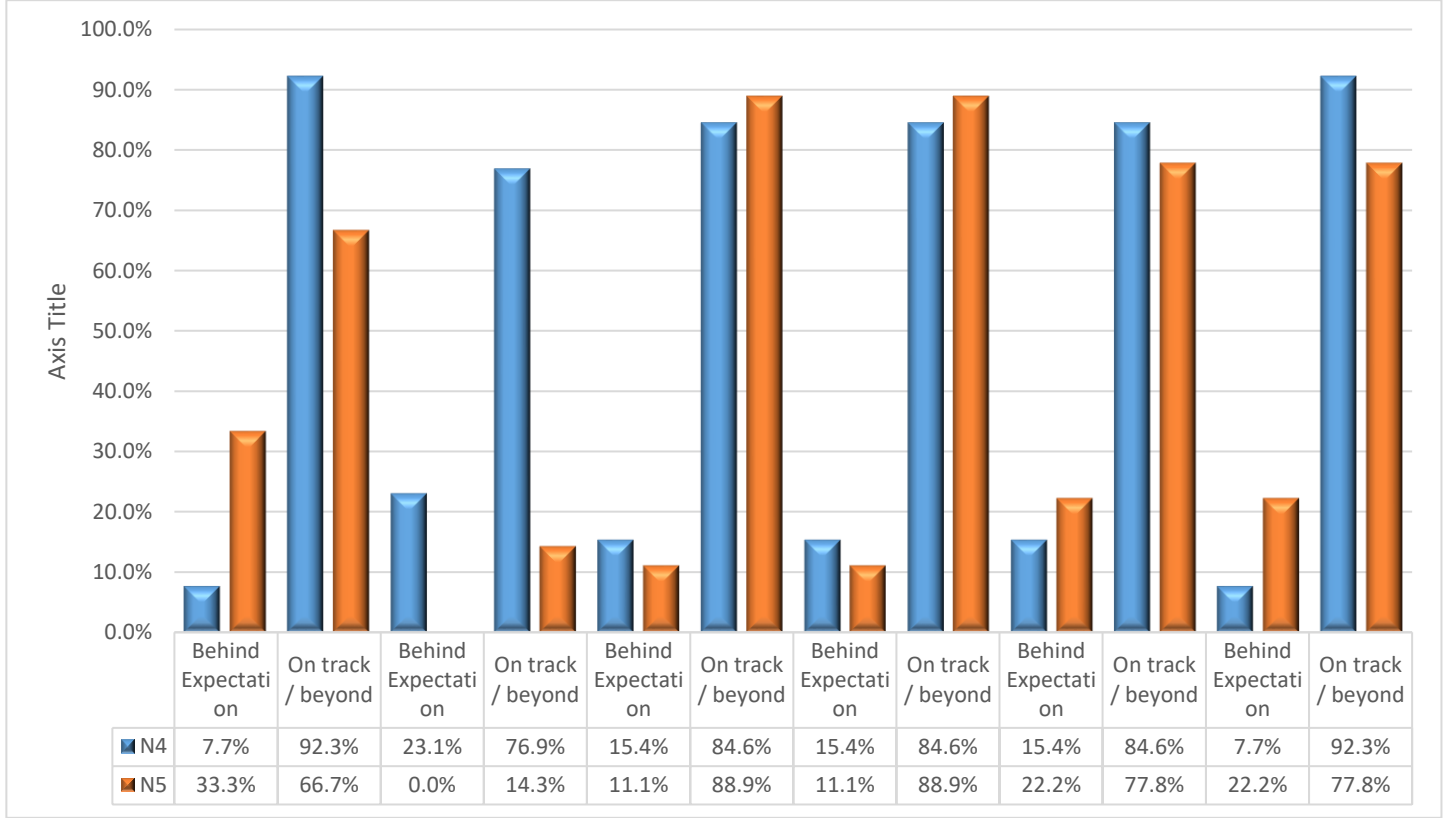
Data

Key Strengths:

Hillend November 2025 Overview

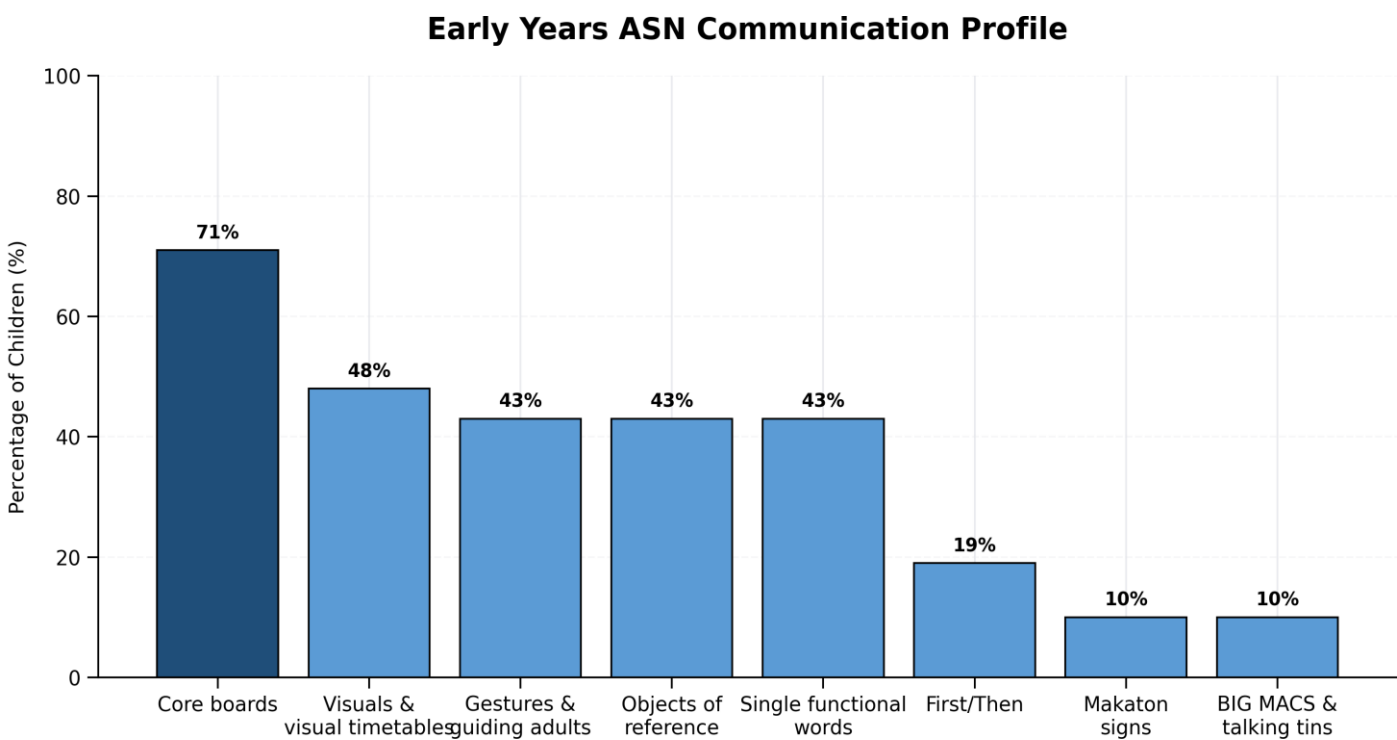


Hillend May 2026 overview



Comparison of the November and May attainment data demonstrates a positive trend across all curricular areas, indicating sustained progress over the course of the year. A key strength is the notable increase in attainment within Writing and Numeracy, where the greatest gains have been observed.

This improvement can be attributed to several targeted strategies implemented throughout the session. In particular, the continued development of the Hillend Shop has provided meaningful, real-life learning opportunities that have enhanced children's literacy and numeracy skills through purposeful play and practical application. In addition, focused interventions led by the Equity and Excellence Lead, alongside targeted support from staff, has successfully addressed identified gaps in learning and provided effective support for children requiring additional input.



Note: Children may use more than one communication approach; percentages do not total 100%.

The majority of our children who have an ASN profile are showing a significant increase in using the core boards to communicate, this is a result of the participation in training by staff and continued collaboration with speech and language therapy. The total communication working group have been empowered to develop bespoke core boards and visuals for children’s individual personal learning plans using board maker.

The following statements were identified as key strengths at our peer review in November 2025:

- “The effective and strong leadership team”
- “The effective teamwork and relationships amongst all staff, as well as with parents and partners”
- “The highly positive ethos of inclusion and integration”
- “The high-quality environment which supports children’s learning and inclusion”.

Key Priorities:

- Through a strategic focus on high-quality learning and teaching, curriculum development, inclusive practice and effective self-evaluation, we will strengthen our approaches to assessment, planning and tracking to ensure all children experience responsive, progressive and meaningful learning opportunities.

- Through a strong emphasis on communication, health and wellbeing, family engagement and real-life learning experiences, we will empower children to develop their communication skills, confidence and independence.
- Through the development of inclusive, relationship-based practice, we will embed trauma-informed and equitable approaches across the setting, ensuring all children feel safe, valued, respected and represented, while promoting wellbeing, positive relationships, participation and a strong sense of belonging for every child and family.
- Developing robust strategic processes for self-evaluation and monitoring that informs improvements, included in this will be the use of our PADLET to show our improvement journey.

Quality Indicators

	1.3 Leadership of Continuous Improvement (ELC QIF) Good
Key Strengths: - We have a clear, shared Vision, Values and Aims that is firmly underpinned by children's rights, equity, and improved outcomes for all learners. - Strong, visible, and ambitious leadership that promotes a culture of professional trust, high expectations, and continuous improvement. - Leaders and staff demonstrate a shared understanding of pedagogy and engage in meaningful professional learning which enhances practice and outcomes for children. - A collaborative and inclusive approach to improvement planning which ensures that priorities are well defined, achievable, and responsive to the needs of children and families. Key Priorities: - Further develop systematic and coherent approaches to self-evaluation, planning and monitoring to ensure sustained and evidence-based improvement over time, as well as impact. - Strengthen processes to measure and evidence the impact of professional learning on practice and outcomes for children. - Enhance approaches to gathering, analysing and using a wider range of evidence to inform future improvement priorities and strategic planning.	

	3.3 Learning, teaching and assessment (ELC QIF) Good
Key Strengths: - The ethos and culture of Hillend Children's Centre is a real strength, underpinned by our newly consulted and formed values. The environments are welcoming, inclusive and homely to promote a sense of belonging. - The warm, nurturing and responsive interactions between all staff and all children. All relationships are nurturing, trusting and based on mutual respect between staff, children and families. - Almost all parents are engaging in Learning Journals and voiced very positive views on how well staff share information about their child's learning, progress and next steps. - There is effective and innovative use of outdoor learning and community spaces to enhance experiences and to raise attainment in numeracy. One very successful experience is our Hillend shop. Key Priorities: - Planning systems and processes should be revisited to ensure further improvements in learning, teaching and assessment. Planning formats should include a greater balance of child led exploration, adult initiated activities and adult directed teaching. - High-quality open-ended questioning should be revisited to allow for differentiation, challenge and depth of learning. - Ensure staff use rich language when writing up observations on Learning Journals, to ensure they reflect the knowledge, skills and understanding the children are learning. - Ensure displays, planning and area books capture children's voices.	

	4.2 Wellbeing, inclusion and equity (ELC QIF) Very Good
Key Strengths: • We pride ourselves on living our values daily, providing a strong, nurturing ethos where staff build respectful, trusting relationships. Children feel safe, valued and listened to, and this positive culture is recognised by both parents and partner agencies. • All Staff place children’s wellbeing at the centre of their practice. Children demonstrate care for one another, reflecting the inclusive attitudes modelled by our staff. Families feel welcomed, respected and actively involved in planning and decision-making. • Our practitioners work collaboratively with partner agencies to identify children’s needs early and plan coordinated, effective support. Partner agencies feel fully involved in planning processes. • We ensure we tailor and offer bespoke interventions, particularly for children with additional support needs. These are well researched, planned and consistently implemented. • Senior leaders ensure staff have meaningful professional learning, resulting in strong outcomes for children’s learning, development and participation. Key Priorities: • Introduce even more rigorous tracking of wellbeing and inclusion outcomes, using visual tools and pre/post-intervention measures, to strengthen the use of high-quality data. • Expand highly personalised targeted support by broadening the range of interventions available, particularly for children with complex additional support needs. • Continue to share effective practice locally and nationally to position the nursery as a sector leading example.	

	4.3 Children’s progress (ELC QIF) Good
Key Strengths: • Senior leaders and staff provide a warm, nurturing environment where secure attachments are built and children’s health and wellbeing are consistently prioritised. • Children, including those with additional support needs, are well supported to make choices, express their learning, and engage confidently in new experiences. • Staff are supported by effective pedagogical leadership and demonstrate a shared understanding of child development, using a range of assessment tools and professional frameworks to plan for and track children’s learning. • Senior leaders and staff work collaboratively with partners to plan targeted interventions and support positive outcomes for all children. Key Priorities: • Strengthen children’s voices with responsive planning processes, continue to develop creative and consistent ways for children to influence and reflect on their learning, ensuring their interests and views meaningfully inform responsive planning and evaluation. • Enhance planning, tracking and documentation systems by further developing coherent approaches to recording and analysing children’s progress to identify gaps, plan next steps, and support high-quality learning across the setting. • Embed play-based pedagogy and core skills development by continuing to strengthen literacy and numeracy through play, exploration, and everyday experiences to ensure learning is meaningful, engaging and developmentally appropriate.	

		Other quality indicators evaluated from 3-year plan (Nursery)	
		<u>ELC QI's (QIF)</u>	
		Choose an item. Choose an item. Choose an item. 4.4 Safeguarding and Child Protection	Choose an item. Choose an item. Choose an item. Good

Key Strengths:

We received positive feedback from our recent child protection audit and medication procedures.

Key Priorities:

Feedback highlighted the requirement to ensure all staff are aware of processes and procedures as well as the guidance that underpins this, and that it is everyone's responsibility to have a clear understanding and be able to articulate appropriately and confidently.

Key Achievements of the Establishment

- We had an open day to celebrate Hillend Children's Centre 40th anniversary where everyone who has played a part in Hillend's journey was invited.
- We embraced the early years dashboard to analyse data, using this to inform actions and outcomes.
- We had a successful peer review using the new quality improvement framework which highlighted strengths as well as "even better if's".
- Almost all new families had a home visit from a member of the senior management team and an EYECO before beginning nursery.
- Stay and plays/workshops were well attended literacy, numeracy, grandparents' day, sensory, sports day, Christmas party, celebration of learning, bun and a blether.
- Children benefiting from the hydrotherapy pool.
- Staff trained in rebound therapy.
- We had a successful child protection review, highlighting areas of good practice as well as areas for improvement.
- The development of our PADLET detailing our journey of improvement.
- Environmental audits completed for three playrooms – sunflowers and snowdrops room were completed in collaboration with speech and language therapy.
- Sponsored dance raised £1,270.
- A planned programme for transitions for new children coming into Hillend as well as children going to school.
- Bingo night we raised £1356.00.
- Parents and staff created a Christmas hamper to be raffled which raised £347.00 for sensory resources.

Below is the QR code to our PADLET we are the beginning of this journey and look forward to continuing to develop further this year.

