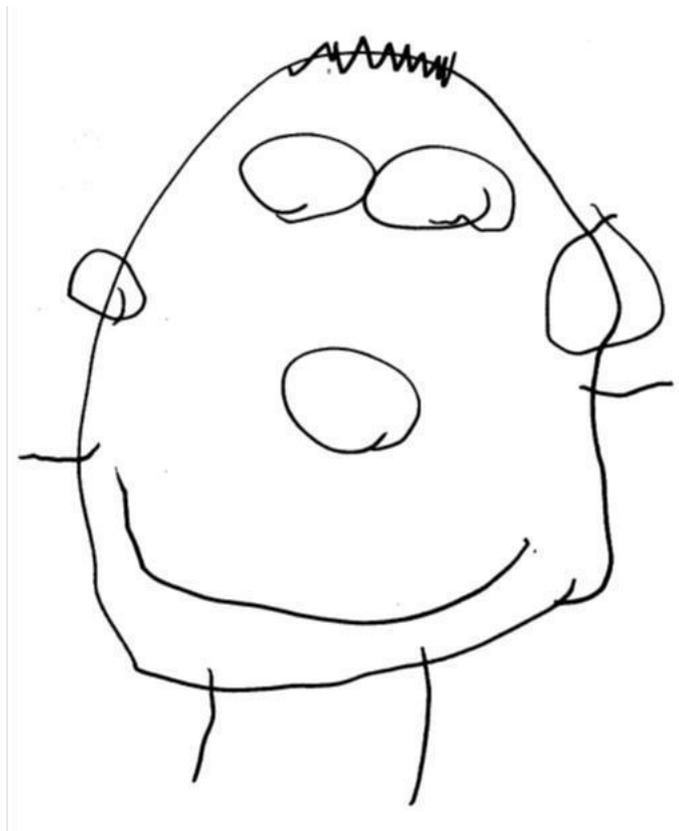


Larkfield Children's Centre



Standards and Quality
2017 - 2018

Context of the establishment:

Larkfield Children's Centre opened in April 2011 and is located in the South West area of Greenock. The centre has the capacity to accommodate 24 fulltime equivalent 3-5 year olds, 15 fulltime equivalent 2-3 year olds and 6 fulltime equivalent 0-2 year olds. The centre offers a wraparound service for parent/carers who are employment or training as well as funded places. Our staffing consists of a Head of Centre, Depute, Senior Early Years Education and Childcare Officer, 6 fulltime Early Years Education and Childcare Officers. 3 part time Early Years Education and Childcare Officers, 1 part time Teacher, [vacant post] 3 Early years Support Assistants and 1 Family Support Worker.

Our main feeder schools are St. Andrew's and Aileymill primary. We work in partnership with children, parents/carers, other agencies and the local community are essential to providing the best service we can for all stakeholders who use the centre. Parent/carers are encouraged to be involved in the life of the centre and their children's learning. We have a parent group which discuss and share ideas on ways to develop and improve the centre, fund raising and what is happening within community.

The staff have received support throughout the year from Scottish Attainment Challenge coaching and modelling officers on reflecting ways of enhancing our environment and practice in numeracy and literacy.

Over the past year, the centre has been through many changes in staffing due to maternity leave and sickness. This had an impact on the consistency with staff as new staff required time to develop their knowledge and skills of our practice. In March 2018 we had our authority review. We are still awaiting on the draft copy.

Our Vision for Larkfield Children's Centre is:

To provide a high quality and inclusive service for all our children and families and to enable children to become Successful Learners, Confident Individuals, Effective Contributors, and Responsible Citizens and develop their skills for life and work.

We aim to do this by:

- Providing a safe, caring and motivating learning environment.
- Providing fun and relevant learning experiences that allow children to engage in their learning.
- Working together as a team to ensure a high quality of care and learning is delivered whilst being committed, knowledgeable, and enthusiastic.
- Providing the best possible support and guidance for all our families within our service and community.
- Providing support for all children to reach their full potential.

National priority: How we are ensuring Excellence and Equity

Staff use assessment, tracking and monitoring systems to ensure that all children are supported and challenged. We are currently reviewing our assessment and tracking system to make it more robust. Children who require support are identified early and intervention is put in place to ensure that children develop at their own pace.

Staff are beginning to use programmes such as 'Whole Body Listening' and phonological awareness to develop children's literacy skills. Staff also use the language of the SEAL approach across the playroom to develop children's numeracy skills. Most children's attainment in numeracy is good however, the majority of children's attainment for literacy is showing at a satisfactory level. This is due to the changes of staffing throughout the year.

Senior management have a very good system in place for monitoring all children's attendance through registers, SEEMIS and Group call.

Children's' progress:

All children in SMID band 1 & 2 are identified as having made good or satisfactory progress across literacy and numeracy. This is evidenced through staff observations, daily planning sheets and individual trackers. Children who were identified as needing support or challenged have received targeted support and are making good or satisfactory progress across literacy and numeracy at their own pace.

All children have engaged in the Whole Body Listening programme and the Highland Council's phonological awareness programme to develop their literacy skills. Staff have been using the SEAL approach to develop children's numeracy skills. This has been an effective tool for staff to identify which children are needing support, challenged and to ensure children are achieving.

Most children have very good attendance. A small number of children's attendance has been variable throughout the year. SMT have engaged with parents to encourage good attendance and explain the impact this has on the children's learning and achievements.

Review of progress for session 2017-18

Establishment priority 1: Improvements in attainment, particularly in literacy and numeracy	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism	<u>HGIOELC? QIs</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.2 Securing Children's Progress
<p><u>Strategies</u></p> <ul style="list-style-type: none"> • Staff attended training on the use of SEAL. • Staff have recently introduced 'Whole Body Listening' programme. • Staff continue to use Phonological Awareness programmes to develop children's literacy skills. • Support staff in the use of data to monitor children's progress. • Coaching and modelling officers from the Scottish Attainment Challenge support staff to use the strategies in SEAL and Whole Body Listening across all areas of the playroom. <p><u>Progress and impact:</u></p> <p>Most children are making good progress in numeracy. Staff have been using the SEAL approach to develop and enhance children's numeracy skills. This is visible throughout the environment and playroom practice.</p> <p>The majority of children's progress in literacy is satisfactory. Staff are becoming more confident in delivering 'Whole Body Listening' programme and the majority of children are beginning to use this approach before registration, story time and small group time to enable them to use good listening skills.</p> <p>Staff are using data from the planning processes and tracking systems to identify children who need support/challenged. This has enabled staff to identify gaps and provide additional support /challenge accordingly to allow children to progress.</p>	
<p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Continue to promote the SEAL strategies throughout all aspects of numeracy learning. • Staff will continue to use 'Whole Body Listening' programme to support children in all areas of their learning. • Staff will continue to use Phonological Awareness programmes to develop children's literacy skills. • Throughout the year Staff will continue to plan, deliver and assess all programmes to ensure progression for all children to raise attainment in numeracy and literacy. • Continue professional dialogue with Coaching and Modelling officers from the Scottish Attainment Challenge in supporting staff to deliver strategies to ensure children's progression in numeracy and literacy. 	

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

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Assessment of children's progress
School Improvement

HGIOELC? QIs

2.4 Personalised support

2.5 Family learning

2.6 Transitions

3 2 Securing Children's Progress

Strategies

- Staff are using GIRFEC pathways to support children and families
- SMT use analysis of SEEMIS attendance to identify children with an attendance rate of less than 80%.
- Home visits to identified families from Family Support Worker
- Group call is used to communicate with parents regarding individual children's attendance.

Progress and impact:

Staff are making effective use of the GIRFEC pathways to ensure that identified children and families particularly children in SIMD 1 & 2 receive targeted early intervention and appropriate support to reduce the attainment gap.

Senior management team monitor the attendance of all children on a monthly basis. This identifies poor attendance, patterns and where appropriate targeted support or visits required from our Family Support worker. This has a positive impact as children's attendance has improved after using this support mechanism.

Group call has been very effective in communicating with parents/carers. There has been a positive response from parents that this is a good way to communicate reasons for children's absences and improvements in attendance has increased.

Next Steps:

- Continue to monitor attendance using SEEMIS and engage in early intervention to ensure good attendance is maintained and children's attendance rate particularly in the SIMD 1 & 2 increases to no less than 85%.
- Family Support worker to continue to offer support to parents/carers when required.
- Monitor children's attendance/absence to ensure attainment gaps continue to be reduced.

Establishment priority 3: Improvements in children and young people's health and wellbeing.

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School Improvement

Teacher professionalism

HGIOELC? QIs

1.3 Leadership of change

1.5 Management of resources to promote equity

2.2 Curriculum

3 1 Ensuring wellbeing, equality and inclusion

Strategies

- Staff visited other establishments to share good practice in outdoor learning
- Staff attended Mind Stretchers Developing Outdoor Area Training
- Staff consulted with children regarding time they spend outdoors
- A variety of resources were purchased and obtained.

Progress and impact:

Feedback from staff who visited other establishments was very positive. This was shared with all staff through professional dialogue/discussion and power point presentation. Staff have implemented aspects of the shared outdoor practice within our outdoor area. This has had a positive impact on the children's interest and engagement in their outdoor learning, health and wellbeing.

Mind Stretchers Outdoor Training has impacted on increasing staff's knowledge and understanding of the importance and benefits to children's health, wellbeing and learning outdoors.

Children are now choosing to regularly access outdoor play on a daily basis enabling them to engage meaningfully in aspects of learning for longer periods of time

Staff, parents/carers and members of the wider community have provided a variety of stimulating natural resources for our outdoor area. This enables the children to explore, develop a variety of skills and participate in all aspects of outdoor learning improving their health and wellbeing.

Next Steps:

To maintain our outdoor area and continue to provide motivating and challenging learning opportunities for all our children.

Establishment priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Priority

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

NIF Driver

Teacher professionalism
Assessment of children's progress

HGIOELC? QIs

1.2 Leadership of learning
2.2 Curriculum
3.3 Developing creativity and skills for life

Strategies

- Consultation with children about respecting their local environment
- Visits from environmental colleagues

Progress and impact:

Consultation with children was positive. Majority of older children shared their own experiences and knowledge of recycling at home and reasons for disposing of litter correctly. Every week the children are encouraged to bring in 3 items from home that can be used for recycling. Children were motivated in exploring this initiative and have taken ownership of it and now confidently participate in the Eco collection. Most children display good understanding of using correct bins to recycle items.

Environmental colleagues provided children with litter pickers, tabards and refuse bags to enable them to participate in litter picking within the nursery grounds, local surroundings, and beach and at the local care home. This has enabled children to develop skills for life in respecting their local and wider community.

Next Steps:

To continue to develop children's creativity, skills for life and to always have respect for their local and wider community.

Key priorities for improvement planning 2018-19

What is our capacity for continuous improvement?
<p>We consider ourselves to have a good capacity to improve and we will:</p> <ul style="list-style-type: none"> • Ensure that self-evaluation leads clearly to improvements in children's learning experiences and raise attainment in Literacy & Numeracy. • Continue to make good use of data. • Continue to engage and involve parents/carers, children, staff and partners in improvements. • Provide further opportunities for staff development • Continue to target and decrease the attainment gap for all children in SIMD 1 & 2

NIF quality indicators

Quality Indicator	Establishment Self Evaluation	Key priorities for session 2018/19
1.3 Leadership of change	Good	Continue to improve children's literacy and numeracy skills
2.3 Learning, teaching and assessment	Satisfactory	Continue to improve practice to close the attainment gap.
3.1 Ensuring wellbeing, equity and inclusion	Good	Continue to improve children's health and wellbeing.
3.2 Securing children's progress	Satisfactory	Continue to improve children's skills for life and learning.

Key achievements of the establishment
<ul style="list-style-type: none"> • We held a very successful information/curriculum evening for parent/carers to have the opportunity to find out about CFE, how the children learn and ways they can be involved in their children's learning. • We held two very successful craft days for parents/carers to share their creative skills with the children • Children have successfully took part in visiting Larkfield View Care home to participate in singing, storytelling, games and creative activities. • Residents from Larkfield Care Home have visited the nursery where the children demonstrated to them how and what they learn at nursery

- Children and staff participated in 'dress down day' for cash for kids and raised £60
- We had a very successful sponsored sing-a-long and raised £675. This went towards children's Christmas events.