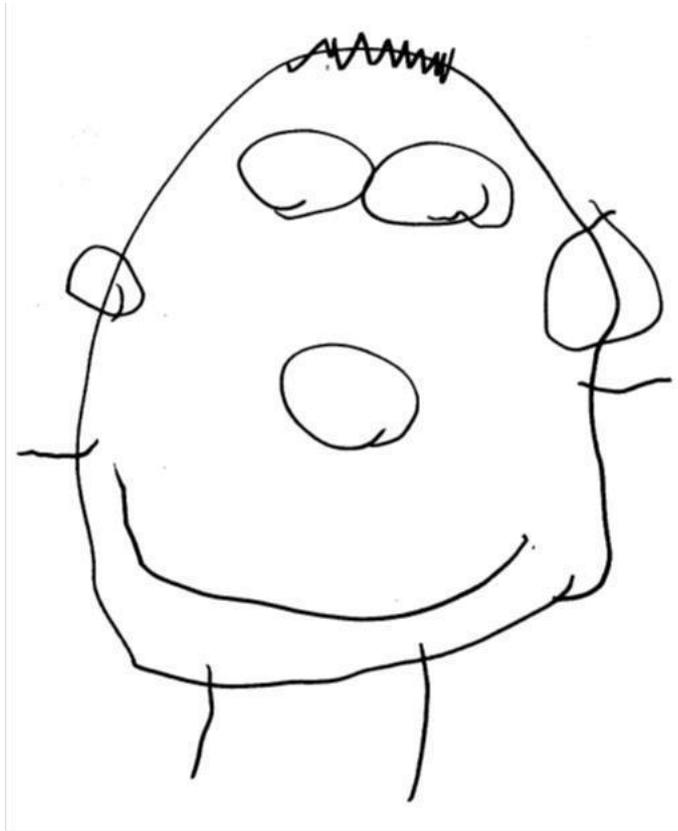


Larkfield Children's Centre



Standards and Quality 2018 - 2019

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 parents 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. 2 part time Early Years Education and Childcare Officers, 1 part time Access to a Teacher (January 19), 3 Early years Support Assistants and 1 Family Support Worker. Recently (June 19) we have been allocated an Early Years Graduate.

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. Parents 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.

Unfortunately due to the coaching and modelling officer's leaving post, we have had no support from the Scottish Attainment Challenge. Over the past year, the centre has been through changes in staffing due to sickness and vacant posts. This has had an impact on the consistency with staff, as new staff required time to develop their knowledge and skills of our practice. The centre had a local authority review in March 2018 and have made significant changes within the playrooms. We incorporated the areas for improvements into our Improvement Plan.

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 carry out our vision by:

- Providing a safe, caring and motivating learning environment.
- Providing fun and relevant learning experiences that allow children to engage in their learning.
- Promoting positives relationships with all stakeholders.
- Working effectively as a team to ensure high quality care and learning is delivered whilst being committed, knowledgeable and enthusiastic.
- Providing the best possible support and outcomes for all our families within our service and in the community
- Provide support and better outcomes for all children to reach their full potential.
- Ensuring parent/carers are involved and engaged in all aspects of their child's learning.

Our Values

- Promote all round respect to ensure children, parents and staff respect and value each other.
- Promote an ethos of trust and confidentiality within the centre.
- Ensure all families feel included, accepted and are confident that their views and opinions are valued.

National priority: How we are ensuring Excellence and Equity

Our new assessment and tracking system has been put in place. Due to staff changes and through self-evaluation and professional dialogue, it was identified that the tracking system needs to be simplified. Further improvements will be made to ensure all staff understand the process and that it remains effective in showing progression within children's learning.

Children who require additional support are identified early and intervention is put in place to ensure that children develop at their own pace. Staff have been using the Whole Body Listening approach and are focusing on phonological awareness to develop children's literacy skills.

Staff have been using the SEAL approach across the playroom to develop children's numeracy skills. However, due to staff changes, the SEAL approach needs to be revisited ensuring all staff have a shared understanding. Staff have introduced the PATHs programme to support children's Health and Wellbeing, further training for new staff is required to use this effectively. The Story Grammar is being used by our Teacher to provide challenge for children who have been identified as needing challenged.

All children are attaining and making positive progress within Numeracy, Literacy and Health and Wellbeing based on their individual needs, and at their own pace of learning.

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

Children's' progress:

Data clearly shows that all children within SIMD 1 and 2 have made positive progress across Health and Wellbeing, Literacy and Numeracy, within their stage of development and at their own pace of learning. This is evidenced through data analysis, collated from staff observations, daily planning sheets and individual trackers. Children who were identified as requiring support have received this through using the GIRFEC Pathways, they are making good progress across Health and Wellbeing, Literacy and Numeracy at their own pace of learning. Practitioners have excellent knowledge of individual children, and are able to provide learning experiences to the children who require to be challenged.

Staff continue to use Whole Body Listening programme and the Highland Council's phonological awareness programme to develop literacy skills in children. Staff continue to use the SEAL approach to develop children's numeracy skills, however, due to staff changes, further training is required to ensure a consistent approach. 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. There was a decline in children's attendance within SIMD 1 and 2, particularly in the month of February, but there have been valid reasons for this. SMT continue to engage with parents to encourage good attendance and explain the impact this has on the children's learning and achievements. Specific families have been supported by SMT and the Family Support Worker with regards to attendance. This has impacted on children's attendance increasing.

Review of progress for session 2018-19

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 3.2 Securing Children's progress
<u>Strategies</u> <ul style="list-style-type: none">• Staff have started to implement the SEAL approach within the playroom. (3-5 room)• The 'Whole Body Listening' programme is used within daily practice.• All staff have participated in in-service training to further develop their skills and knowledge relating to learning and teaching.• Recently, staff have engaged in monthly professional reading, enabling them to reflect and enhance their practice.• Staff have made changes to the learning environments to enhance children's engagement within their learning.	
<u>Progress and impact:</u> <p>All children continue to make good progress within numeracy at their own pace of learning. This is visible throughout the learning environment and playroom practice and the use of SEAL.</p> <p>All children have made good progress within literacy development. This is evident within the playroom as practitioners deliver a variety of experiences based around phonological awareness and the Whole Body Listening programmes.</p> <p>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 continue to use data effectively to identify gaps in children's literacy and numeracy learning and development. This has enabled practitioners to confidently plan and implement learning experiences suited to individual children, allowing them to reach their potential.</p>	
<u>Next Steps:</u> <ul style="list-style-type: none">• Further training will be arranged to ensure all staff have the knowledge that will ensure SEAL is embedded within daily practice to upskill newly appointed members of staff.• All staff will be consistent and confident in using the 'Whole Body Listening' programme to support children in all areas of their learning. This will be achieved through professional dialogue and modelling of practice.• Staff will continue to use Phonological Awareness programmes to ensure there is progression and raised attainment for all children within this area of literacy.• Staff will continue throughout the year to gather and use information on individual children's literacy and numeracy skills to plan their next steps. This will ensure progression and raise attainment in both literacy and numeracy for all children.	

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

Parental engagement

School Improvement

HGIOELC? QIs

2.4 Personalised support

2.5 Family learning

2.7 Partnerships

Strategies

- Recently, all playrooms have been adapted to implement the Frobelian approach to provide a rich learning environment for all children
- Staff continue to use GIRFEC pathways to support children and families.
- Allocated Educational Psychologist is involved in supporting identified children, parents and staff.
- Recently we have arranged drop in sessions with ICOS to support staff and provide professional dialogue on how best to support identified children.
- SMT use analysis of SEEMIS attendance to identify children with an attendance rate of less than 80%.
- Home visits and support to identified families from Family Support Worker.
- Group call is used to communicate with parents regarding individual children's attendance.

Progress and impact:

Staff have recently been introduced to the Frobelian approach within their practice. This has impacted on the children's increased confidence and engagement in their own learning.

Staff continue to use GIRFEC pathways to ensure that identified children and families, particularly children in SIMD 1& 2 receive targeted early intervention and support. Outside agencies are involved in collaborative working to ensure appropriate and achievable targets and goals are in place. This is positively impacting on the children progression and attainment, continuing to narrow the attainment gap.

The Family Support Worker continues to provide individualised and targeted support, through visits, to identified families. This approach is equitable and is providing the support that families need when it is required. This has shown recently a slight increase in attendance for some of these families. The feedback from parents has indicated that this service has been valuable.

Group call remains an effective tool in communicating with parents/carers. Parent's feedback indicates that this is a good way to communicate reasons for children's absences.

Next Steps:

- Staff will continue to increase their knowledge of Frobelian approach to further embed in every day practice.
- Staff will continue regular professional dialogue on how best to support children using the GIRFEC pathways.
- Collaborative working will remain a strong focus of the establishment.
- Regular monthly drop in sessions have started and more will be arranged with ICOS.
- Educational Psychologists will continue to provide support to families.

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

2.2 Curriculum

3.1 Ensuring wellbeing, equality and inclusion

Strategies

- Children spend time outdoors every day in all weathers
- Staff continue to consult with children about their learning outdoors and plan appropriately.
- Loose parts have been provided by the community to enhance children's creativity skills.
- PATHS programme is used to support children's emotional well being
- Physical Literacy programme has been implemented in the 3-5 room by Morton coaches

Progress and impact:

All children are now accessing their learning out doors on a daily basis. This has had a very positive impact on children's learning and overall progression in health and wellbeing as they are more physically active.

Children are more confident in leading their own learning and talking about what they have learned outdoors and planning next steps.

Children's creativity skills has been enhanced by using a wide variety of loose parts which has impacted effectively on children being more spontaneous, interested, confident and better engaged in their overall learning,

All children in the 3-5 room took part in the Physical Literacy programme on a weekly basis. This has had a very positive impact on children's listening skills, numeracy skills, fine/large motor skill and increased confidence.

Next Steps:

- Access training for staff on Forest schools to enhance outdoor learning
- Continue with Physical Literacy Programme to enhance children's health and wellbeing.

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

School Improvement

Assessment of children's progress

HGIOELC? QIs

1.2 Leadership of learning

1.5 Management of resources to promote equity

2.2 Curriculum

3.3 Developing creativity and skills for life

Strategies

- Staff have made an audit of our technology resources
- Technology resources have been purchased to enable children to explore the use of technology.
- Children have access to technology resources on a daily basis

Progress and impact:

All children had the opportunity through play, to explore and learn about technology and technology tools. This has impacted on the children demonstrating being more motivated, able to problem solve, role play and show an increase in their social and cognitive skills.

Next Steps:

- Continue to purchase more technology resources
- Staff to continue implement more technology in all the room for children to explore everyday

Key priorities for improvement planning 2019-20

What is our capacity for continuous improvement?

We consider ourselves to have a good capacity to improve and we will:

- Continue to ensure that self-evaluation leads clearly to improvements in children's learning experiences and raise attainment in Literacy & Numeracy and Health and Wellbeing.
- Continue to make good use of data.
- Continue to engage and involve parents, children, staff and partners in improvements.
- Continue to provide further opportunities for staff development
- Continue to target and decrease the attainment gap for all children in SIMD 1 & 2 with regards to attendance.

NIF quality indicators

Quality Indicator	Establishment Self Evaluation	Key priorities for session 2019/20
1.3 Leadership of change	Good	Continue to improve children's literacy and numeracy skills
2.3 Learning, teaching and assessment	Good	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	Good	Continue to improve children's skills for life and learning.

Key achievements of the establishment

- The centre received two very good grades from our recent care inspection
- The centre was awarded our eco green flag
- We held a very successful workshop for parents on schemas to raise their awareness and help them to identify and support schemas at home
- Parents participated in our 'stay and play' sessions and gave very positive feedback
- Staff participated in two recent successful in-service days, to explore theory and research on Froebel approach, pedagogy and play.
- We held a successful karaoke/bingo night and raise £950 for our end of term events
- Our transition with St Andrew's has been very successful. The children and young people participated in playmakers, reading groups and visits to and from school.
- All children in the 3-5 room successfully participated in the Greenock Morton Physical Literacy Programme. This also involved parental engagement to celebrate the children's achievements.