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|  | **Larkfield Children’s Centre**  **Standards and Quality 19/20**  **Recovery Action plan Autumn 2020/21** |

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| Context of the Establishment: |
| The Centre currently comprises of 1 small and 2 large bright and spacious playrooms providing opportunities for our children to learn, develop and grow in a safe, secure and nurturing environment. Play, creativity and child led learning is at the centre of all we do at Larkfield. There is a large outdoor space for children to participate in Forest Schools and two smaller fenced areas for the younger children to enhance their creativity, health and wellbeing and learning.  At the moment the centre has the capacity to provide early education and childcare for 24 children aged 3-5, 20 children aged 2-3 and 6 children 0-2. This capacity will increase with the expansion of the 1140 hours and the exciting new rebuild.  Currently, our staff team 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 EY Teacher, Early Years Graduate, 3 Early years Support Assistants and 1 Family Support Worker[ vacant post] a clerical and caretaker/cleaner. The team will expand in August to accommodate 1140 hours where appropriate.  We have very good links with our main feeder primary schools, St Andrews Primary, Aileymill Primary School and cluster group to ensure smooth transitions to school and moderation between establishments. We also work in partnership with various colleges, universities and secondary schools to support work experience and apprenticeships to develop and support young people’s life skills. We has very good relationships with our other ELC establishments, partner agencies and the local and wider community.  **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 theirs 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, parent/cares 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. |

**Review of progress for session Aug 2019- March 2020**

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| **Establishment priority 1**: | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Assessment of children's progress  Parental engagement  Choose an item. | HGIOELC? QIs  2.2 Curriculum  2.3 Learning, teaching and assessment  2.7 Partnerships  3.2 Securing Children’s Progress  **Other Drivers**  **RRS**  Article 3 (Best interests of the child):  *Article 28: (Right to education):* |
| **Strategies:**   * Staff will receive training on Inverclyde Progression Pathways from EYT * Staff will receive training on the SEAL approach[ from Attainment Team]   **Progress:**  All staff in the 3-5 room have engaged in professional dialogue and professional reading regarding the pathways and have a developmental check in system to monitor the children’s progress. All staff have received training on the SEAL programme and this has been implemented within the 3-5 room.  **Impact:**  Staff are becoming more confident and knowledgeable in using the Inverclyde Progression Pathway to monitor children’s individual progress in their Literacy and numeracy skills. This allows a differentiated approach to individual and developmentally targeted learning for each and every child. Children’s development on the ‘beginning’ phase of the literacy progression pathways has stayed steady and children’s development on the ‘during’ phase of the pathway has increased.  The SEAL programme is implemented by the graduate to identify progress and gaps in the learning environment. This has identified that children developing through the beginning and during phase of the numeracy has increased. This also ensures targeted support and challenge for children’s individualised learning and supports the staff team in delivering high quality SEAL experiences.  Through staffs professional judgement and use of observations, staff have seen a positive increase of children making very good progress in in their Health and Well-being. | |
| Next Steps: Continue to build on progress and good practice extending it to the outdoor area. Upskilling new staff on how to implement SEAL through play. | |

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| **Establishment priority 2**: | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children  NIF Driver  Assessment of children's progress  School Improvement  Choose an item. | HGIOELC? QIs  2.3 Learning, teaching and assessment  2.4 Personalised Support  2.7 Partnerships  **Other Drivers**  **RRS**  Article 3 (Best interests of the child):  *Article 28: (Right to education):* |
| **Strategies:**   * Learning environment will be further adapted to the needs of the children and be more aesthetically pleasing. * Staff will further develop their knowledge and understanding of Froebelian practice. * Professional learning visits to take place.   **Progress:**  All playroom environments has been effectively changed to best suit children’s developmental needs and choice. The Froebel principals are being implemented within each playroom to promote curiosity, enquiry, creativity and personal choice. Staff have effectively engaged in in-house training and professional learning visits to other nurseries out-with Inverclyde to share good practice in Froebel approach. The head of centre and one other staff member has been accepted to do the Froebel course. This has been postponed due to lockdown.  **Impact:**  The environment is calmer and an inviting space for children to learn. The children are more deeply engaged in their learning for longer periods of time. Resources are more open ended allowing for children’s freedom of thought and creativity to flourish. Staff are more aware of when to observe and facilitate learning. | |
| Next Steps: Continue to develop our resources ensuring high quality engagement to inspire children’s thinking. Continue to update current and new staff in the Froebel approach. | |

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| **Establishment priority 3**: | |
| NIF Priority  Improvement in children and young people's health and wellbeing  NIF Driver  School Improvement  Parental engagement  Choose an item. | HGIOELC? QIs  1.3 Leadership of change  2.2 Curriculum  3.1 Ensuring wellbeing, equality and inclusion  **Other Drivers**  **RRS**    *Article 12 (Respect for the views of the child):*  *Article 31 (Leisure, play and culture):* |
| **Strategies:**   * Specific outdoor area identified for Forest Schools approach * Risk Assessment carried out on identified grounds for Forest schools * Training for all staff of the Forest School approach * Establish an implementation team for the Nurture Programme to be rolled out August 2020 * One hour taster session to be arranged for staff   **Progress:**  We have identified a specific area for our Forest schoolsapproach and a risk assessment has been put in place. Forest schools is becoming embedded in our practice to enhance high quality outdoor experiences for all children. Staff have connected with colleagues within and out-with the local authority through professional dialogue to share ideas, good practice and seek advice All staff have successfully participated in Forest School training. Our graduate has been identified to take the Nurture programme forward. All Staff have participated in a one hour training session with our Educational Psychologist. The nurture programme was postponed due to sickness and cancelled sessions. This will be carried forward as an improvement for 2020/2021.  **Impact:**  All children have the opportunity to access the forest twice per week. This has allowed the children to lead their own learning, develop their creativity skills, use their imagination and use their problem solving skills. Staffs professional judgement and observations have shown, when comparing indoors and forest visits, there has been a marked difference in the levels of engagement and cooperative play, especially with children who have ASN. | |
| Next Steps: Further develop forest schools through organised visits to the forest and purchasing more essential resources e.g. warm boots and onesies.  Nurture Programme to be rolled out August 2020/2021. | |

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| **Establishment priority 4**: | |
| NIF Priority  Improvement in employability skills and sustained positive school leaver destinations for all young people  NIF Driver  School Improvement  Teacher professionalism | HGIOELC? QIs  2.2 Curriculum  2.7 Partnerships  3.3 Developing creativity and skills for life  **Other Drivers**  **RRS**    *Article 28: (Right to education):*  *Article 31 (Leisure, play and culture):* |
| **Strategies:**   * Funding applied for and awaiting outcome. ( Food for Thought- Working in the community) * All children will be actively engaged in regular planting programmes within the nursery environment/wider community * Dialogue with Linda(Social Coordinator) Larkfield View to arrange visits * Children will be engaged in regular visits to local care home   **Progress:** Unfortunately the funding was not approved for our ‘Food for thought-working in the community’ therefore the programme did not go ahead.  Children continue to be involved in planting within the nursery grounds. Staff have researched other avenues and have established good links with Belleville Community Gardens to deliver a similar programme, as well as links to intergenerational working and sustainable food growth. Good links with The Trust have been made with a view to the centre becoming a community fridge freezer.  We have very good partnership with Inverclyde Academy home economics department providing snacks for the children and the pupils visited the nursery to enquire about providing meals for vulnerable families.  The technical department had begun a project with nursery where the pupils would help to plan for and develop the nursery garden.  **Impact:**  Due to lockdown, all projects ceased. We will continue to pursue these as soon as it is safe to do so. | |
| Next Steps: Continue to work in partnership with the groups once lockdown is lifted. | |

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| **National priority: How we are ensuring Excellence and Equity?** |
| **Brief commentary on context and identified barriers to learning which affect progress and attainment**  We have a high SIMD 1&2 demographic of children and a number of children who have been identified as having an additional support need, some who are vulnerable and refugee children who have English as an additional language.  From session 2020/2021 we have targeted children from the high SIMD groups to individualise learning with an aim to close the attainment gap. We have done this in collaboration with the early years graduate and the early year teacher who support the staff in implementing universal and targeted support within Literacy, Numeracy and Health and Wellbeing. Children’s progress is tracked and monitored through our developmental check in system and IC progression pathways which allows us to individualise learning, providing support or challenge for every child. We use the GIRFEC pathways which allows us to meet the needs of each individual child and their families. We have very strong links with other professionals who help us support each child and famliy e.g. EYOT, health visitors, SALT, the refugee integration officer, social work and cluster schools.    Due to lockdown we have provided remote learning for all our children and families via twitter and group call to engage them in play experiences whilst at home. We have also provided regular support to our vulnerable families through weekly phone calls and provided information to essential services. |

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| **Response to Covid 19 Lockdown closure – March 2020 – June 2020** |
| **Families**  CP children & families were phoned weekly & wellbeing phone calls to parents. SMT participated in CP conference calls. Support for families from SALT/ICOS/health visitors.  Extra food parcels & payments (Bernardos)/nappies/wipes/working with community links (Belville Gardens)  We provided remote learning via group call/website/twitter (all twitter learning was developmentally appropriate for all children across the centre), Microsoft surveys & care packages were delivered to every child most engaged with the resources. The hub activity packs with variety of age and stage appropriate learning resources were delivered and face to face door visits. Resource packs proved more useful than the IT remote learning due to sharing IT equipment at home. Online learning via IT proved difficult because of families’ restricted use of IT equipment.  There was a poor response from parents regarding our survey however phone calls throughout lockdown have been well received and beneficial to the families There was very positive feedback from families who used the hubs.  Children & families have shown great resilience i.e variety of staff and variation of children attending due to staff rotas and rotas of key workers. Families appreciated that where possible there was at least 1 familiar staff member from each establishment in the hubs where children had a familiar face when attending. The fact that the hubs were opened during public holidays and term time holidays was greatly received from parents using the hubs  **Staff**  Staff weekly phone calls check ins between SMT and staff, Social media and Webex staff meeting. Professional chats, email info to staff and communication through Microsoft teams. CPD links provided by Inverclyde council and SMT at beginning of lockdown, UWS online training, Adventures with Alice CPD, SSSC badges, Staff sharing links within their room chats. Staff have engaged in really good online learning and the evaluation of their learning has projected impact on practice on returning to work. However, some staff were having to use mobile phone devices to access home learning which proved difficult and WIFI network issues proved difficult for some staff to engage in remote professional learning.  At first staff were anxious and scared with the prospect of going to a hub. There was a meeting before staff attended the hub at the beginning of lockdown to ensure clarity and expectations. Staff have reported that once they attended a hub it wasn’t as bad as they thought it would be and their anxiety reduced We feel that this was due to the highly organised approach from SMT running the hubs.  Having flexible rotas spread across 3 establishments was a positive model for staff and those with childcare needs. Budgets for the hubs were positively received when purchasing resources for the activity packs. Having support from Kathy from ICOS to support staff to support children with ASD was very positive and clear links with other professional e.g. health visitors and SALT proved beneficial to the staff and to families, |

**Autumn term recovery plan PRIORITY 1-4:**

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| **Tasks / action** | **RAG of progress** | | | **Who is responsible?** | **Timescale** | **Partners / LA Links** | **Resources / CLPL** |
| HWB staff & children | R | A | G | SMT & staff nurture leadership team | Aug 2020 - ongoing | Educational psychologists, SMT & EY graduate | PATHS, Bereavement, Change and Loss Policy,  Well-being check ins between SMT and staff |
|  | X |  |
| Team building with new and current staff |  | X |  | SMT, staff team | Aug 2020-dec 2020 | SMT & all staff, QIO | * Staff selected leadership groups to be involved in. Getting to know each other and working collaboratively to develop initiatives across the centre * Groups involved in planning and ordering furniture/resources for new build * Staff developing a ‘personalised vision’ for the new centre |
| Nurture programme |  | X |  | EY graduate, SMT & staff nurture leadership team | Aug 2020 - ongoing | Educational psychologists & EY graduate | * Nurture Principle resources * Anne attend webex meeting re nurture lead by Lawrence ED PSYCH * Training session for LCC staff on in-service day * Nurture pack designed and distributed for staff to implement with EY graduate support * Launch #wellbeingwednesdays to showcase the promotion on H&WB through play via twitter * Karen and Joan lead Yoga with the children * Cheryl to lead mental wellness at LCC with staff engaging in a ‘pathway support’ system (universal, targeted, enhanced) |
| Community projects | **X** |  |  | SMT, Family support worker | Aug 2020 - ongoing | Belville community gardens, the trust, Riverside gardens Larkfield View care home & Inverclyde Academy | Re-establish connections with Belville community gardens through family support worker. Providing parents with food donations. Virtual cooking classes. Signposting families to various grants and benefits they may be entitled to. |