

Context of the Establishment:

Our Establishment

The centre currently comprises of 1 large bright and spacious playroom for children aged 3-5, 2 bright smaller playrooms for aged 2-3 children and 1 smaller playroom for under 2's. Each room has access to one large outdoor play area, with the exception on the baby room who have their own small fenced in garden area. The 3-5 playroom and 1 of the 2-3 rooms have direct access to a large outdoor classroom. All children are able to have an opportunity to use the outdoor classrooms. The outdoor spaces allows children to enhance their health and wellbeing, in particular in relation to gross motor and co-ordination development, as well opportunities to develop skills in creativity and curiosity and engage in risky play. The gardens join together so that children of all ages play and learn together. This includes babies as our 0-2 room EYECOS regularly take our babies out in to the large garden and, under supervision, interact with the older children. Our shared garden is especially nice for siblings.

At Larkfield we are registered with the Care Inspectorate to provide Early Learning and Childcare for no more than 100 children. Of this 100 children:

- No more than 6 will be under 2.
- No more than 30 will be aged 2-under 3
- No more than 64 will be aged 3 to those aged where they are not yet able to attend primary school.

The provision we offer is statutory entitlement of 1140 hours to our 3-5 year olds, 1140 hours for entitled 2 year olds, discretionary places for babies and 2-3 year olds, and Chargeable Child Care places. This is for parents who are in work, education and training and can be used for full or half sessions, or for before and after the child's funded hours.

The centre makes use of the surrounding woodlands. 3-5 room children visit regularly and their natural curiosity allows them to make direct connections with nature, whilst the children in the 2-3 room regularly take trips to the beach.

We foster an ethos of leadership at all levels and practitioners have taken the lead on initiatives such as 'Larkie Ventures' and 'Beach Schools'

The outdoor adventures led by our EYECO's run in blocks, and at the end of each block parents are invited to join us and take part in the learning. The children are always very proud to show what they have been up to! All parents who have attended one of our sessions has provided positive feedback.

During the holiday periods our children enjoy trips out on public transport, making use of buses and trains, providing real life experiences. Our babies enjoy outings in the prams. We regularly visit local parks and beauty spots, as well as the local library.

To promote children experiencing real life experiences we have a woodwork station within the playroom, led by experienced and trained practitioners. Children are regularly given the

opportunity to take part in woodwork experiences using real tools. Parents have also been invited in to take part in woodwork and have provided positive feedback.

Our playroom also boasts a sewing area and we aim to have real, authentic resources in our playrooms, such as real cups and plates, full size sofa's and vintage furniture.

To ensure children have access to real life experience, we have worked hard to develop our lunch routine to ensure that it is an unhurried and enjoyable experience whilst also developing life and independence skills. Children choose their own lunch, collect their own plates and cutlery, pour their own soup and drink and with encouragement and support as required, cut their own food. They clear their things away at the end. Staff ensure that the playroom remains a peaceful place during lunch time by encouraging those who are not eating to enjoy the surroundings of the outdoor classroom and the garden.

One of our main priorities has been to raise attainment in literacy. Carrying on from last year, our 2-3 room staff have worked with colleagues from Inverclyde Communication Outreach services (ICOS) and from speech and language to embed the PALs (Play and Learning Strategies) programme into their daily practice. Data suggests that since we have implemented the PAL's, referrals to speech and language have decreased. We now have trained PALs staff working in the 3-5 room who are promoting the programme and using to work with the children. Our aim is that all staff will use the strategies and it will become embedded in the routine as it has in the 2-3 rooms.

We now link our home learning, which goes out once per block (6 weeks) to literacy. We have a book and rhyme of the block in nursery which links to the suggested learning experiences we send home. We are mindful to ensure our learning suggestions are free.

The home learning is linked to the ICan toolkit, developed by our colleagues at speech and language. We are creating a programme using the toolkit that will enable staff to work with targeted children and their families, to increase literacy skills.

The strategies that we have put in place to support literacy development is reflected positively in our tracking data.

This year we have also further developed our planning system, meeting regularly to have professional dialogue and working together to plan for learning that relates to the Curriculum for Excellence and Realising the Ambition.

Our highly skilled practitioners are committed to professional development to further enhance children's learning and development and we currently have 3 staff who are studying for their degree, with another 3 who have applied to study in the next academic year.

We make connections with our local community partners and have built positive relationships with our partners including St. Andrews Primary, Aileymill Primary, and Inverclyde Academy.

We work hard to support our families and strive to offer them places that suit the needs of their circumstances, for example, the 6 hour daily entitlement can be used flexibly and start and finish times can be varied.

Currently our staff team consists of a Head of Centre, a Depute Head of Centre, a Senior Early Years Education and Childcare officer, 14 full time Early Years Education and Childcare Officers, 8 part time Early Years Education and Childcare Officers, 1 part time access to an EY teacher, 5 Early Years Support Assistants, 1 clerical and 1 caretaker. We are currently recruiting for 1 Full

time EYECO, 2 part time EYECO's and 1 Equity and excellence lead. Over all we have a staff team of 33 staff, which will rise to 36 once recruitment is complete.

We have very good links with our main feeder primary schools, St Andrews and Aileymill Primary Schools to ensure smooth transitions to school and moderation between establishments. We work well with our colleagues at Craigmarloch School to ensure a positive transition period for our children who have additional support needs and their families. We also work in partnerships with college and secondary schools to support work experience, NC and HNC students and Foundation Apprentices. We work with Inverclyde Council Workforce Development team and West College Scotland to provide training for Apprentices. This year we have had 1 apprentice qualify to SVG level 7. She is now a fully qualified and trained Early Years Practitioner.

We also work with young people from More Choices More Chances.

We work together with our partners in other agencies including colleagues in Health, Speech and Language, Occupational Therapy and Physiotherapy.

We work in collaboration with Inverclyde Social Work team and Police Scotland as required.

Vision:

- At Larkfield Early Learning Centre, we foster a fun, happy and safe environment for all our children and staff. We prioritise positive relationships through a nurturing and inclusive pedagogical approach, ensuring that children are respected and feel loved.

Our Values:

Nurturing Transparency Teamwork Professionalism Enthusiasm

Our Aims:

- We will provide a safe, nurturing and motivating learning environment, where children can flourish and grow.
- The learning experiences we offer our children will be fun and relevant.
- We will promote positive and nurturing relationships with our children, families and partner agencies.
- We promise to be transparent and communicate effectively while working in partnership with children and their families.
- We will work effectively as a team, to ensure that we provide the highest standard of care and learning.
- All staff will show enthusiasm, professionalism and commitment to achieve the highest possible standards. We will provide children with free flow daily access to outdoor play, where they will be supported and encouraged to make decisions and manage risk.
- We will ensure that parents are supported and involved in all aspects of their child's learning.

Establishment priority 1:NIF Priority

Improvements in attainment, particularly in literacy and numeracy

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NIF Driver

Assessment of children's progress
School Improvement

HGIOS/ELC QIs

2.2 Curriculum

3.2 Securing Children's Progress

UNCRC

Article 28: (Right to education):

Choose an item.

Outcome:

- By May 2024 all children will access strategies from the PALS programme and there will be an improvement in literacy and numeracy tracking data.
- By May 2024 almost all parents will have accessed workshop opportunities to develop their confidence in literacy and learning at home.
- By May 2024 the number of staff confidently support literacy learning will have improved from baseline questionnaire.
- By May 2024 all staff will have a basic understanding the principles of the ICAN Toolkit.

Strategies:

Parents will have access to information leaflets and videos promoting the importance of storytelling.

Workshops and stay and plays focused on literacy and numeracy will be offered to enhance parental engagement and increase confidence in supporting literacy learning at home.

The 5 PALS strategies will be used by all staff and children.

Woodwork sessions for children and their parents will be offered to increase confidence and understanding of the link between woodwork and literacy.

Progress and impact of outcomes for learners:**Data shows an increase in literacy levels as below -**

- 3-5 room children pre-school children – increase of 8.3 % between May 2023 and May 2024
- 3-5 room ante pre-school children – There was a decrease of 27 % between May 2023 and May 2024, however, literacy levels started to rise again in January 2024 with an increase of 17.93 %
- 2-3 room children – increase of 39.5 % between May 2023 and May 2023, with a slight decrease of 5.9 % in January
- 0-2 room have maintained literacy levels between May 2023 and May 2024, with 71.4 % of children on track in their literacy achievements and 15 % of children 'getting there' and developing their literacy skills.

Next steps:

- Implement and embed Inverclyde Council's New Skills Assessment Tracker.
- Introduce all staff to the New Literacy Strategy which focuses on highly effective teaching of listening, talking and writing.
- Implement and embed the ICAN toolkit.

- Develop planning for an environment that is inclusive to all.

Establishment priority 2:

NIF Priority

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

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NIF Driver

Teacher professionalism
Assessment of children's progress

HGIOS/ELC QIs

2.3 Learning, teaching and assessment
3.1 Ensuring wellbeing, equality and inclusion
1.3 Leadership of change

UNCRC

Article 31 (Leisure, play and culture):
Choose an item.

Outcome:

- By May 2024 all children will access a range of rich, first hand learning experiences which promotes an improved level of wellbeing and engagement.
- Staff confidence in delivering a range of rich, first hand learning experiences will increase overall by June 2024.

Strategies:

All staff will engage in professional dialogue to develop our knowledge and understanding of rich, first hand learning experiences. Staff will complete baseline questionnaires on their understanding of rich, first hand experiences. We will strive to evaluate and improve the children's lunch time experience, promoting it to be relaxed and unhurried, and developing independence skills.

Information leaflets will be created for parents on the importance of rich, first hand learning experiences, for example, woodwork and the fire pit.

Progress and impact of outcomes for learners:

- Staff and SLT have worked together to create a routine that promotes wellbeing and engagement for all children.
- All staff are now able to take part in fortnightly planning meetings led by SLT that gives us the opportunity to have professional dialogue and work together to plan first and learning experiences.
- All pre-school children have access to the Woodwork programme.
- All 3-5 children have had access to the Larkie Ventures Programme.
- All 2-3 year olds have accessed the Beach Schools programme.
- Larkie Ventures has had parent sessions where parents and children used the fire pit and toasted marshmallows.
- Parents participated in Beach Schools Sessions.

- On a daily basis staff engage all children in high quality learning interactions, aided by increased time for planning.
- Students and apprentices are learning from skilled and experienced staff and are modelling their interactions.
- Resources are authentic and homely, for example, sofa's, side tables, lamps, handbags and high heels all promote engagement in role play that supports children to make sense of their world.
- All children have had access to planting, caring for and growing plants and vegetables.
- Children are more independent at lunch and collect their own dishes, as well as clear them away when they are done.
- How lunches are served has changed and children are able to access it more freely, without being rushed. They can leave the table and go and play as soon as they are finished and there is no need to wait. Children who are not eating still have access to a stimulating indoor and outdoor environment with an appropriate amount of staff.

Next steps:

- Develop a whole nursery approach to planning for learning, environment and experiences.
- Enhance transitions between rooms based on learners as individuals.
- Roll out the Attendance Strategy
- Focus on developing an understanding of how attendance correlates to our children in different models and SIMD 1 & 2.

Establishment priority 3:

NIF Priority
Improvement in children and young people's health and wellbeing

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NIF Driver
School leadership
School Improvement

HGIOS/ELC QIs
3.2 Securing Children's Progress
3.1 Ensuring wellbeing, equality and inclusion

UNCRC
Article 4 (Protection of rights):
Choose an item.

Outcome:

Staff will have a shared understanding of Children's Rights and the importance of embedding these in practice, this will ensure all children have access to a learning environment which promotes and improvement in wellbeing and Children's Rights by June 2024.
Staff will have a shared understanding of trauma informed practice and the importance of embedding this approach into practice, this will ensure all children have access to a learning environment which promotes an improvement in wellbeing through trauma informed practice by June 2024.

Staff will have a shared understanding of the PATHs programme and the importance of embedding this approach into practice, this will ensure all children have access to a learning environment which promotes and improvement in wellbeing through trauma informed practice by June 2024.

Strategies:

Baseline assess staff's understanding of Children's Rights and how to promote these. Leaflets for families detailing the importance of Children's Rights will be created and a working group will be established to embed children's rights into practice.

We will promote trauma informed practice and build positive relationships and connections with all learners and families. Staff will access training and resources related to racial literacy. SLT will complete STILT training and then this will be available to all staff.

Progress and impact of outcomes for learners:

- Some staff have received training on Children's Rights. All staff are aware of Children's Rights and the importance of it being embedded in their daily lives.
- Most 3-5 staff are trained in the PATHs programme. Children are engaging well with the programme and staff are becoming more confident.
- All children are well settled within each room and are able to engage in learning through play. Most children who are able to can vocalise their thoughts and feelings and will use terms such as 'my feelings are hurt' and 'I'm sad'. Children are used to visuals that staff wear on their lanyards and most understand 'Gentle hands' and are using this phrase towards their peers if someone is being too rough or hitting. Children know their voices are valued which gives them confidence and a strengthened sense of self-worth.
- The relationships all staff have built with the parents/carers of all children across the centre, especially with children who are vulnerable, have additional support needs, are unable to talk for themselves or have English as an additional language, has created deep trust. This provides the carer with confidence that we are meeting their child's wellbeing needs in a way that they would do so themselves.
- Personal care is carried out with dignity and respect.

Data shows an increase in HWB levels as below –

- 3-5 room pre – school children – between May 2023 and May 2024 levels have increased by 15.6 %
- 3-5 room ante pre-school children – between May 2023 and May 2024 levels have increased by 27.03 %
- 2-3 rooms – between May 2023 and May 2024 levels have increased by 24.5 %
- 0-2 room – between May 2023 and May 2024 levels have increased by 12.62 %

Next steps:

- Develop individualised planning systems for learning and teaching for our learners with Additional Support Needs, with the principles of GIRFEC underpinning our practice.
- Build racial literacy into our practice and ensuring our setting is a place of inclusivity for all.
- Embed trauma informed practice.

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Establishment priority 4:	
<u>NIF Priority</u> Improvement in skills and sustained, positive school-leaver destinations for all young people - <u>NIF Driver</u> School Improvement Choose an item.	<u>HGIOS/ELC QIs</u> 3.3 Increasing creativity and employability 1.5 Management of resources to promote equity <u>UNCRC</u> Article 28: (Right to education): Choose an item.
Outcome: Almost all children will have an improved digital offer within the learning environment with the resources available by June 2024 which will ensure they make progress in their digital learning. Strategies: Baseline assess practitioner capacity and understanding of digital learning and provide training on digital experiences for staff. Evaluate digital learning opportunities within the playrooms and make a plan for year 24-25 to allocate budget to digital resources. Progress and impact of outcomes for learners: <ul style="list-style-type: none">• Carry over to 2024/2025 SIP.	
Next steps: <ul style="list-style-type: none">• Baseline assess staffs capacity and understanding of digital learning.• Provide training on digital experiences for the early learners• Evaluate the learning environment and opportunities for digital learning and make a plan for 2024/2025 to implement and purchase resources.	

National Improvement Framework Quality Indicators

1.3 Leadership of change	Good
Key Strengths: ELC <ul style="list-style-type: none">• SLT involve all staff in the centre's improvement journey and any changes	

- Staff are encouraged to engage in leadership at all levels for example, leading initiatives such as Larkie Ventures, events groups (E.g. sports/craft days) and SIP co-operative groups.
- Staff are given the encouragement to develop their own pedagogical leadership by having responsibility to develop their playroom areas over 2 weeks (3-5 room) and the room as a whole in the 0-3 rooms.

Key Priorities:
ELC

- Children, families, practitioners and partners are all involved in the creation and regular review of the vision, aims and values of the setting. These are revisited and updated in line with setting improvements.
- Leaders are effective role models as they carefully guide the strategic direction and pace of change to ensure sustainable positive outcomes for children and families.
- Further enhance centre capacity by implementing a supervision programme, giving staff the opportunity to discuss their professional developments, any support/CPL they feel they need, and identify their key strengths and areas of leadership.

2.3 Learning, teaching and assessment

Good

Key Strengths:
ELC

- We have developed our tracking system to provide practitioners with an in-depth insight into their children's stages of development, informing them how they can scaffold their learning.
- From our tracking data informs us that some children are progressing in their literacy and numeracy.
- Observations show that practitioners are taking ownership of areas and are leading the learning whilst acting responsively and children's engagement levels have increased.
- All staff are now using online learning journals which aids planning of learning and teaching. Effective observations are leading to more effective assessments of learning, leading to improvement outcomes.
- The planning has been reviewed and staff now plan as teams. Learning and teaching links directly to the Experiences and Outcomes of the Curriculum for Excellence and the values and principles of Realising the Ambition.
- Planning supports a balance between intentional and responsive learning.
- Children are encouraged to make choice and be leaders in their own play, with skilled and knowledgeable staff scaffolding their learning.

Key Priorities:
ELC

- SLT and staff will use tracking data to plan and support learning and progression for all children as individual learners.
- Continue to embed planning that links to the Curriculum for Excellence, alongside the new Skills Assessment Tracker and New Literacy Strategy.

3.1 Ensuring wellbeing, equity and inclusion

Good

Key Strengths:

ELC

- All children are valued and respected, settling in procedures are individualised to each child and family.
- All children have individual targets set in partnership with families.
- Children with additional support needs have individualised plans and strategies in place to support the child and family.
- Horizontal transitions between rooms and other ELC's are well organised and fit the child and family.
- We work closely with our partners in Speech and Language and ICOS and health.
- SLT call regular TAC meetings for children who require them. We invite families and appropriate professionals, ensuring the child is at the heart of discussions.
- Practitioners' sensitivity and responsiveness significantly contributes to the wellbeing of each individual child and their family. Keyworkers are invited to speak at these meetings as it is recognised that they know the child and family well.
- When invited, SLT and keyworkers attend TAC's called by other agencies, as well as LAAC and LAAH reviews, Core Group meetings and Children's Panel meetings. We respect all our service users and their families at all times during these processes regardless of circumstances.
- The Depute Head of Centre is the Health and Wellbeing Co-ordinator, ASN Leader and the Equalities Co-ordinator. She has regular meetings and updates with other co-ordinators across the sector.

Key Priorities:

ELC

- All our practitioners will engage in professional learning which takes due account of the legislative framework related to wellbeing, equality and inclusion.
- All staff to use learning resources available on the new SSSC CPL website to keep update with good practice relating to equality/inclusion.
- Knowledge and information from Health and Wellbeing and Equalities Co-ordinator meetings, to share this knowledge to inform our practice. Disseminate any appropriate resources.
- SLT and staff will continually update their knowledge and understanding of ASN processes and Child Protection procedures.

3.2 Raising attainment and achievement/Securing children's progress

Good

Choose an item.

Key Strengths:

ELC

- All children now have an Online Learning Journal where their development information is recorded.
- Keyworkers know their children very well and plan for their next steps.
- A number of staff are working towards their degrees, meaning that children have access to highly skilled and knowledgeable practitioners.

Key Priorities:

ELC

- Bring a focus to data collection around the learning and development of our children in SIMD 1 & 2 and use the data to plan for progression.
- Introduce the new Skills Assessment Tracker and New Literacy Strategy
- Continue to develop the use of the ICAN toolkit

Key Achievements of the Establishment

- Staff have been developing their understanding and skills in writing high quality observations. They have completed training in this from the Depute Head of Centre.
- The use of Online Learning Journals is now fully implemented and has been well received by all parents and carers.
- Our improvement journey is a full staff team approach. Practitioners have formed co-operative groups, led by SLT members, ensuring they are able to contribute to our improvement journey as outlined in the SIP.
- Staff have worked hard to create learning environments that are stimulating and inviting, making use of loose parts and understanding the importance of themselves as a resource in the children's learning and development. All staff attended a training session on this led by the Senior Early Years Practitioner.
- Environments within the room have been evaluated and developed to ensure continuous provision. Staff have changed from being on areas for 3 months to 2 weeks. This ensures the environment becomes regularly refreshed and updated in response to children's interests and needs.
- Some staff have had the opportunity to develop their own leadership skills. 2 of our experienced early years practitioners have gained experience in temporary Senior Practitioner roles and our permanent Senior Practitioner has gained experience of a temporary Depute Head role. These skills and professional development will be invaluable to Larkfield as they bring their experience and knowledge to their practice, leading to improved outcomes for children.
- Leadership at all levels is important to us at Larkfield, staff who are skilled, confident and knowledgeable have direct positive impacts on children's learning and outcomes. Practitioners have taken the lead on our 'Larkie Ventures' outings as well as 'Beach Schools'.
- The outdoor classroom in the 3-5 room has been completely re-vamped and is now a comfortable and stimulating space that is well used by the children and staff.

Our events continue to be well attended by our parents and carers. We have held craft days and Christmas concerts, as well as fundraising events such as a bake sale. We continue to be well supported by our families. They recently held a fundraiser in our honour.

All parents who responded to our survey so far about our events have provided positive feedback.

We hosted a very successful 'Summer Hoe Down' celebration and invited all families and children to participate. It was very successful and further cemented relationships and connections between the centre and families. This year the theme was 'Larkie Fest' and was enjoyed by all.

We work with Children in Poverty Inverclyde and we are pleased to say that thanks to them, we were able to ensure some of our most vulnerable families received children's toys at Christmas.

We have a Community Food share Programme, we stock cupboard essentials and we have a fridge and freezer. We also stock sanitary and hygiene products. All families are welcome to take what they need.

Book and Rhyme of the Block has been well received, with lots of positive feedback from parents. We have developed home learning relating to the book and the rhyme that links directly to the Ican Toolkit. Parents also engage in Home Learning by posting their photos and comments onto Learning Journals.

We are pleased to have worked in partnership with Inverclyde Shed to continue to provide our children with real life experiences of planting, caring for and growing plants and vegetables. This is led by one of our very knowledgeable and enthusiastic practitioners.

To aid cohesive daily running of the centre, communication books are being used in each room ensuring all staff are aware of what is going on. This also aids communication between staff and parents, for example, if a child has been hurt it will be written in the book meaning staff can tell parents/carers, as with shift work this can prove difficult.

Close collaboration with primary schools has continued and we were able to host our colleagues from St. Andrew's and Aileymill as they visited their new P1 children. ELC practitioners have also taken groups of children to visit their new primary schools, including getting the bus to Craigmarnoch for those children who will attend there.

We have further supported children's transition into primary with the authority transition book project, "The Colour Monster".