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|  | **Rainbow Family Centre**  **Standards and Quality 19/20**  **Recovery Action plan Autumn 2020/21** |

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| Context of the Establishment: |
| **Our ELC Establishment**  **Context and numbers**  Rainbow  *Rainbow Family Centre is located in the heart of the community in upper Port Glasgow, we currently have the capacity for children from 6 weeks old to 5 years and strive to provide the highest quality early learning and childcare in order to close the attainment gap. We foster innovative and creative approaches in achieving the best outcomes for children and their families. Our community wing affords us opportunities to provide a wide range of family learning experiences and adult learning courses that are inclusive to everyone in the family centre and the wider community. We endeavour to ensure that every child and family will be made to feel Safe, Nurtured, Respected and Included as well as to be given the opportunities to be Active, Responsible and Achieving.*  **Vision**  *At Rainbow Family Centre we strive to work continually in partnership with our local community, using a multi-agency approach to ensure our aims, visions and values are clear and that we are Getting it Right for Every Child.*  **Aims**  *In Rainbow Family Centre our values and aims are underpinned by current legislation such as**The United Nations Convention on The Rights of The Child as well as The Children and young people (Scotland) Act 2014 and the principles of GIRFEC are embedded in our daily practice.*   * *We aim to provide an inclusive environment for all children, families and the wider community without discrimination or prejudice.* * *We aim to provide a safe, friendly and caring environment, which is well maintained and resourced, where children and families can feel protected and supported.* * *We aim to offer activities and programmes within the Centre and in the Wider Community which are suitable for all, and ensure opportunities for children to take part in leisure activities and pursue their individual interests and skills.* * *We aim to access an environment suitable to support physical, communication and mental health for children and families allowing them to make safe and healthy choices and to offer the opportunity for individuals to reach their full potential.* * *We aim to ensure children and families are receiving the guidance and support required to enhance confidence and self-esteem within the Centre, at home and in the wider community.* * *We aim to provide a nurturing environment for children and families, where they can form, trust, emotional security and develop quality stable relationships.* * *In an environment which is supportive and consistent, encouraging a strong sense of self-esteem, we aim to actively listen to all children, parents and carers views taking them into account when making decisions.*   *We aim to provide an environment where children and families feel they can be responsible for their own learning with appropriate support from all staff.* |

**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  Teacher professionalism | HGIOELC? QIs  3.2 Securing children’s progress  2.3 Learning, teaching and assessment  1.2 Leadership of learning  3.3 Developing creativity and skills for life  **Other Drivers**  **RRS**    *Article 28: (Right to education):*  *Article 29 (Goals of education):* |
| **Strategies to improve Attainment in literacy and numeracy**  We continued to further embed positively our strategies to identify, promote and measure children’s individual staring point in their learning, we developed procedures to effectively identify appropriate checkpoints and introduce timely interventions.  The moderation cycle underpinned the very good quality assessment processes and expectations of learning.  We developed systems in order to share information collaboratively, however due to COVID-19 these systems had to be adapted to share this information in a more virtual and limited way.  **Progress and impact**  A clear starting point in the children’s creative journey was established and implemented along with a clear starting pointing in numeracy using SEAL which enabled staff to begin implementing high quality learning experiences which enabled us to identify gaps in children’s learning and also provided positive challenge for individual children. Due to staff changes a key worker took on a leadership role in further developing and analysing numeracy and literacy data that informed effective progression in learning.  As a result of using the Leuven’s scale of involvement and engagement we were consistent with our approach to observing and analysing children’s wellbeing in order to ensure children were fully engaged in their play and learning.  We piloted aspects of in the moment planning which showed positive progression in children’s individual identified area of focus, enabling a balance of mutual collaboration between parents, staff and children. It also provided a curriculum that ensured personalisation and choice as well as affording breadth and depth. Through the pilot planning promoting a more responsive and intentional curriculum enabled an effective use of the progression pathways, however we are aware that all staff are at the beginning of this journey.  A new comprehensive planning process was consistently implemented in the under three playrooms this provided an excellent balance of adult initiated and spontaneous play opportunities. These high quality experiences provided within the under three playrooms were identified in collaboration with parents. | |
| Next Steps:   * Unfortunately due to the COVID-19 pandemic we have limited data in order to measure up to date progress. * Our interim improvement plan will have more of a focus on family’s health and wellbeing using a variety of strategies to gather information regarding family’s current need for support. | |

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| **Establishment priority 2**: | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Parental engagement  Assessment of children's progress  School Leadership | HGIOELC? QIs  1.1 Self-evaluation for self-improvement  2.7 Partnerships  2.5 Family learning  3.1 Ensuring wellbeing, equality and inclusion  **Other Drivers**  **RRS**  *Article 5 Parental guidance*    *Article 2 (Non-discrimination):* |
| **Strategies**  We continued to collaborate effectively with parents throughout the year regarding children’s learning journey within each playroom.  We introduced parents to the PATHS programme at their request using a workshop within the nursery.  An enrolment and induction information session took place at the beginning of the child’s learning journey.  A successful authority review took place in November 2019 which then led to a thematic inspection highlighting family engagement and family learning.  A member of staff participated in training to promote health and wellbeing through a yoga programme.  A member of staff has also consistently engaged in the local authority QUAMSO programme which supports moderating high quality assessments in the local authority and across the west partnership.  **Progress and Impact**  Positive relationships have been built with all staff, children, parents and the wider community and we will continue to foster this ethos at Rainbow Family Centre. This was highlighted at the recent authority review with comments such as “the nursery has changed lives”.  Parents and children gave excellent feedback on the interactive PATHS workshop which enabled a greater understanding of the philosophy of PATHS and comments were made on how they could continue this at home.  The member of staff who participated in the children’s yoga training implemented it with all ages of children within the centre, the children appeared to have found this calming and therapeutic, and the staff member began disseminating aspects of the training to other staff within the establishment.  We had a very good establishment review in November 2019 which identified our strengths with an emphasis on high levels of engagement in the support we offer to our families. The review also highlighted the excellent professional collaborative work we engage in with other agencies in order to support families, we are very good at being proactive in our approach to sign posting families to the appropriate and relevant agencies if and when required.  We effectively chair team around the child meetings using a solution focused method as a tool to develop and action desired outcomes in collaboration with all stakeholders.  We have made very good use of social media platforms in order to suitably adapt our learning and communication channels because of the current climate, this has been very successful with parents commenting on Twitter and parents Facebook page regarding the home learning packs and also the literacy, numeracy and health and wellbeing activities.  We have developed a story telling time that is transmitted through social media and you tube with familiar key workers reading different stories each week. Parents have clearly highlighted the positive impact this is having on the children. | |
| Next Steps:   * We will continue to engage in moderation in a variety of ways with one being the engagement in the new moderation portal that is being developed by the west partnership. * We will continue to use Ferre Laevers scale of involvement and wellbeing as a tool to observe children as they begin to return to nursery. * As part of our recovery plan we will make effective use of the six principles of nurture self-evaluation and planning tool to identify we are collectively within our practice. | |

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| **Establishment priority 3**: | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Assessment of children's progress  School leadership  School Improvement | HGIOELC? QIs  2.3 Learning, teaching and assessment  1.3 Leadership of change  3.3 Increasing creativity and employability  3.1Ensuring wellbeing, equality and inclusion  **RRS**    *Article 12 (Respect for the views of the child):*  *Article 3: (Best interests of the child)* |
| **Strategies**  The success of this priority was negatively impacted by the continual building works in the main garden area, however staff adapted the learning environment positively by continuing to promote a more child led and risky play environment where appropriate.  **Progress and Impact**  Almost all of the content within this priority was around the promotion of outdoor learning and the aspect of a more free flowing approach to this, however unfortunately due to the building of our outdoor classroom and groundworks we were unable to meet the targets on this priority the way we would have anticipated.  The result of the completion of the outdoor shelter and overhang enabled children and staff to begin to engage positively in more meaningful and risky play and this will continue to be a priority as we move forward into our recovery planning. | |
| Next Steps:   * Health and wellbeing and outdoor learning will underpin our recovery curriculum. * To encourage and support the implementation of outdoor learning opportunities that will enhance and promote high quality experiences that is nurturing and relevant to individual families. * To ensure the children, families and staff have a positive experience in returning to nursery and support our colleagues with the transitions into primary schools. * We will engage in professional development as a staff team with returning and new staff being given opportunities to participate in training sessions such as Inverclyde’s bereavement, change and loss policy. * All staff will be given a brief overview of the six principles of nurture. * Outdoor learning will remain a priority when allocating appropriate funds within the budget. | |

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| **Establishment priority 4**: | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Parental engagement  School Improvement  School Leadership | HGIOELC? QIs  3.3 Developing creativity and skills for life  2.7 Partnerships  1.3 Leadership of change  3.1 Ensuring wellbeing, equality and inclusion  **RRS**    *Article 31 (Leisure, play and culture):*  *Article 42 (Knowledge of rights)* |
| **Strategies**  Intergenerational work enhanced the excellent relationships developed between ourselves and Newark care home, we developed a consistent and effective programme of joint activities and visits to and from the care home. A member of staff took a lead role in developing this excellent intergenerational programme.  Parents, staff and children were identified to take on the eco priorities and dates were arranged to commence the programme, children did begin to engage in promoting eco activities, however due to COVID-19 there was limited involvement and progression.  **Progress and improvement**  A positive relationship was established between Newark care home staff, residents and the staff and children of Rainbow, a series of diary dates were undertaken both at Rainbow and Newark care home. Staff from the care home were involved in developing music, singing and dancing and the participation in our annual nativity show.  Due to COVID-19 we were unable to support students this year from the local secondary school with their work experience because of lockdown. | |
| Next Steps:   * We will continue to develop our eco programme when it is appropriate post COVID-19. * Due to the success of the intergenerational project we will continue to build on the positive relationships and enhance the experiences within the local community. | |

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| **National priority: How we are ensuring Excellence and Equity?** |
| *At Rainbow Family Centre staff strive to give every child and family the opportunity to develop a wide range of skills which will enable them to achieve the highest standards in all curricular areas with a particular focus on Literacy, Numeracy and Health and Wellbeing regardless of social or economic disadvantage. Our expectations are that all children will make excellent progress in literacy and numeracy and all other aspects of their learning.*  We have embraced a variety of different opportunities remotely sharing information and learning activities for children and families, staff have welcomed a variety of research and readings in order to improve their knowledge and practice while working from home.  We have continued to support all our families through the media of conference calls and webinars.  Twitter and Parents face book and you tube were used as a platform to share learning opportunities that has positively impacted on children and families health and wellbeing. |

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| **Response to Covid 19 Lockdown closure – March 2020 – June 2020** |
| * Key staff have been contacting parents throughout this pandemic through telephone conversations, families were identified in order to receive fortnightly food packs and also referrals were made to relevant agencies in order to support individual families. * Senior leadership team participated in virtual Team around the child meetings. * Staff created an online platform to share stories and activities for families, Parents engagement in the establishment’s Facebook and twitter page were ideas and activities were posted weekly. * A bespoke steps to school pack was developed in collaboration with Community learning and development to disseminate to parents. * Transition packs for preschool children were delivered. * Going on a bear hunt story and activities were given to anti pre-school children, and a book bug session was recorded for the under 3’s. * The family support worker has recorded a book bug session for the toddlers group which was put on social media.   Staff have embraced professional learning opportunities which feeds into their own personal development, we have also hand delivered materials to staff houses who have found the remote learning offers challenging, all staff asked to record information and how this may impact on their practice. This evidence was recorded clearly and highlighted various courses such as   * Realising the ambition * An introduction to ACES * story massage * treasure baskets and heuristic play * schemas * attachment in early years * my world outdoors * Children’s perspective on play * care inspectorate (getting ready to read) * blueprint for the 2020 expansion * creative star learning * adventures with Alice   Feedback from the hub?  Positive relationships have been built over the past few months with staff from various establishments.  Senior leadership teams from all schools and early years’ establishment have all worked in collaboration, effectively and mutual respect has been a key strength.  Families have embraced and been appreciative of the hub and what it offers. |

**Autumn term recovery plan**

**PRIORITY 1:**

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| **Tasks / action** | **RAG of progress** | | | **Who is responsible?** | **Timescales** | **Partners / LA Links** | **Resources / CLPL** |
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