

Rainbow Family Centre
Standards and Quality Report
2020-2021



Context of Rainbow Family Centre:

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 are currently awaiting the opening of our new extension. 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. Following the pandemic, we appropriately adapted family learning opportunities to reflect the current situation. 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.

Rainbow Family Centre's vision

At Rainbow Family Centre, we strive to work 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 and family.

Our Values and 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 in line with the current situation.*
- ✚ We aim to offer activities and programmes within the Centre and in the Wider Community, which are suitable and relevant to all, which encourage, and celebrate, 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 considering them 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 in line with current mitigations.*

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 very good progress in Health and Wellbeing, literacy and numeracy and all other aspects of their learning despite the challenges of the past year.

Our attainment:

All staff are focused on improving outcomes for children and families and are aware of social context (SIMD). We embrace the national improvement framework and Getting it right for every child. All staff know the children well and plan appropriately for all, making effective use of any additional support as necessary. We have effective tracking and monitoring processes in place, using a range of evidence from day to day learning and teaching which informs children attainment.

Over the year, our attendance average has been approximately 86.5% we know this because of the regular updates from Education Headquarters. To date, we have had no positive cases within the Centre however, we have robust test and trace measures in place should we require them.

Wellbeing indicators have been used to provide excellent holistic assessments of children and families strengths and support needs, targeted interventions have been very effective and have led to positive outcomes for individual children and their families.

We have encouraged leadership at all levels and support staff in using professional judgement, which informs children's next steps in learning.

Review of progress for session 2020-21

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 School leadership Performance Information	<u>HGIOS?4 QIs</u> 2.3 Learning, teaching and assessment 2.2 Curriculum 3.2 Raising attainment and achievement 1.1 Self-evaluation for self-improvement
Strategies, progress and impact: Following an enhanced, and smooth, transition back to nursery, we made use of a range of suitable methods to identify and reflect upon the children's stage of learning. This enabled staff to carry out high quality observations and interactions to make accurate judgements about children's progress. Our methods included: <ul style="list-style-type: none">✚ Leuven's Scale of Wellbeing and Involvement✚ Children's Care and Learning Plans✚ Literacy and Numeracy Progression Pathways✚ Realising the Ambition The senior leadership team met with key staff to track and monitor specific learning programmes to evaluate children's progress and enable us to identify any areas, and individual learners, where further support and more targeted intervention is required.	
Numeracy Staff engaged in virtual professional learning opportunities provided by the attainment challenge team in order to develop their skills thus, enabling them to provide rich and high quality, learning experiences, which embedded SEAL. The Early Years Graduate continued to implement a programme of learning using a combination of the SEAL programme and maths pyramid. The Numeracy Progression Pathways have been used to track and monitor children's progression effectively and have enabled the Graduate to identify clear pathways for individual children. Our data shows that: <ul style="list-style-type: none">• 78% of our preschool children are making very good progress within aspects of numeracy and maths.• 22% of our preschool children are making good progress within these areas.	
Literacy The Senior EYECO has continued to implement creative thinking, across the 3-5 room, which incorporated a six-week book block, which encouraged children's confidence. Their engagement and participation in creative thinking and storytelling was evident through their ability to retell a story verbally and use their imagination across all areas of the curriculum. The Senior EYECO has developed an effective method of tracking children's progress using the Literacy Progression Pathways. As a result of Phonological Awareness training, a member of staff has taken a lead role in putting into practice clear and consistent approaches that encouraged phonological awareness	

We know that:

- 85% of our preschool children are making very good progress within aspects of literacy such as creative thinking and phonological awareness.
- 15% of our preschool children are making good progress within these areas.

From the data above, we have developed effective measures to enable us to highlight individual children who require further challenge or support and have developed strategies that are more suitable for a targeted group of children who require extra support. We recognise that these children will be beginning transitions to school and we have shared comprehensive information with primary colleagues.

We acknowledge the impact of the pandemic however, we are happy to continue celebrating the achievements and progression of our children.

We have introduced new approaches to planning, across all age groups, which positively, incorporates Realising the Ambition, Curriculum for Excellence and aspects of In the Moment Planning. This new approach is firmly based on play pedagogy and a more child-led approach. We continue to suitably adapt our pedagogy to reflect the individual needs of all children and families and have made very good use of our positive relationship with speech and language therapy. Which has ensured that children, who require additional support for learning, can experience progression, which is appropriate to their stage of development.

Our new planning procedures encourage, and enable, parents to play a more active role in their child's learning. Staff communicate with parents of focus children to identify desired outcomes ensuring consistent and effective collaboration between parents and practitioners. We have adapted aspects of children's care and learning plans, such as the 28 day settling-in assessment, we know that this has been effective because we have received positive feedback, during phone calls, from parents when discussing the settling-in assessment and termly care and learning updates.

In January, we began using Online Learning Journals to record the learning of children in the three-to-five playrooms. Following good feedback from staff, we introduced Online Journals within our two-to-three's room.

While the Online Journals are being used effectively by our practitioners, we recognise the need to ensure digital equity among the families within our centre. This has been highlighted by the following data:

- Our 2-3 and 3-5 playrooms have a total of 118 families.
- Of this, 71 families are currently registered with the Learning Journals and are beginning to use this as an effective way of sharing their child's learning.

We have identified the families who are not yet registered and we are developing strategies that will positively impact parent's engagement. Although we still recognise that, some of our families may be at a financial disadvantage and therefore, we adapt accordingly.

Next Steps:

- To continue to develop all aspects of literacy and numeracy across the curriculum further embedding the Inverclyde Progression Pathways to track and measure children's attainment and achievements.
- Ensure the pedagogy of play is promoted and underpins all aspects of children's learning across literacy and numeracy experiences and outcomes.

- Engage in moderation events at all levels to ensure consistency and progression across our cluster and the wider community.
- We will develop and provide workshops for parents to encourage positive engagement within the Learning Journals.

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

NIF Driver

Assessment of children's progress
Parental engagement
School Improvement

HGIOS?4 QIs

2.2 Curriculum
3.1 Ensuring wellbeing, equality and inclusion
2.7 Partnerships

Strategies, progress and impact:

We identified alternative approaches, as a result of COVID-19, to ensure that we continue to meet the needs of individual families and provide support where necessary using wellbeing assessments.

We used virtual methods to continue leading solution orientated approaches to facilitate and give a holistic overview of some of our children and families strengths and areas for development, action plans were created, implemented, monitored and reviewed at various checkpoints, to ensure we offered appropriate support, collaborating with a variety of agencies in order to support children and their families. Because of this, all of our children are on appropriate GIRFEC pathways.

Relationships have remained at the heart of our practice and we have continued to maintain effective methods of communication throughout the current pandemic and periods of lockdown.

During these periods, we provided essential childcare for keyworkers on the frontline as well as providing a service for our more vulnerable children.

Practitioners carried out regular phone calls with families, which enabled us to identify levels of need and support.

Throughout the pandemic, our family support worker has maintained effective relationships with support services, including Belville Community Gardens, Park Lee Branching Out and Your Voice. From this, we have supported families by distributing food to approximately 620 families over a period of 31 weeks.

We have received positive feedback from families regarding the quality and variety of food available. Parents commented that they made use of all the food, which included sharing with their wider family. Our family support worker delivered food to some of our families who were not entitled to a place at the hub. Parents found this beneficial and feedback stated that it was good to see a different face and they would use this to seek support if needed.

This year, we continued to work in partnership with Inverclyde Foodbank i58 Project in order to refer 21 families who benefitted from Christmas Food and Toy Hampers, which staff delivered to family's homes.

We were able to be proactive in supporting families who had limited access to digital devices by collaborating with Your Voice to provide 10 families with loan devices to support them

through the period of remote learning. This resulted in a further 10 families benefitting from new devices which they were able to keep.

We have also managed to secure a further 12 laptops/tablets through partnerships with Youth Connections who recently signposted us to the STV Appeal where 25 families were in receipt of supermarket vouchers worth £100.

Although senior leadership team continued to attend regular QUAMSO meetings COVID 19 prevented moderation events from taking place this has had a negative impact on moderation processes across the cluster.

As a cluster, we have applied for funding to enable and support STEM experiences.

Next Steps:

- **Regulations permitting, we will have very good processes in place to support professional dialogue and moderation events across our cluster and localities.**
- **Re-establish community activities, in line with government guidance.**
- **Continue to develop robust and comprehensive processes for child protection and appropriate GIRFEC Pathways.**
- **Work closely with the cluster with a clear focus on developing STEM across early level.**
- **Involve parents in our 2021-2022 Improvement Plan.**

School priority 3: Improvement in children and young people's health and wellbeing

<p><u>NIF Priority</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School leadership Assessment of children's progress School Improvement</p>	<p><u>HGIOS?4 QIs</u> 2.3 Learning, teaching and assessment 1.3 Leadership of change 3.3 Increasing creativity and employability</p>
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Strategies, progress and impact:

We have effectively maximised our outdoor learning environment in keeping with current guidance and all children have consistently engaged in high quality play experiences. This is evident through staff recordings and effective use of observation methods such as the Leuven Scale of Wellbeing and Involvement. Our outdoor learning environment was enhanced by a variety of resources constructed by a local building company. We allocated sufficient funds to purchase materials to develop our under three's outdoor space. Staff in our two-to-three-year old's room ensure that children have opportunities to move freely between indoor and outdoor learning environments and engage in quality play experiences.

All of our qualifying two year olds and three-to-five year olds have effectively commenced their 1140 hours entitlements. We have successfully adhered to national and local government guidelines by safely establishing five cohorts and robust test and trace measures. We utilised all entrances and exits to limit congestion at drop off and pick up times. We have suitably continued to provide a high quality and safe service while building work for our new extension takes place.

Staff have positively engaged in a wide range of training opportunities such as:

- Virtual Nature School

- Developing Numeracy through Loose Parts
- Mental Health Awareness training
- ELC Digital Training
- All Communication is Behaviour
- Race Equality
- Leuven Scale training delivered by Principal Teacher Early Years

Our practitioners have been pro-active in taking a lead role within certain aspects of their own continuous professional learning, across the centre, and sharing this with their colleagues.

As a result of staff participation in Positive Relationships, Positive Behaviour training we have a clear process in place, to support individual children, that are more outcome based. Staff effectively embedded the Nurture Principles alongside Realising the Ambition to support our recovery. This is evident through written observations and visual recording showing clear progression, which is relevant to individual children's stage of development.

All two to five year old children are fully engaging in aspects of PATHS. Most children have developed an in depth awareness of basic concepts which is evident through conversations and discussions with most children.

Next Steps:

- **The setting will develop a clear rationale for developing children's and staff's skills in using and exploring digital technologies including staying safe online.**
- **We will continue to use PATHS as a method to support children and families to become confident in discussing and dealing with emotions, thoughts and feelings.**

What is our capacity for continuous improvement?

We consider ourselves to have a very good capacity to improve. As a staff team new and existing we share a clear vision for the centre and are confident in our ability to reach these aims. All staff are committed to their continuous professional development, many are studying to degree level which is impacting positively on playroom practice.

We make very good use of data. Recent changes in collating data have provided us with rich and relevant information to support learning and teaching, challenge and support, the ability to implement support at the earliest stage and to provide primary schools with very good individual transitional information.

We are committed to raising attainment with all our children in particular bridging the gap with our least and most vulnerable families. We track attendance carefully and provide bespoke packages of support to families where attendance is an issue.

Our continuous self-evaluation processes are embedded in all aspects of the service and are leading to improvements. As part of our self-evaluation processes we consult regularly with all stakeholders.

Key priorities for improvement planning 2021-22

Key priority 1 will be:

We will further embed literacy, numeracy and health and wellbeing programmes, across all areas of our curriculum delivery, ensuring staff are confident and supported in using the progression pathways to inform data collection that will support challenge and interventions.

Key priority 2 will be:

We will re-establish family learning and community activities in line with national and local guidance, ensuring risk assessments and further mitigations are adhered to.

Continue to develop robust and comprehensive procedures to follow and identify appropriate GIRFEC pathways, making effective use of wellbeing assessments and solution focused meetings

Key priority 3 will be:

We will continue to develop Froebelian approaches, utilising new, and existing, learning environments to embed high quality learning experiences, which promote a free flow and child-led approach. We will continue to promote PATHS and the Nurture Principals whilst ensuring that Realising the Ambition- Being Me influences our everyday pedagogy

Key priority 4 will be:

We will begin to develop our digital strategy ensuring that staff, children and families experience equity. We will adopt STEM approaches across the cluster ensuring all children have opportunities to develop life-long skills.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2020/21
1.3 Leadership of change	Very Good	We will further embed literacy, numeracy and health and wellbeing programmes across all areas of our curriculum delivery, ensuring staff are confident and supported in using the progression pathways to inform data collection that will support challenge and interventions. We will fully engage in a variety of moderation events within the establishment, cluster level and authority, to ensure a consistent approach high quality learning experiences.
2.3 Learning, teaching and assessment	Very Good	We will re-establish family learning and community activities in line with national and local guidance, ensuring we fully adhere to risk assessments and further mitigations. Continue to develop robust and comprehensive procedures which will

		enable us to follow and identify appropriate GIRFEC pathways, making effective use of wellbeing assessments and solution focused meetings
3.1 Ensuring wellbeing, equity and inclusion	Excellent	We will continue to develop Froebelian approaches, utilising new, and existing, learning environments to embed high quality learning experiences, which promote a free flow and child-led approach. We will continue to promote PATHS and the Nurture Principals whilst ensuring that Realising the Ambition- Being Me influences our everyday pedagogy. Introduce UN Convention on the Rights of the Child (UNCRC) in line with national and local priorities.
3.2 Securing children's progress.	Very Good	We will begin to develop our own digital strategy ensuring that staff, children and families experience equity. We will adopt STEM approaches across the cluster ensuring all children have opportunities to develop life-long skills. A new eco-committee will be established and actively involved in creating an ethos of sustainability.

Remote Learning Offer

Throughout the period of remote learning, our staff working plan was developed in such a way that there was a safe balance between staff providing learning within the nursery, enabling others to develop the home learning offer for the following week.

We continued to effectively communicate with parents to update care and learning plans appropriately ensuring we incorporated and celebrated children's achievements at home.

Staff recorded and uploaded a story each week and developed experiences, which were relevant to the story and incorporated outcomes across Numeracy, Health and wellbeing and literacy. Each week home learning experiences incorporated a balance of cross-curricular learning experiences. Twice a week we provided virtual bedtime book bug sessions carried out by our family support worker. Every Wednesday children's yoga was, delivered by trained staff and, uploaded to our private YouTube channel.

We incorporated significant themes such as Burns' Day to promote family learning using different approaches including virtual cooking classes organised and delivered by our family support worker. Each family were provided with visual recipe cards, utilising information on the benefits and how these experiences will relate to the early years curriculum.

We ensured a clear and consistent link between home learning and experiences within the nursery.

All guidelines and risk assessments were adhered too when developing and delivering home learning packs.

We made good use of Online Learning Journals as a platform for parents to share children's learning from home. As the online journals had been newly introduced, a few of our more digitally confident staff used this platform to upload home learning ideas.

Staff engaged in a variety of training opportunities that they themselves felt would be beneficial for their own professional development and that would enhance their practice.

Key Achievements

- Throughout the year, staff have fully utilised digital platforms to engage effectively with a variety of training opportunities, which enabled us to change practice leading to better outcomes for children and families.
- The children participated in a Sponsored "Zumba-thon" and Sponsored Fun Day, which were greatly supported by our families.
- We successfully, implemented the roll out of 1140 hours in line with local and national guidelines.
- We continued to support families throughout the pandemic by working in partnership with various local services and provided families with digital devices, supermarket vouchers as well as weekly food packages.
- We continued to work in collaboration with the i58 Project to provide 21 families with Christmas toy and food hampers.
- Staff have been fully involved in identifying and resourcing the new furniture for our extension.
- We have adhered to national and local guidance to ensure our daily practice has been safe and effective for all. Risk assessments have been regularly reviewed.