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| **Rainbow Family Centre**  **Standards and Quality 2022/23** |  |

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| Context of the Establishment: |
| **Our Establishment**  *Rainbow Family Centre is located in the heart of the community in upper Port Glasgow. All of our families live within areas one and two of the Scottish index of multiple deprivation. We currently have the capacity for children from 6 weeks old to 5 years, our 0-2 room has capacity for 6 babies at any one time, 2-3 room has 15 children at any one time, our Rainbow room has 48 3-5 year aged children at any one time and our garden room has a capacity for 64 3-5 children at any one time. We 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.*  **Our Vision & 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 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..* |

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| **Establishment priority 1**: | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  -  NIF Driver  Assessment of children's progress  School Improvement | HGIOS/ELC QIs  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Securing Children's Progress  UNCRC  Article 3 (Best interests of the child):  *Article 28: (Right to education):* |
| **Outcome:**   * By May 2023, a shared and collegiate understanding of children’s progression across Early level Numeracy will be evident and documented with SMT, Equity and Excellence lead through collaboration within the Cluster, and Local Authority we will be involved in moderation events to develop a shared understanding of Attainment in Numeracy. * By June 2023 most (75% to 90%) of our children will be confident in identifying number within their environment, as well as recognising amounts and describing shapes. * By June 2023 we will raise attainment in Numeracy with almost all of our pre-school children, through targeted support led by Our Equity and Excellence lead alongside our Early Year’s Teacher, implementing appropriate strategies and robust tracking and monitoring systems to ensure progression, application and challenge.   **Progress and impact of outcomes for learners:**  Progress  We collaborated with CMO of Early Numeracy to ensure all staff had training in relation to SEAL and a Numeracy Rich learning environment to ensure implementation was successful. Pre questionnaires were issued to staff with a focus on their prior knowledge of SEAL and Rich Learning Environments. Through practical and reflective sessions staff developed their knowledge understanding and skills in all areas to support children’s progress in numeracy.  IMPACT  Play experiences and provocations provided high quality learning opportunities, staff are more aware of the importance of ensuring the environment is numeracy rich. Staff are more confident in identifying children’s progress in Numeracy. Our assessment and tracking tools provided relevant information with regards to progression within numeracy, this led to us identifying gaps in learning and providing children with support and challenge. Evidence showed that all Pre-School children made progress at their own developmental stage, almost all children were motivated and engaged in learning experiences.  Progress  Our Equity and Excellence lead was involved in in-house, cluster and local authority moderation events and continues to model good practice and experiences. The cluster feedback highlighted the Success criteria reflected the learning Intentions and was clear & measurable. Challenge was evident throughout and offered personalisation and choice.  Our Equity and Excellence lead also participated in Karen Wilding numeracy and maths training.  IMPACT  All 3-5 children’s progress in numeracy was tracked, 76.47% of those children are identifying number within their environment, recognising amounts (Subitising) and 97% are describing shapes. This is a substantial improvement of 26.47% on last year. 87.32% of pre-school children have made progress with a specific focus on numeracy, 12.68% are accessing a differentiated curriculum attuned to their specific needs which is tracked through learning journals using Realising the Ambition.  Staff are more confident delivering numeracy experiences and proving provocations within the playroom to support and extend children’s learning. Collaboration with Inverclyde Leads and Early Years Manager led to identifying the need for a more streamlined and consistent tracking method throughout the authority. | |
| Next steps:   * Our Equity and Excellence lead will continue to work in collaboration with cluster and local authority to support Moderation events, this will be extended to more staff. * Will continue with further training for staff/new staff on Inverclyde council’s progression pathways to ensure consistency and understanding of children’s progress. * Continue to monitor children’s progress in literacy, numeracy, health and wellbeing. * Continue to implement programmes that supports literacy and numeracy. * Our Equity and Excellence Lead will deliver training on Karen Wilding’s tens masterclass and number sense. | |

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| **Establishment priority 2**: | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  -  NIF Driver  Parental engagement  Assessment of children's progress | HGIOS/ELC QIs  1.1 Self-evaluation for self-improvement  2.5 Family learning  2.7 Partnerships  UNCRC  Article 3 (Best interests of the child):  *Article 28: (Right to education):* |
| **Outcome:**   * By June 2023, our positive community engagement will continue with all sessions such as book bug, baby massage, cooking classes and intensive family support work. * By June 2023 most (75% to 90%), parents will be actively engaging in the online learning journals. * By July 2023 almost all (91% to 99%) of our parents will respond positively to improvements within communication within the life of the centre.   **Progress and impact of outcomes for learners:**  Family Support  Our family support worker delivered bookbug twice a week. This was very successful and consistently has high levels of attendance, on average 15 families attend each session. Our baby massage programme also runs twice weekly and often has a waiting list.  The community nutritionist has ran two sessions for parents and the wider community titled cooking on a budget, these sessions have given parents ideas of how to cook healthy meals for their family.  Through discussions with family support and staff we identified families in crisis and through this we were able to secure funding from Cash for Kids totalling £1500 this helped us to support 30 families with food and clothing.  One of our families benefitted from Children in Poverty Inverclyde’s holiday scheme. They were awarded a four night stay in a local caravan park complete with food hamper, boat tickets and activity passes.  IMPACT  Our community room was well used by our families, professionals and the wider community. Community engagement in our bookbug, baby massage and cooking demo’s has been high and numbers continues to rise. Through questionnaires and dialogue it was evident that the sessions were beneficial to all taken part resulting in positive community engagement.  Children and their families had opportunities to use funding which provided them with much need clothing and food. Parents were able to develop their skills through cooking and budget appropriately.  Progress  All of the children within both 3-5 playrooms and the 2-3 playroom have their learning uploaded using learning journals. All parents have access to their child’s journal.  IMPACT  Positive collaboration is evident as 81.37% of parents are accessing and interacting positively to their children’s learning through learning journals.  Progress  We communicated with parents through regular newsletters, group call messages, emails, and on our social media platforms. We added a small what’s on section to the daily message board which is at the front door every morning detailing what’s for lunch, which SMT are on which shifts and what is on within the nursery for the coming week. SMT are always available to talk with parents at drop off and collection times and all parents are made aware of the alternative communication methods as listed above at their child’s enrolment if they would prefer to use another way.  IMPACT  Almost all parents have provided us with an email address and have been added to the nursery group call system to ensure they all receive the nursery updates at the same time. All communications are emailed direct to parents and are also available in a paper form in the nursery foyer. | |
| Next steps:   * Continue to work with the Food Network, Children in Poverty, Belville Community gardens to access grants and funding to support our parents in closing the poverty related GAP. * Effective working parties will be established in partnership with external agencies within Rainbow Family Centre. We have identified new initiatives that will incorporate parental engagement and community involvement which will feed in to our Improvement plan. * To continue to work effectively with parents with regards to home learning contributions on learning journals. * Staff to use Inverclyde Pathways for Literacy and Numeracy within the Learning Journals to identify support and challenge and any gaps in learning and to establish a starting point in child’s learning. * Establish a new parents committee and constitution. | |

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| **Establishment priority 3**: | |
| NIF Priority  Improvement in children and young people's health and wellbeing  NIF Driver  Assessment of children's progress  Performance information | HGIOS/ELC QIs  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Securing Children's Progress  UNCRC  Article 3 (Best interests of the child):  *Article 28: (Right to education):* |
| **Outcome:**   * By June 2023, All 3-5 year old children will have the opportunity to access the outdoor environment on a free flow basis. * By June 2023, All of our 0-2 and 2-3 children will have the opportunity to access a more meaningful and enriching outdoor area. * By June 2023, most of our targeted group of children will be regulating their emotions.   **Progress and impact of outcomes for learners:**  Progress  The children have been actively engaging in outdoor learning and we have successfully integrated the two outdoor play areas to ensure children accessed these on a free flow basis. We initially started to incorporate the free flow on a Tuesday and Thursday and have now evaluated the impact on children.  We sought funding to erect a fence to enable the 0-2 and 2-3 children opportunities to ensure they had access to a more natural environment. Resources were purchased and EE came to help with the building and clearing the space.  Two staff members were identified through their appraisal of having a specific interest with regards to PATHs training. We worked in collaboration with Barnardos to implement the PATHS programme within the 3-5 playrooms.  The Communication and Wellbeing hub has been resourced and staff, Speech and Language and ICOS have started to use this space for individual specific targeted children.  Most children needing specific support have accessed the hub and explored PATHS resources to understand their emotions.  IMPACT  All 3-5 children are now having the opportunity to explore two different outdoor learning environments which offers risky play, opportunities to play and interact with other children and staff on a free flow basis.  All 0-2 and 2-3 room children now have an area that is safe and provides opportunities to explore their natural environment making way for rich learning opportunities.  Most of our targeted children are accessing the quiet space within the hub to re-regulate and explore emotions through books, puppets and sensory resources.  External agencies and staff also use the hub on a one to one basis and for targeted support, which benefits the children who need the time, space and quietness to progress at their own pace. | |
| Next steps:   * To open up the free flow on a daily basis. * To utilise the newly erected 2-3 outdoor area in which children can access on a daily basis. * To use the communication and Language hub regularly, identifying a timetable to ensure children requiring additional support can access it on a daily basis. * Familiarise ourselves with the Barnardos assessment tool that will identify support and challenge. * Begin our journey with Rights Respecting Schools. | |

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| **Establishment priority 4:** | |
| NIF Priority  Improvement in skills and sustained, positive school-leaver destinations for all young people  NIF Driver  Assessment of children's progress  Performance information | HGIOS QIs  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Securing Children's Progress  UNCRC  Article 3 (Best interests of the child):  Article 28: (Right to education): |
| **Outcome:**   * By June 2023 most (75% to 90%) of our anti-preschool children will recite a familiar rhyme independently.\* * By June 2023 most (75% to 90%) of our preschool children will recite three known rhymes and be able to count the number of syllables in a word independently. \* * By June 2023 almost all (91% to 99%), pre-school children will be telling a familiar story independently/ frequently. * Introduce Bookbug programme to the 0-2 and 2-3 year old children by January 2023 with a minimum of 2 sessions per week in each room.   **Progress and impact of outcomes for learners:**  Progress   * Our Early Years Teacher has successfully implemented the “Talk for Writing” programme within the 3-5 playrooms, this focuses on the use of books, sequencing and storytelling. * 4 members of staff are now Bookbug trained and this programme has been successfully implemented within the 0-2 and 2-3 on a daily basis. Through the children’s learning journals   IMPACT   * Most (77%) pre-school children who were tracked are making very good progress in relation to rhyming. * Almost all (93.55%) pre-school children know the properties of a book, can sequence a story and are able to tell a familiar story independently * All children within 0-2 & 2-3 playrooms have had daily opportunities to participate and engage in book bug sessions which has shown a positive impact with regards to supporting children with their early literacy. All children actively took part using actions, puppets and the use of phrases and words from songs and rhymes. | |
| Next Steps:   * More staff will be Bookbug trained within the playrooms * 2-3 playroom staff will utilise the tracking from Learning Journals to identify gaps in learning. * The Equity and Excellence Lead will work collaboratively with the Early Years Teacher to continue with the Talk for Writing programme * The Equity and Excellence Lead and Early Years Teacher will be trained in using the I Can Toolkit and disseminate throughout the playrooms coaching and modelling staff. | |

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| Data |
| Key Strengths:  Pre-School Children   |  |  |  | | --- | --- | --- | |  | Literacy | Numeracy | | Beyond | 18% | 55% | | On track | 58% | 43% | | Behind | 24% | 2% |   Key Priorities:  School/ Rainbow Family Centre   * Consider a working group across the authority to streamline tracking * Continue using data to monitor and evaluate children’s learning ensuring breadth and challenge. * Consider implementing the ELC dashboard |

National Improvement Framework Quality Indicators

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| 1.3 Leadership of change **Very Good** |
| Key Strengths:  ELC Rainbow Family Centre   * Engaging with all stakeholders to re-evaluate our aims, vision and values. * All staff have engaged in a range of CPD opportunities that informed our improvements * Integrated free-flow play between the two 3-5 playrooms trialled two days a week   Key Priorities:  ELC Rainbow Family Centre   * To encourage more parental involvement as we update our aims, vision and values. * Integrated Free flow play will extend to daily use * Continue to embed the self-evaluation process |

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| 2.3 Learning, teaching and assessment **Very Good** |
| Key Strengths:  ELC Rainbow Family Centre   * Children actively lead their own play and learning and are supported by staff who encourage a balance of spontaneous and planned high quality experiences as mentioned in recent Care Inspectorate report. * There has been a substantial improvement with most children making very good progress in regards to numeracy.   Key Priorities:  School/ELC Rainbow Family Centre   * Begin the journey with Rights Respecting Schools in conjunction with PATH’s programme * Fully embed Inverclyde Progression Pathways for tracking children’s progress through learning journals. |

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| 3.1 Ensuring wellbeing, equity and inclusion **Very Good** |
| Key Strengths:  ELC Rainbow Family Centre   * Children enjoy mealtimes in a calm homely environment that is relaxed and unhurried as documented in the recent Care Inspectorate report. * Our outdoor hub gives children a quiet space to regulate their emotions. * Our rich outdoor play area offers opportunities for children to explore, investigate and enjoy physical activities.   Key Priorities:  ELC Rainbow Family Centre   * Training on Trauma Informed Practice will be disseminated from senior management team to all staff. * To ensure all children receive the right support at the right time through the GIRFEC pathways. * Partnership working to continue to support parents and the community |

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| 3.2 Raising attainment and achievement/Securing children’s progress **Very Good** |
| Key Strengths:  ELC Rainbow Family Centre   * Children are supported and challenged within their play and learning. * Collaborative working with external agencies ensures children receive targeted support * Learning journals has provided a platform for parents, staff and children to share their learning from nursery and home.   Key Priorities:  ELC Rainbow Family Centre   * Training on the use of “I Can Toolkit” * Equity and Excellence lead will deliver training Karen Wilding maths training to staff |

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| **Other quality indictors evaluated from 3 year plan: Very Good** | |
| 1.1 Self-evaluation for self-improvement  Collaborative approaches to self-evaluation | |
| Key Strengths:  ELC Rainbow Family Centre   * We consistently use a wide range of approaches to engage with and listen to the views of our children, stakeholders and partners. * The staff team are reflecting well together through professional dialogue and contributing to ensure continuous improvements   Key Priorities:  ELC Rainbow Family Centre.   * Introduce children’s rights to ensure their voices are heard * Continue to use a range of approaches to seek the views of parents, external agencies and staff. |

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| **Key Achievements of the Establishment** |
| **Opportunity to celebrate activities, awards, events, partnerships 2022/2023**  Official Opening of the Garden Room  Our new extension officially opened on Wednesday 16th November 22, this was attended by the Provest Drew McKenzie and around 25 other invited guests. Our children entertained the guests; they performed using Makaton signs for “I Can Sing A Rainbow”, participated in Bookbug and then confidently showed everyone around the Garden Room.  Care Inspectorate Inspection  Care Inspectorate visited on 14th October 2022 and evaluated the quality of our service and was awarded five very goods. They found significant strengths across care, play and learning, our setting, our leadership and our staff team. They noted that children received nurturing care and support from staff that knew them well, staff worked effectively as a team to ensure children’s individual needs were met and children of all ages and abilities were supported to develop curiosity, imagination and problem solving skills through high quality play experiences.  Ministerial Visit  Leading on from our Care Inspectorate Inspection; the inspectors recognised an area of extremely good practice and from this a ministerial visit with Ms Don the Minister for Children, Young People and Keeping the Promise and Miss Gilruth the Cabinet Secretary for Education and Skills will be scheduled for Autumn.  Reading Buddy Programme  We have taken part in a very successful reading buddy programme in collaboration with the young people from Port Glasgow High School. The young people visited our two 3-5 playrooms twice a week from November 2022 until March 2023 to engage children in shared story telling experiences using books and puppets. This has been so successful we hope to continue working in partnership in the future.  Learning Journals  Staff are confident in using learning journals to record children’s learning, parents are engaging well with this method and there has been an increase in parent interactions.  Free Flow Play  We have recently introduced free flow outdoor play between our two 3-5 playrooms. This is on Tuesdays and Thursdays initially to allow us to evaluate and make any necessary improvements before opening up on other days. This experiences allows the children the choice to play in the Rainbow Room or the Garden Room spaces and interact and engage with their peers from the other playrooms. This gives children different opportunities and play and learning experiences and is an opportunity for staff to work in a wider team and engage in professional dialogue.  Lunches  Our lunch experience for children was recognised as a huge positive in our recent Care Inspectorate report. Our children have unhurried relaxed mealtimes which provides them with a sociable homely environment. The children have opportunities to develop their independence skills through self-serving their own meal, pouring their drinks and clearing away their plates.  Cosy Space  It was recognised that we needed an environment which would allow children to rest and engage in quieter activities out with the large playroom. We developed a cosy space within the quiet room (Rainbow Room) in which children can access freely ensuring they have somewhere to rest and self-regulate their emotions.  Communication and Wellbeing Hub  Our hub provides opportunities for children to have a quiet, relaxed experience in a low stimulated environment with opportunities for 1-1 work. The hub has been resourced to provide sensory exploration, emotional regulation and communication opportunities. We have created a new programme to ensure that all children who require time in the hub can access it. Speech and Language therapists and Kathy from ICOS utilise this area to focus on individual children who require additional support with communication and emotional regulation.  Moderation  We participated in a cluster and local authority event for moderation. Our Equity and Excellence Lead focussed on numeracy for both these events. We received positive feedback from others in attendance as our learners had attained the experiences and outcomes we had planned.  Fundraising Event  This year we have had two very successful fundraising events; On 18th November 2022 we held a bingo night and on Wednesday 7th June 2023 we held a sponsored event were children took part in a safari walk or a teddy bears picnic. These events raised vital funds to support our Christmas events, Summer fun day and our Celebration of Learning. Both events were very well supported by our families.  Morton in the Community  All children have had the opportunity to take part in Morton’s Physical Literacy programme this year. Sean visits Rainbow every Wednesday morning and afternoon to ensure all children are included, he provides the children with planned football related activities that aim to ensure enjoyment of exercise as a lifelong habit.  Weaning Fayre  On Wednesday 7th June 2023 we hosted the Inverclyde Health Visiting Team’s Weaning Fayre, over twenty families from the local community attended. Families were given information on weaning, nutrition and oral health. The event also had a live cooking demonstration from the team at cooking on a budget. 20 cooking boxes were delivered to the nursery to be distributed to parents to cook at home with their children, the boxes had all the ingredients and a recipe card inside. We received positive feedback from the parents who took part.  Transitions  A cluster transition meeting took place early in 2023 this was to ensure transitions to Primary One were smooth for all involved. A teams group was set up with a spreadsheet for each school to input their information. Transition visits were planned in advance and were a positive experience for everyone. Children who required enhanced transitions were identified quickly and meetings were put in place with school staff and parents to ensure collaborate working from the beginning  Stay and Play  On Wednesday 21st June 2023 we held a stay and play session for our families to join their child whilst they took park in Morton football. At the end of this event the children were awarded certificates to recognise their achievements and progress throughout the programme.  Celebration of Learning  We celebrated the learning and achievements of all our children at our gatherings over a two week period in June 2023. All parents were invited in for the event  Outdoor Learning Environment 2-3  The staff within our 2-3 playroom have started to create a vison for their new outdoor space, they consulted with the children and together they selected resources for the space such as a new mud kitchen, a bridge and a boat. We put out an appeal to parents and the local community for volunteers to help prepare the area, EE Greenock attended on two occasions tidying up the area, building resources and weeding.  Community Partnerships  We have worked closely with Food Network, Children in Poverty and Belville Community Gardens to support parents who found themselves in financial crisis to provide practical and personal support.  Baby Massage  Our family support worker continues to deliver baby massage with three families attending per week, we continue to have a waiting list for this programme.  Steps to School  Our Steps to School was delivered by our family support worker in liaison with CLD. This was offered to all families who had a child transitioning to Primary One, many families attended. The purpose of the session was to alleviate any worries or anxieties the families had regarding their child’s transition to school. The feedback from the families who attended was positive.  Bookbug  Bookbug has been implemented regularly by our family support worker within the community room every Wednesday and Friday morning, this is very popular with our families and the wider community. Bookbug is also delivered by the newly trained staff within the playrooms to engage our children in song, rhyme and stories.  Staff Training  Staff have participated in various training opportunities such as:   * A further two staff are now fully trained by Barnados on the PATH’s programme, they have started to implement the programme in their playrooms and modelled alongside their PATH’s mentor for other staff as we begin to embed the language into our practice. * All staff participated in Numeracy Rich Environment training that was presented by Inverclyde’s CMO for numeracy. * Staff in the under 3 playrooms completed Alice Sharp masterclasses * Four staff have completed book bug training, this is now being delivered within the playrooms on a regular basis * All staff participated in Trauma Informed practice led by Jayne Johnston from Psychological Services. This was then followed up with a more in depth discussion on understanding individual children’s needs and how to manage it within the playroom. * Under 3 staff took part in the PAL’s programme in collaboration with Speech and Language and our parents. This programme supports parent’s to engage positively with their children to support their communication and language. * Some staff took part in the ABC music training, they were provided with the resources to deliver the programme across the nursery. * Some staff visited Craigmarloch School for training on TAC PAC and the Bucket Programme. |