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| **Rainbow Family Centre** **Standards and Quality 2024/25** |  |

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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.**Our Vision & Aims****Our Values:** **At Rainbow Family Centre we aim to provide a safe, nurturing and stimulating environment where every child can grow, learn and thrive at their own pace.****Our Aims:****We aim to achieve this through:****Play Based Exploration –** We encourage learning through play, to foster independence, feed their curiosity and enhance their love of discovery.**Partnerships** – We work closely with our families, local support initiatives, professionals and outside agencies to best support our children’s development.**Respect** – We foster a culture of mutual respect, celebrating diversity and individuality.**Nurturing –** We celebrate the uniqueness of every child encouraging curiosity and creativity.**Inclusive** – We embrace diversity ensuring every child family feels welcome and respected**Child Centred Learning** – We ensure a secure and supportive environment for children to feel safe and valued. |

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| **Establishment priority 1** |
| NIF Priority Improvements in attainment, particularly in literacy and numeracyNIF Driver Teacher professionalism | HGIOS/ELC QIs 2.2 Curriculum2.4 Personalised support 3.2 Securing Children's ProgressUNCRCArticle 3 (Best interests of the child):*Article 28: (Right to education):*  |
| **Outcome:** * By March 2025, 100% of children’s relevant information will be collated using the new “All About Me” booklets and used to inform children’s initial targets.
* By June 2025, almost all staff will have training and be confident in using the Early Years Skills Assessment Tracker in order to ensure children’s progression is evident within Literacy and Numeracy.
* By June 2025 90% of children within Rainbow will have their own individual SMART targets that will be reviewed primarily at 8 weekly meetings with SMT and new target setting will be shared at individual parents meetings.

**Progress and impact of outcomes for learners:**Progress100% of children’s information from the new “All About Me’s” has been collated within the Garden Room and Rainbow Room and used to inform their initial targets. A new pro-forma have been created in which children’s prior learning from home has been acknowledged and used to inform the 28 day settling in process.ImpactChildren’s targets are more relevant to their stage of development as staff are more focused and confident in setting targets to ensure children’s continued progression. This also identifies the need for challenge and support.ProgressSMT delivered training to all staff in relation to the Early Years Tracker and this is being used to track development. Staff are more confident discussing children’s individual targets.ImpactTraining encouraged reflective practice ensuring all practitioners were focused on key areas of development, setting targets within Literacy Numeracy and Health and Wellbeing. It supported practitioners in planning next steps for children effectively. Progress100% of children within Rainbow now have individual SMART targets taken from the Inverclyde Early Years tracker, the SMT team checked in 6 weekly with keyworkers to discuss progress and identify further need for support and challenge. The Equity and Excellence lead was instrumental in providing opportunities for parental engagement through our stay and play sessions focusing on Literacy and Numeracy.ImpactIn term 1 76% of children met their targets, In term 2 85% of children met their targets and in term 3 86% of children met their targets. The targets gave parents a clear insight into their children’s learning within the nursery this in turn enhanced home learning. The regular meetings supported staff to reflect and review and adjust targets if necessary to ensure we were getting it right for every child.  |
| Next steps: * Staff will have the responsibility of implementing the new Inverclyde Early Years Tracker for children 0-3 to ensure progress in Literacy, Numeracy and Health and Wellbeing.
* A new All About Me will be created for children 0-3 in-line with the new tracker
* Staff within both 3-5 playrooms will continue to embed the Inverclyde Early Years Tracker ensuring consistency and confidence making professional judgements on children’s level.

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| **Establishment priority 2**  |
| NIF Priority Improvement in children and young people's health and wellbeingNIF Driver Teacher professionalismAssessment of children's progress | HGIOS/ELC QIs 2.2 Curriculum2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusionUNCRCArticle 3 (Best interests of the child): |
| **Outcome:** By June 2025, there will be a significant increase in children’s attendance, which will in effect ensure children are meeting their targets and are reaching their full potential.By June 2025, almost all staff will engage in Karen Wilding training to create a more numeracy rich learning environment to support children’s individual targets.**Progress and impact of outcomes for learners:**ProgressOur attendance report in August 2024 showed 25% of our children’s attendance was less than 90%.We continued to review our attendance reports monthly and noticed a significant rise of absences in December 2024, 37% of children had under 90% attendance. This prompted us to do a deep dive into our methods of recording and from this we created a children’s absence reporting log. We firmed up on procedures ensuring clerical staff were phoning parents in a timely manner when children are absent. This afforded us to identify the children who continually had less than 90% attendance.We created an attendance policy and leaflet for parents and both were shared through Facebook and on our newsletter. ImpactThrough robust monitoring and supporting parents we have seen a significant improvement in attendance. In December 2024 37% of children’s attendance was less that 90 percent and by April this fell to 24.67%.ProgressAll 3-5 staff participated in the Karen Wilding numeracy training that was delivered by our early years teacher. The EEL supported staff to look at the playroom environments to ensure numeracy experiences were on offer to all children and modelled appropriate mathematical language.ImpactStaff were more confident implementing experiences from the Karen Wilding training and using mathematical language to support children’s understanding of numeracy.Through analysing last years data we recognised that the professional judgements in relation to numeracy outcomes could have been inaccurate as the staff were using Inverclyde Progression Pathways and were not confident in tracking their children using this process. |
| Next steps: * Review our attendance policy and share with existing and new parents
* Invite parents to an information session around our Improvement Plan
* Ensure clerical staff are being consistent with calling parents in a timely manner and recording the correct data
* Upskill SMT and clerical staff on recording absences on pastoral notes
* Data will be collected monthly and analysed at three points throughout the academic year to ensure a consistent recording system
* Our EEL will have a robust yearly plan which will focus on Literacy, Health and Wellbeing and specifically Numeracy to address the identified gap. Gillian (EEL) will target estimating and rounding, money, pattern and time and will share this information with keyworkers and will record her observations onto learning journals.
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| **Establishment priority 3** |
| NIF Priority Improvement in children and young people's health and wellbeingNIF Driver Parental engagementSchool Improvement | HGIOS/ELC QIs 1.2 Leadership of learning2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusionUNCRC*Article 28: (Right to education):* *Article 3 (Best interests of the child):* |
| **Outcome:** By June 2025, all staff will have completed trauma informed practice training that ensures they are confident working with families and children who may have experienced trauma.By October 2024, our staff will revisit our key commitments ensuring new staff have an understanding of how to ensure wellbeing throughout the playroom**Progress and impact of outcomes for learners:**Progress53% of the practitioners have engaged in Trauma Informed Practice training, this was due to limited spaces on the course each month. ImpactStaff recognised signs of trauma such as withdrawal, aggression or developmental delays and responded with empathy. This encouraged calm and consistent responses enabling children to develop self-regulation skills. Staff felt more equipped to handle challenging situation.ProgressWe continued to revisit our key commitments on our in-service day and throughout the year as this reinforced the need to be mindful of how our approaches can impact children and staff when they are not being adhered to. ImpactThis led to the team becoming more coherent, understanding and consistent in their approaches showing empathy for children and adults alike. |
| Next steps: * We will secure further Trauma Informed training opportunities as they become available.
* We continue to re-visit key commitments as part of our August in-service day and when required throughout the year. (new staff)
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| **Establishment priority 4:** |
| NIF Priority Placing the human rights and needs of every child and young person at the centre of educationNIF DriverSchool ImprovementSchool leadership | HGIOS QIs 1.5 Management of resources to promote equity2.7 Partnerships3.1 Ensuring wellbeing, equality and inclusionUNCRCArticle 2 (Non-discrimination):Article 28: (Right to education):  |
| **Outcome:** By June 2025, an inclusive anti-racist action plan will be implemented to ensure 100% of children are experiencing an environment that challenges racism, discrimination and all forms of prejudice.**Progress and impact of outcomes for learners:** ProgressCultural resources that were identified within the audit carried out by the Equalities Co-ordinator have been purchased for all playrooms.Currently two members of our staff team have taken part in Racial Literacy training within Inverclyde Council. We are in the early stages of creating an action plan that will cover bias, cultural identity and inclusive language. We created our visions values and aims with parents and staff to foster a culture of mutual respect celebrating diversity and individuality.ImpactResources within playrooms reflect an inclusive curriculum where children were able to see themselves within the environment.Parents voices were heard and acted upon and suggestions will inform our improvements plan and future practice. |
| Next Steps: * Create questionnaires for parents to gather their opinions with regards to an inclusive anti-racist environment.
* Families will be invited to co-create and review aspects of our racial literacy practice
* We will celebrate culture and identity through shared events
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| Data  |
| Key Strengths:Pre-School Children

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|  | Literacy | Numeracy | Health & Wellbeing |
| Beyond |  - | - | - |
| On track | 88% | 69.81% | 87% |
| Behind | 12% | 30.19% | 13% |

Key Priorities: School/ Rainbow Family CentreRaising AttainmentPlanning and Tracking* We will be aiming for 90% off our children to be on track with their Literacy Numeracy and Health and Wellbeing.
* The new 0-3 Early Years tracker will be disseminated to staff through professional dialogue and training
* Embed the new Early years Tracker and planning model for the 0-3
* Parents meetings for target setting and reviews will be more structured and dates will be added to quality calendar
* Staff will be supported to make professional judgements on children’s level to ensure progression
* What a good on looks like in terms of observations will be created with staff to ensure consistency
* Our EEL will specifically focus on Numeracy ensuring we look at estimating and rounding, number processes, money and time throughout term 1, 2, 3 & 4.

EnvironmentPlacing the human rights at the forefront* To complete and implement our Inclusive anti-racist action plan with staff and parents
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National Improvement Framework Quality Indicators

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| 1.3 Leadership of change **Very Good** |
| Key Strengths:ELC Rainbow Family Centre* We refreshed our vision, values and aims encompassing the views of all stakeholders
* Early Years Tracker was disseminated to all 3-5 staff and a new planning model was implemented

Key Priorities: ELC Rainbow Family Centre * The new 0-3 Early Years tracker will be disseminated to staff through professional dialogue and training.
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| 2.3 Learning, teaching and assessment **Very Good** |
| Key Strengths:ELC Rainbow Family Centre* The new authority tracking tool has been implemented and data gathered to inform progress and improvements.
* The new planning is more robust and ensures all children have individual targets related to their stage of development
* All staff participated in the Early Years environments training and reflected on their own environments and implemented change this has had a positive impact on children’s play and learning

Key Priorities: School/ELC Rainbow Family Centre* The new 0-3 Early Years tracker will be disseminated to staff through professional dialogue and training
* Embed the new Early years Tracker and planning model for the 0-3
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| 3.1 Ensuring wellbeing, equity and inclusion **Very Good** |
| Key Strengths:ELC Rainbow Family Centre* We have worked collaboratively with the cluster, transitions to school, buddy programme and Thrive Under 5 to support parents and children

Key Priorities: ELC Rainbow Family Centre* To complete and implement our Inclusive anti-racist action plan with staff and parents
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| 3.2 Raising attainment and achievement/Securing children’s progress **Very Good** |
| Key Strengths:ELC Rainbow Family Centre* We now have a robust planning cycle implemented within the playrooms that shows clarity
* We had a pro-active approach to setting children’s targets that involves parents contributing to their child’s learning.
* SMT met with all staff individually to evalute their key children’s progress and targets on a six weekly basis
* Parents were involved in target setting and reviews
* SMT have an overview of children’s target and progress

Key Priorities: ELC Rainbow Family Centre* Parents meetings for target setting and reviews will be more structured and dates will be added to quality calendar
* Staff will be supported to make professional judgements on children’s level to ensure progression
* What a good on looks like in terms of observations will be created with staff to ensure consistency
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| **Key Achievements of the Establishment** |
| **Opportunity to celebrate activities, awards, events, partnerships 2024/2025**Thrive Under FiveThe Thrive Under five project helped to support 40 families with a range of initiatives to tackle child poverty:40 families received flat pack meals on a weekly basisFree access and membership to local pantry3 food vouchers of £20 for TescoRelaxation classes for parents Cooking classes for parents and childrenMoveable Feast for families within Rainbow and the local communityZumbini for parents and childrenWill O the Wild outdoors stay and play sessionsPlanting and Growing with Belville community gardensAll of the above was to support poverty, wellbeing and maintaining healthy lifestylesEarly Years Scotland – Sensory Stars & Marvellous MindsWe worked in collaboration with Early Years Scotland to offer bespoke sessions to parents who had neurodiverse children, these sessions gave parents much needed guidance, knowledge and support and signposted them to different services available.Fundraising We held a fundraising event to purchase resources that were identified from our improvement plan, fun day and celebration of learning. We donated £300 of this money to The MS society as this was a charity close to our hearts.Children in PovertyVarious families benefitted from extra Christmas presents donated by Pat Burke who also donated Easter eggs, Clothing, Cinema Tickets and a One family benefitted from an inclusive holiday to Hunters Quay in Dunoon.Buddy PartnershipWe worked in collaboration with young people from Port Glasgow High School which in turn helped to support Literacy development for children within the nursery. The Port Glasgow High children had opportunities to develop their confidence by reading stories and creating story bags.Facebook PageA new Facebook page is fully established with 78 parents accessing the portal. The Facebook page is updated regularly with relevant information in relation what’s on within the nursery and local community.Vision Values and AimsWe updated our Vision, Values and Aims taking into consideration our inclusivity, respect and diversity to ensure all parents and children feel welcome and respected in line with our UNCRC and Racial Literacy improvements.Staff Training* All staff completed Child Protection training updates in August in-service day
* We have embedded the Inverclyde Early Years Tracker with all 3-5 room staff
* 17 staff have completed the Trauma informed training
* All staff completed the Early Protective messages training on August in-service day
* All staff took part in October In-service day Environments training with Yvonne Gallacher
* All staff participated in Literacy Strategy training
* 2 staff have completed the Inverclyde Council Racial Literacy training
* 4 staff attended the Autism Awareness training
* 1 staff member completed the Pondering Pedagogy course
* 15 staff participated in STEM training with Gill Neeson the STEM lead
* 16 staff attended a mindfulness session focusing on their own wellbeing
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