

Context of the establishment:

Wellpark Children's Centre is situated in the central area of Greenock and opened in 2001. We are committed to the delivery of high quality childcare and education to the children and families who use the service. We form part of the East End Cluster and work closely with our cluster partners throughout the year. We have close links with our feeder schools St Patricks Primary & Whinhill Primary. We visit St Patricks weekly to engage with paired reading with our buddies and a range of activities which support transition throughout the year.

The Centre caters for 32 full time equivalent 3-5 year olds and 15 full time equivalent 2-3 year olds. Children have access to our fantastic outdoor space everyday. This space has recently undergone renovation after issues in the autumn which restricted our access to the space.

Our staffing allocation consists of

- Head of Centre
- Depute Head of Centre
- 5 full time and 3 part time Early Years Education & Childcare Officers
- 1 Early Years Graduate
- 1 Early Years Teacher (part time)
- 2 Early Years Support Assistants

We have had many new staff this year with one new EYECO, graduate and early years teacher joining the team. This year we have had 2 members of staff undertake further study in the BA Childhood Practice and 1 member of staff complete her Masters in Child and Adolescent Mental Health & Psychological Practice.

Our vision for Wellpark Children's Centre is:

- To provide and deliver an inclusive and inviting high quality service which supports children and families in our community.

We aim to do this by:

- Supporting all children to build respectful relationships and to reach their full potential by providing a nurturing, stimulating environment that encourages children to be curious and have fun with their friends.

- By ensuring our staff team are highly motivated, knowledgeable and enthusiastic. A team who work well together to deliver high quality care and learning indoors and outdoors in innovative ways.
- Ensuring that all parents feel listened to, valued and supported to be part of their child's learning journey by friendly welcoming staff.

We have a parent staff group which meets termly to discuss and share ideas around nursery life and developments, fund raising and community issues.

This year we have engaged in a new project known as 'Building Blocks' with our partners at Barnardos nurture service. We work closely to provide family support to those in need. This support is helping to support social issues which can effect children's attainment like parental engagement and attendance. Since the project began we have engaged with 5 families in total and initial feedback from parents is that the programme is supporting them, this project will run for the next three years.

We support children to get involved in the community through our Auld Yins and Wee Yins intergenerational project. This project is now in it's fourth year and supports children to develop empathy, relationships and an understanding of the people who live in our community through engaging with the service users at Hillend House fortnightly in a range of activities.

We have regular community litter picks, contact with the local shops and visits to the local parks. We enjoy a range of community facilities such as Cornalees, Ardgowan Estate and library facilities throughout Inverclyde.

This year we have also had year round access to Morton Community trusts programme 'Mini-kicks'. This physical literacy programme is funded by Big Lottery and delivered weekly in the Centre. It develops many skills and encourages our children to develop a love of physical activity.

We encourage parents to become involved in their child's learning journey through working closely to set targets and using our online journaling system to share learning both at home and within the Centre.

National priority: How we are ensuring Excellence and Equity

At Wellpark we strive to ensure that every child has the right opportunities and interventions at the right time for them to succeed. We focus on ensuring that children and families have access to all learning experiences.

All children are engaged in a range of high quality activities which develop their skills across all curricular areas both indoors and out. The establishment has focused on wellbeing this year as the basis for improving children's experiences. All children access the PATHS programme to develop their emotional literacy this year it has been extended to develop children's understanding of their emotions and behaviour through the use of home link, staff have worked alongside parents to support emotional wellbeing. This has been very successful with the children targeted.

All children have had the opportunity to take part in a year long lottery funded physical literacy programme. This has had many benefits on wellbeing and children have very good physical skills and improved confidence as a result.

Staff use online tracking and monitoring systems to ensure that all children are supported/challenged as required to make very good progress. Children are identified early and intervention is put in place to ensure that children develop at their own pace. Staff work closely with external agencies to support children, in particular those on the GIRFEC pathway.

Staff use programmes such as Storygrammar to develop children's literacy skills and also develop numeracy skills using the SEAL approach across the playroom.

Senior management have engaged with parents to encourage good attendance as this was having a significant impact on the achievements of children who had poor attendance levels. This was found to have a short term benefit to those with continuous poor attendance, the Senior management team have referred several families to Barnardos to support their needs as a result of these interventions.

Children's' progress:

Children have made significant improvement in their understanding of emotions and ability to control their own emotions. Children requiring support in wellbeing dropped from 26% to 13%, with children making progress in understanding their wellbeing rising from 29% to 56%.

Literacy and numeracy also saw improvements in children making very good progress and those requiring support. Pre school girls saw a 40% increase in those making very good progress in numeracy and pre school boys also improved, with those making very good progress increasing.

Highly effective approaches to using data have supported learning, teaching and assessment. Staff use the information gathered across a variety of ways to plan and implement experiences which help children achieve.

All children engaged in the Storygrammar programme and developed their literacy skills. Staff identified children who required support or challenged and changed the structure of the programme accordingly. This was beneficial to both staff and children, catering for their particular needs.

Attendance rates have fluctuated throughout the year and was closely monitored by the Senior management team. Intervention had a positive effect however attendance did slide throughout the year. Children who had an attendance rate of under 85% and who were targeted showed progress in their learning.

## Review of progress for session 2018-19

Establishment priority 1: Improvements in attainment, particularly in numeracy	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress	<u>HGIOELC? QIs</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Securing Children's progress
<b><u>Strategies</u></b> <ul style="list-style-type: none"><li>• Implement a programme of phonics using skills gained from past years staff development.</li><li>• Amend tracking paperwork for literacy</li></ul>	
<b><u>Progress and impact:</u></b> <p>All staff have targeted children who needed support/challenge with phonics/literacy throughout the year. Children were introduced to a range of activities including auditory discrimination, word boundaries and onset rhyme. This has been a focus for our Early Years teacher since joining the team in January. Staff have observed children making very good progress in these areas. In a recent survey 85% of parents saw an improvement in their children's interest and skills with phonics and 74% saw an increase in children's interests in reading.</p> <p>76% of pre-school age and 45% ante pre-school children are making very good progress in literacy. This year our cohort is very young and early identification of barriers has ensured that children have been supported to make progress and develop their literacy skills.</p> <p>Senior management have consulted our link Educational psychologist to enhance tracking procedures for literacy. A new proforma was created by our Early Years Teacher to support staff to evidence children's levels of attainment. This will allow them to provide appropriate experiences for children to make very good progress. This tracker has yet to be evaluated to ensure its effectiveness. Staff are still utilising online trackers and data from observations to ensure all children are being provided with learning experiences which meets their needs.</p>	
<b>Next Steps:</b> <p>Evaluate effectiveness of literacy trackers.</p> <p>Monitor literacy opportunities within the new planning structure</p>	

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

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

School Improvement

HGIOELC? QIs

3.1 Ensuring wellbeing, equality and inclusion

2.7 Partnerships

**Strategies**

- Develop staffs confidence in delivering workshops to parents around literacy/numeracy and wellbeing
- Deliver workshops and provide home link bags to targeted children to improve attainment

**Progress and impact:**

Through observation children were identified and targeted for attainment support at home. A range of bespoke home link bags were created to each child's specific developmental need within literacy, numeracy or wellbeing. This involved both children who required support and challenge. Staff worked alongside parents in a workshop before the bags went home. This allowed parents to gain a deeper understanding of how these activities can support their child. Having this workshop style support before giving out the resources meant that parents were invested in the programme and this has had a positive impact on the success of the home link bags.

In total 5 parents worked with their child's keyworker to develop their children's skills. Feedback from parents was very positive with them noticing a clear difference in their child's confidence and abilities. Staff also observed improvement in their children's development across a range of areas. Of the five children, all 5 made very good progress, with one child moving from support to challenge.

Staff were supported to deliver workshops to parents by senior managers, this has helped increase staffs confidence and leadership skills. Ensuring that staff were involved in creating the bags meant that each bag was tailored to the individual child's stage of development.

**Next Steps:**

Ensure early identification of children requiring support and challenge to reduce barriers to learning and engage with home link bags.

Continue to offer bespoke home link bags to close the attainment gap with workshop style support.

Establishment priority 3: Improvements in children and young people's health and wellbeing.

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Teacher professionalism  
School leadership

HGIOELC? QIs

3.1 Ensuring wellbeing, equality and inclusion

**Strategies**

- Embed new "Robbie Rights" programme with all children
- Evaluate staffs confidence when delivering rights learning to children
- Gain silver rights respecting award.

**Progress and impact:**

The new rights programme has been completed throughout the year. This has been evidenced in the form of a big book. The systems put in place for delivery of this learning have been very successful. Children understanding of their rights has developed with most pre school children having a very good understanding of their basic rights.

Most staff are confident in delivering the Robbie rights programme, with all staff having an excellent knowledge of children's rights and how this is embedded in practice. This programme has been led by staff and has developed their leadership capacity. Staff have supported their colleagues in the delivery of rights learning.

A renewed focus on wellbeing this year has meant that Rights has been championed during stay and play days and through communication with parents to develop their understanding of the importance of children's rights. We currently have a bronze rights respecting award and are working towards our silver.

**Next Steps:**

Create a Rights Respecting Committee and apply for silver award

Integrate First Steps to Rights programmes into our Robbie Rights programme

Establishment priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Priority

Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

School leadership

HGIOELC? QIs

1.2 Leadership of learning

3.3 Developing creativity and skills for life

**Strategies**

- Fully Embed fire programme with all children
- Research tools and benefits of risky play
- Purchase Tools
- Create programme for risky play – tools & source staff training

**Progress and impact:**

The fire programme has been very beneficial to developing children's understanding of risk, problem-solving skills and thinking skills. Almost all children who engaged with the programme did so confidently and needed minimal support. The programme was hindered by a period of restriction to the outdoor space. This has meant not all children have accessed the programme. Staffs confidence in delivering this programme after training is high and all staff deliver the programme with a good understanding around the benefits of risky play.

Senior managers researched the benefits of risky play with support from colleagues at Educational psychology. This research was used during training to ensure all staff had a good understanding of the benefits of risky play and how it can develop children's skills across a range of areas. Tools have been purchased and a programme has been created to introduce the children to the tools. A small group have trialled the programme and are evaluating its effectiveness.

**Next Steps:**

Evaluate effectiveness of tools programme and embed in practice

Risky play continues to be promoted throughout all learning experiences. Staff development on the topic will continue with professional dialogue around staffs expectations of risky play and how we can continue to promote resilience and self awareness in children.

## Key priorities for improvement planning 2018-19

What is our capacity for continuous improvement?
<p>We consider ourselves to have a very good capacity for improvement.</p> <ul style="list-style-type: none"> <li>• All staff have a shared vision and are confident in their goals and aims.</li> <li>• We have a robust self-evaluation calendar in place that involves all stakeholders.</li> <li>• Continuous and spontaneous involvement of stakeholders in improvement.</li> <li>• We use data collected from SEEMIS and learning journals to inform our practice and improve attainment.</li> <li>• Staff are continually learning and engage in professional development opportunities. In particular developing their own leadership capabilities.</li> </ul>

## NIF quality indicators

Quality Indicator	Establishment Self Evaluation	Key priorities for session 2019/20
1.3 Leadership of change 2.3 Learning, teaching and assessment	Very Good	In the moment Planning
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Wellbeing Agenda
3.2 Securing children's progress	Very Good	Wellbeing Pathways/Moderation

## Key achievements of the establishment

- Our Auld Yins & Wee Yins “project continued for its fourth year. Children engaged with the service users at Hillend Day Centre, making crafts, playing games and developing relationships. This year the project was enhanced by having a block of football with both the Auld Yins & Wee Yins. The feedback from this was very positive; the programme had a positive impact on both the children and the older peoples wellbeing. We have recently been awarded support from the Royal Horticultural Society’s Greening Grey Britain Programme to develop a sensory garden for the intergenerational project.
- We held very successful Stay & Play days throughout the year. Parents engaged in a variety of activities with their children. Feedback from parents was positive with all finding it a worthwhile experience.
- We won the Comet Trophy at the Port Glasgow Bulb Show.
- We took part in our cluster science roadshow at Notre Dame High School. Showcasing the work of the children with the theme of forces using the story of The Enormous Turnip. The roadshow was very successful and staff engaged the community with a variety of STEM themed activities.
- Several staff have undertaken further study, with one member of staff gaining a masters in Child and Adolescent Mental Health & Psychological Practice and 2 undertaking their BA Childhood Practice. Both managers have undertaken further study, taking part in Froebel in Childhood Practice.
- We have developed the Garden space to include more sheltered areas and provide spaces for children to engage in truly free flow outdoor play.