

WELLPARK CHILDREN'S CENTRE

Standards and Quality 19/20 Recovery Action plan Autumn 2020/21

Context of the Establishment:

Our ELC 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.

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 a new graduate and two new support assistants 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 Ba Childhood 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.

We are in the second year of our family support service in partnership with Barnardos known as 'Building Blocks'. We work closely to provide family support to those in need. This support is helping to support social issues which can affect children's attainment like parental engagement and attendance. This year we have identified 4 families who have engaged well with the service up until March 2020.

We support children to get involved in the community through our Auld Yins and Wee Yins intergenerational project. This project is now in its fifth 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. This project won a National award from Generations Working Together for Reducing Loneliness and Isolation and a special recognition award for raising attainment.

Our new project Garden Gang is funded by and involves working with our partners at Broomhill Community gardens weekly to learn about nature, climate change and science topics such as growing. This has been a great success and continues to go from strength to strength. The eventual hope for this project is that children will grow fruits and vegetables to use and sell in the nursery.

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.

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.

Review of progress for session Aug 2019- March 2020

Establishment priority 1:	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism	<u>HGIOELC? QIs</u> 3.2 Securing children's progress 2.3 Learning, teaching and assessment 2.2 Curriculum Other Drivers RRS <i>Article 28: (Right to education):</i>
Strategies <ul style="list-style-type: none">• Develop the role of the graduate and early years teacher within the In the moment planning structure• Develop a structure of recording for specialist roles within the new planning structure that allows for support of children identified as support/challenge.• Bi-monthly analysis of data using trackers to ensure that children are making very good progress across literacy/numeracy within the new planning structure, in particular for those children being supported/challenged by Teacher/Graduate	
Progress <p>The role of the Teacher and Early Years Graduate within our new planning structure has been developed. Regular evaluations and discussions took place between the teacher, graduate and senior management team to develop this role and ensure that children who required support and challenge were supported within the structure of In the Moment Planning. Both the teacher and the Graduate work well within this system and have created a new recording system that ensures all relevant information can be passed to keyworkers easily. This system works well and all staff feel that it is beneficial and practical to allow them to have a more holistic picture of their key children.</p> <p>Data collection is a tool that is used well within Wellpark. Staff and SMT meet regularly to discuss children's progress and this information is used to inform planning and ensure all children are making progress. These meetings are an excellent way of identifying children needing support and challenge. This information is shared with all staff and supports them to ensure that all children are engaged in learning appropriate to their needs and interests.</p>	
Impact <p>The Graduate and Teacher roles are working well within the new system. Children who require support or challenge are quickly identified and targeted by the Teacher/Graduate. This has been very successful with children in the support category making progress. Communication between the keyworkers and the specialist roles has been very good and this has helped to ensure all children's developmental achievements are recorded and used to ensure that the environment caters for all children's needs and interests. The paperwork created allows for easy recording and ensures communication amongst the staff team is very good.</p> <p>As of March 2020 all children were making good progress in their learning. 68% of preschool children were on track in the during early level pathway in numeracy, with 18% working at the end of early level, 14% were identified as needing support, all of these children had a wellbeing pathway and were being fully supported to engage in learning. We have similar outcomes for literacy with the majority of children working at during early level, those in the support category were all on a wellbeing pathway and 32% of preschool children were at the end of early level for listening, with 14% at the early level for reading. Children were flourishing and all children identified</p>	

as requiring support/challenge were targeted. It is unclear whether the advanced numbers of children in the end of early level have responded well to the new planning system or the input from our Teacher/Graduate. It is fair to consider that the combination of both of these things has had a positive impact on the children who required challenge and allowed them to flourish.

Ante pre school children were also making very good progress with numeracy and mathematics with almost 50% of the cohort in the beginning of early level pathway and 55% on during early level. Literacy has more mixed results. All children were making good progress in reading and listening with 65% on during early level for listening and 36% for reading. Children were all on track with writing with 18% making very good progress. The children again are all thriving, those who have been identified as needing support are targeted and areas such as EAL, wellbeing pathways and medical needs have been taken into account when planning for learning.

Next Steps:

Continue to embed these roles within the planning system and evaluate the impact that they are having on our most vulnerable children.

Continue to collect and use data in a meaningful way to ensure positive impact on children's outcomes.

Establishment priority 2:

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Parental engagement

HGIOELC? QIs

2.4 Personalised support

2.7 Partnerships

Other Drivers

RRS

Article 28: (Right to education):

Article 5(Parental Guidance)

Strategies

- Fully embed Barnardos Building Blocks programme throughout establishment community to ensure Barnardos staff are part of the establishment team.
- Offer targeted support to parents from Barnardos for those parents who require support. Identify parents through data analysis of attendance and good partnerships with Health visitors, as well as strong relationships with parents
- Develop an evaluation tool to measure the impact that support is having on children and families with Barnardos workers
- Continued evaluation of data from attendance, learning trackers and information from parents to ensure children have improved attainment.

Progress

This year we have engaged well with our partners in Barnardos. We are in the second year of the project and we have referred 4 families to the project. 3 of those families engaged well and progress was made in parental capacity as well as other related issues such as mental health and financial support. One family that was referred subsequently engaged with HSCP and was not in a position to work with Barnardos after referral. It is hoped that this will be a future development for this family as part of a wider child protection plan. Attendance monitoring, relationships with parents and good working practices with health were the basis for identifying families requiring support. This is working well and all professionals involved have strong working practises which makes this the best basis for referral.

Attendance monitoring has continued to be beneficial in supporting children who are at risk of having a gap in their attainment. By carefully monitoring attendance SMT can address any issues with parents and early intervention can support families. This system of attendance monitoring along with the very strong relationships which are fostered with parents at Wellpark has ensured that children who fall below 85% attendance rate are supported and parents are notified of any concerns. On the whole parents are very responsive to discussions about attendance and we see a marked improvement in attendance. For those families where attendance is an ongoing issue we generally observe a short term improvement in attendance before a possible decrease again.

Barnardos had a change in staffing during the year and although this did not have an impact on the support for families it did mean that we did not begin to discuss creating an evaluative tool. Barnardos have evaluative tools which they use and although this information is available we have been unable to use it to evaluate the project as a whole as this would have been due to be completed in term 5 after the COVID lockdown.

Barnardos held a 5 to thrive workshop for parents which was attended by 3 parents. Feedback was very positive and families reported having a better understanding of hoe their responses to their child's wellbeing and behaviour affects them.

Impact

The families who engaged with Barnardos saw improved attendance and it is clear that the project benefits these families in a number of ways. Almost all the families engaged well. This is not a quick fix project and these families will have to engage with Barnardos for a sustained period of time to

observe an impact in parental capacity etc. Having access to this project is a positive partnership and ensures we can provide a different kind of intensive support not available within the Centre.

Next Steps:

Meet with Barnardos to discuss the future of the project as this is the last year of funding. Also discuss when the project will continue due to COVID 19

If able carry out more 5 to thrive parent sessions.

Establishment priority 3:NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Assessment of children's progress
Teacher professionalism

HGIOELC? QIs

3.1 Ensuring wellbeing, equality and inclusion

Other Drivers**RRS**

Article 29 (Goals of education):

Strategies

- Survey parents to gauge understanding of emotional literacy.
- Hold a parent information session framed around nurture, PATHS and emotional literacy
- PATHS home link support bags to be used for children requiring support/challenge with their emotional wellbeing
- Creation and implementation of an pre PATHS programme for 2-3 age group
- Continue to champion wellbeing whilst implementing In the moment planning through professional dialogue, staff supporting each other and role modelling of good practices

Progress

Wellbeing is one of our founding principles and is the basis for all that we do at Wellpark. The wellbeing agenda is now firmly embedded and all staff have a very good understanding of the importance of championing wellbeing for all stakeholders. Staff monthly wellbeing check ins are having a positive impact, with all staff surveyed stating they felt supported with their wellbeing. Staff have taken part in in-service training with Education Psychology Service around bereavement and wellbeing and all evaluated this as useful for themselves and their practice.

All parents were surveyed around emotional resilience and an information session was held for parents based on the results of this survey at our Curriculum evening. Parents engaged well with the PATHS home link bags with parents evaluating the project as beneficial in helping them to support their child's emotional wellbeing.

The PATHS programme for under 3s was not created due to COVID lockdown.

Staff check in continued to be a valuable experience for staff and senior management. This enabled staff to have a supervision type meeting where they could discuss their own wellbeing and gave senior managers a good overall view of staffs wellbeing and any concerns.

Impact

Staff feel supported and know the steps to take to care for their own wellbeing and the wellbeing of children. They have an excellent understanding of the impact of wellbeing on learning and support this well within the establishment.

Children had a noticeable difference in their ability to recognise and manage their emotions. This was observed throughout play with staff commenting on targeted children's progress in managing their emotions, and their ability to access learning due to improved wellbeing.

Next Steps:

Create PATHS programme for 2-3 years
Ensure new staff have a good understanding of wellbeing agenda and feel supported
Ensure wellbeing is at the heart of COVID recovery plan.

Establishment priority 4:NIF Priority

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

NIF Driver

School Improvement

HGIOELC? QIs

3.3 Developing creativity & Skills for Life

2.3 Learning, teaching and assessment

1.3 Leadership of change

Other Drivers**RRS**

Article 31 (Leisure, play and culture):

Strategies

- Staff Training on In the Moment Planning System
- Implement the In the Moment Planning Structure
- Review of environment to ensure children are engaged in an open ended supportive play space which encourages active learning and thinking skills.
- Self evaluation of implementation to ensure best practice
- Observation of practice & monitoring of paperwork/journals to ensure consistency of approach

Progress

Some staff have attended training with Anna Egrave and all staff have had in house training on the new In The Moment Planning system. Staff have been preparing to implement the system for a year and implementation has went well. Staffs confidence and understanding in the new system is good and staff have identified areas for further development through a recent evaluation. The focus on planning in response to children's interests has worked well, children have responded positively to the new system. Throughout implementation staff have regularly evaluated and engaged in development work on areas such as the environment, interactions and delivery of the curriculum. Recording of learning observations has been regularly monitored to ensure a consistent approach and observations have been of a high quality, reflecting the high quality engagement and experiences children have had.

In a recent evaluation staff identified further development work which will be carried out to ensure we are continually delivering a high quality experience for children. This approach will evolve as staffs confidence increases. Parental involvement has been high and parents evaluated that they felt involved in their child's learning journey and understood the system and its benefits, however, staff evaluations indicate they feel more development works needs to take place around the setting of appropriate targets with parents. This will be a next step in the process. The environment is an area of further development work for the future, as it continues to evolve along with our understanding of children's interests and use of the environment. Implementation in the 2-3 room began in January 2020 however, due to the COVID lockdown this was not fully implemented.

Impact

Children have been engaged in interesting, high quality learning experiences both indoors and out. All children have been making progress and the new system enables them to explore their interests whilst learning at an appropriate level for their development needs. Staff wellbeing and motivation has remained high throughout this process and although development work continues staff are keen to continue to evaluate and engage with the changes. The changes have challenged staff to evaluate and reflect on their own practices and this has had a positive impact on the team, they have engaged well with professional developments and continue to do so to ensure the system in place works well for all.

Next Steps:

Evaluate and reflect on benefits of target setting within the structure and how we can do this in a more meaningful way

Develop strategies to engage parents meaningfully with target setting.

Implement with 2-3 age group

New staff team will need support to engage with the system and develop their own capacity.

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.

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. This is supported through early intervention by our Early Years Graduate and Teacher who work with targeted children to support/challenge.

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.

Response to Covid 19 Lockdown closure – March 2020 – June 2020

In response to the COVID 19 Lockdown SMT have ensured that all children are fully supported at home to continue to learn through play. Parents have received 2 home learning packs which contained ideas and resources. Feedback from parents was excellent with all commenting on how useful these resources were. Parents are sent daily play at home ideas and receive a wellbeing check in phone call once per week. Parents feedback is that these activities are helpful, just the right amount and are appreciated by all. Parents also receive wellbeing support for themselves every Wednesday, which is known as Wellbeing Wednesday.

All pupils are engaging in play and learning at home, with almost all parents reporting that their children are coping well. Engagement with our online journaling system is good, with 44% of parents sharing achievements from home online and regularly having discussions with their child's keyworker. Parents who reported that their children were not coping have been supported with visual timetables and other resources to help support their child. Parents have also been supported with bereavement resources for children. Parents who have identified wellbeing needs such as food shortage etc have also been supported by SMT and community organisations.

All children identified as at risk are engaging with HSCP and the nursery staff. 3 of the 5 at risk children attend the hub. The hub has been very successful with children, parents and staff fully supported. Parental feedback from the hub is very positive, parents are grateful for the support at this difficult time.

Staff welfare was a high priority at the beginning and throughout this lockdown period. Staff have engaged well with home working, all staff have completed a number of CPD courses, as well as working in the hub and making home learning packs for children. Staff have created weekly videos which are sent to their key children to keep in touch. Staff have a wellbeing check in weekly and

feedback is that they find this beneficial. Staff have worked with dedication and compassion during this time and have been instrumental in providing support for each other, parents and children.

Autumn term recovery plan

PRIORITY 1:

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
Ensure wellbeing of staff and have systems in place to support staff wellbeing through recovery such as weekly check ins, information booklet.				AMC/JOAN	ONGOING	Ed Psy Occ Health	Wellbeing Paperwork Mental health online training
Ensure wellbeing of children is priority and basis for all practices. Use paths programme to engage children in discussion about COVID, their feelings etc.				ALL STAFF	ONGOING		
Ensure new staff have more rigorous induction which includes COVID related practices.				AMC/JOAN	AUG/SEP		National Induction Resource Inverclyde Council Procedures Establishment Recovery Procedures
Ensure recovery curriculum is based on principles of nurture and the cross cutting themes.				SMT	AUG/SEP	Educational Psychology	Realising the ambition Principles of nurture In house staff training
Support parents to engage in learning through blended model using online tools set up during lockdown. Create a range of new resources to support learning at home.				AMC/ SUZ	OCT		Clickview Range of materials such as art supplies etc
Create a range of digital resources using clickview				AMC/JOAN Designated staff	NOV		Clickview Training
Early intervention with children who require emotional support. Use Leuven Scales of wellbeing and engagement				ALL STAFF/ SHIRLEY	ONGOING		
Use observation to assess achievements through lockdown and ensure support/challenge provided where necessary				ALL STAFF	ONGOING		

