

WELLPARK CHILDREN'S CENTRE

Standards and Quality Report 20/21

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.

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
- Senior Early Years Education & Childcare Officers
- 6 full time and 4 part time Early Years Education & Childcare Officers
- 1 Early Years Graduate
- 1 Early Years Teacher (part time)
- 2 Early Years Support Assistants

The implementation of 1140 hours has meant an increase in staffing, with almost 50% of the staff team being new staff. This year we have had 2 members of staff undertaking further study in the BA Childhood Practice and 1 member of staff taking part in the Froebel Practice course.

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 continue to engage with the Building Blocks programme with Barnardos. Due to COVID we have changed how we engage with our partners at Barnardos. This has meant no face to face support however support was offered online, by phone and financial support was provided. Four families engaged with the service this year.

Our community work has been put on hold due to the pandemic. Garden Gang and our community eco work was replaced with an online offer and some physical home learning resources. Families were encouraged to take part in litter picks and eco work at home through home links learning. Our Auld Yins & Wee Yins intergenerational project stopped due to COVID however the service at Hillend Day Centre has been permanently closed and so this project will now have to be re-considered using another service.

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.

During the COVID pandemic and 2 national lockdowns we have continued to provide a high quality service within the parameters of the COVID restrictions.

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 our COVID recovery. All children access the PATHS programme and digital home learning links were made through the introduction of new platforms, which contributed to developing parental understanding of emotional literacy.

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 develop numeracy skills using the SEAL approach across the playroom. Our Early Years Graduate who works with targeted children to support/challenge supports this through early intervention.

Senior management continue to monitor attendance as a vehicle for improving attainment. This process is well embedded and it has been noted that intervention has a short term impact to improving attendance.

Children's progress:

Children have made significant progress despite the challenges of COVID this year. 72% of children are on track in numeracy & mathematics, with a decrease of 26% in the amount of children requiring support in this area.

Children also had a significant decrease in the amount requiring support across all areas of literacy. Over 70% of children are on track across all areas of literacy, of particular note is the decrease in the amount of children requiring support with writing, this decrease of 38% was a direct result of intervention using continuous provision.

Children's wellbeing has been consistently good across the year given the extraordinary circumstances. Staff use the PATHS programme and the strategies already embedded through our wellbeing agenda to ensure wellbeing remained the top priority. Children who required support received this and

Attendance was monitored and interventions did have an impact on improving attendance for short periods. Due to the isolation periods for COVID attendance did fluctuate significantly this year, however when families were identified as requiring support the senior leadership team engaged with partners in Barardos to support this where possible. This system and partnership has proven to be effective in improving attendance through supporting families.

Review of progress for session Aug 2020-June 2021

Establishment priority 1:	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Parental engagement	<u>HGIOELC? QIs</u> 2.7 Partnerships 3.2 Raising attainment and achievement Other Drivers RRS <i>Article 28: (Right to education):</i>
Strategies <ul style="list-style-type: none">• Use observation to assess achievements through lockdown and ensure support/challenge provided where necessary• Analysis of data using trackers to ensure that children are making very good progress across literacy/numeracy• Creation of a bank of support videos to enable parents to engage in literacy & numeracy support at home through play.	
Progress <p>Practitioners effectively used observation to ensure children were on track with learning in literacy & numeracy upon return from lockdown. Those children who needed support/challenged where supported by both practitioners and our Early Years Graduate to engage in a range of high quality experiences, which would enable them to achieve and experience success in learning.</p> <p>Data collection is robust and is used to ensure all children are making good progress. Staff and SLT meet regularly to discuss children's progress and this information is used to inform planning and ensure all children are making good progress. These meetings are an excellent way of identifying children needing support and challenge. This has lead to improvements in the attainment of children across all areas of learning. This practice is embedded in Wellpark and has proved vital in creating a picture of children's current attainment levels during the COVID pandemic.</p> <p>Staff created a range of videos to support parents to engage in literacy & numeracy learning at home. These videos were parent friendly and provided activities, which extend learning in the nursery to the home environment. These videos where shared weekly with parents through lockdown and are available permanently for parents on our digital platform.</p>	
Impact <p>Upon returning from both lockdowns, data collected was vital in ensuring all children's needs were being met. Children who require support or challenge were quickly identified and targeted by the Graduate/Practitioners. Almost all of the children identified as requiring support upon our return in August have made progress. Children identified as requiring additional support have been placed on a GIRFEC Pathway and were targeted for support. These children have made have made steady progress.</p> <p>As of May 2021 almost all children were making very good progress in their learning. 72% of preschool children where on track in the early level pathway in numeracy, with 4% exceeding expectations in the early level, 24% were identified as needing support. All of these children either had a wellbeing pathway or were targeted for support throughout the year.</p>	

We have similar outcomes for literacy with 76% of children on track in the early level pathway, those in the support category were all either on a wellbeing pathway or have been targeted for additional support. A particular achievement for literacy has been a drop of 35% for children requiring support in writing. The impact of our data collection and continued communication with parents after lockdown has meant staff have a very good understanding of children's levels of achievement and were able to significantly support these where necessary.

Ante pre school children were also making very good progress with numeracy and mathematics with almost 60% exceeding expectations. It is a similar picture in literacy learning with 60% of children exceeding expectations in listening & 80% on track for reading. Those requiring support are either on a wellbeing pathway or have been targeted by our Graduate. Almost all children in cohort 2 & 3 require support in numeracy & literacy. Some of these children have missed a significant amount of early learning and had no access in their pre-nursery life to other experiences due to the national lockdown ie Bookbug etc.

Despite the notable challenges of the last year, almost all of our children are on track and thriving. Our focus on wellbeing and supporting children to engage in learning at home has meant that children who had previously accessed the service continued to achieve. This year we have also had a significant amount of children requiring support due to additional support needs, child protection & speech & language delay.

These challenges have been compounded by the restrictions placed on the service due to COVID 19. Despite this, children have continued to achieve and access high quality experiences both indoors and out. The service has continued to work closely with colleagues in ICOS & Speech & Language to support practitioners in providing targeted support for children where necessary.

Our home learning support for parents videos have been viewed by over 60% of our parents and have been well received. Parents have noted how easy they are to access and how they found them beneficial to supporting learning at home. Through our online journaling, we could see links to these videos happening at home when parents shared learning.

Next Steps:

Develop practitioner's skills when making professional judgements, in particular for new staff.
Ensure staff team has consistency of expectations across the curriculum.

Introduce Word Aware programme to enhance literacy learning.

Establishment priority 2:

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

School Improvement
Teacher professionalism

HGIOELC? QIs

3.1 Ensuring wellbeing, equality and inclusion
2.5 Family learning

Other Drivers **RRS**

Article 5 (Parental guidance):

Strategies

- Ensure our recovery curriculum is based on principles of nurture
- Early intervention with children who require emotional support
- Providing a service for those most disadvantaged through the COVID hub
- Ensuring all families have access to home learning opportunities

Progress

Our recovery curriculum focussed on wellbeing and children having the opportunity to engage with high quality experiences suited to the stage of development they presented with rather than having a focus on catch up or a deficit model. Practitioners used the skills and knowledge they developed from engaging in a wide range of professional learning during the first lockdown such as speech & language, emotional development & ASN training to ensure that the focus for curriculum began with wellbeing. The curriculum continued to engage with our priority of a balance between responsive and intentional planning. However, due to environmental restrictions from COVID this was more difficult than in previous years. The Senior Leadership Team used the principles of nurture to engage in professional dialogue with practitioners when reviewing or planning within the curriculum.

Staff used the Leuven scales as well as their in-depth knowledge of families to support children struggling with transition back into the learning environment. A range of methods were used to support children including videos, visuals, changes to session times and a collaborative approach to supporting parents and children. This was successful and almost all children transitioned back to the learning environment happily and confidently.

Throughout the recovery period staff continued to prepare home learning resources digitally. These were offered on a weekly basis to parents through our online journals and communication platforms. For those families who were identified as being digitally challenged physical resources were provided when needed to extend the learning at home. Almost all of our families engaged with our digital content and the use of learning journals to share experiences between home and nursery. This was very beneficial in supporting transitions and emotional development within our children. Children identified as being most disadvantaged during the second national lockdown were offered provision within our COVID hub. This was utilised well and provided the most disadvantaged children with an opportunity to engage in learning, a stimulating environment and a focus on their wellbeing.

Impact

Our focus on wellbeing ensured that children learned at a pace and stage appropriate for their needs. Data shows that almost all children have made very good progress and those families requiring emotional support have been supported effectively in a holistic way.

Feedback from parents regarding our digital offer has been extremely positive with parents commenting on the support provided as excellent. The ability to engage with parents regarding home learning on learning journals has meant staff have a more in-depth understanding of family life, how parents are supporting children at home and the further supports we could provide within nursery. This was invaluable when providing learning experiences for all at an appropriate level.

Next Steps:

Embed digital home learning within the curriculum for all.

Develop Play Pedagogy with a focus on observation/interactions and the learning environment as we recover from COVID restrictions.

Establishment priority 3:NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School leadership

Parental engagement

HGIOELC? QIs

3.1 Ensuring wellbeing, equality and inclusion

1.4 Leadership and management of staff

Other Drivers**RRS**

Article 3 (Best interests of the child):

Strategies

- Ensure wellbeing of staff is paramount and supported through regular check ins and signposting to services where needed.
- Provide support for families, ensuring wellbeing of children is a priority and the basis for all practices through a variety of communication methods.
- Engage with our community partners such as Barnardos to support parental wellbeing
- Utilised leuven scales to support children's wellbeing at times of transition.

Progress

During our recovery from the first national lockdown, we had a strong focus on practitioner wellbeing. Staff had weekly wellbeing check in's providing them with an opportunity to discuss any issues that may arise. These changed to monthly due to staff feedback. Staff were signposted to mental health services and provided opportunities to access support if needed. Staff feedback from the support received was extremely positive with 72% of staff feeling supported a lot and 18% of staff feeling supported a moderate amount. Staff wellbeing was also considered as we entered a second period of lockdown and feedback from the staff regarding this time was also positive with staff commenting it was much less stressful than the previous lockdown.

Due to the addition of new staffing for the 1140 implementation and the COVID restrictions staff have required additional support as they are working in bubbles, which has meant less opportunities for team building within the team as a whole. SLT have provided role-modelling and emotional support. New staff engaged with the National induction resource, feedback from this programme has been very positive with staff commenting that it provides opportunities for development & a space to discuss their own progress in their new roles.

Wellbeing of our families was also a high priority. Staff engaged with families post lockdown through weekly phone calls, this later changed to fortnightly after parental feedback. Staff found these calls invaluable as it enabled them to have a greater understanding of home learning and how best to support families. Learning journals was also used as a communication tool to engage families in their children's learning journey.

Throughout the year staff have engaged with the strategies of emotional regulation to support children's emotional wellbeing with a focus on kindness and developing an understanding of their own emotions. This is evident in observations of interactions between most children within the playroom.

We engaged with our community partners to provide parents with wellbeing support such as financial assistance and mental health support. This process works well and parents are supported in both the short and long term.

Staff used the Leuven scales as well as their in-depth knowledge of families to support children struggling with transition back into the learning environment. A range of methods were used to support children including videos, visuals, changes to session times and a collaborative approach to supporting parents and children.

Impact

Staff felt fully supported throughout the return and subsequent lockdown. Feedback suggests they felt listened to and confident in the supports in place. This has meant that SLT have a good understanding of the needs of staff and the impact this can have on their wellbeing. Due to Covid restrictions the whole staff team have had to work in isolation of three bubbles, this has meant that the team dynamics have changed and will continue to be a priority for future development.

Parental feedback showed that families appreciated the digital resources and engaged well with them. Parents used learning journals to highlight achievements at home, which then allowed staff to have a fuller picture of children's stages of development. Phone calls ensured that staff could support parents should they had any wellbeing concerns and SLT provided mental health support where necessary in conjunction with our partners in health and 3rd sector. This has meant we have seen a steady attendance rate this year and parents have commented on their confidence in the service to provide a safe space during covid as well as a place to get support if needed.

Next Steps:

Ensure team development as we engage in whole team working when COVID restrictions change.

Develop Paths programme for 2-3 age group

Establishment priority 4:

NIF Priority

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

NIF Driver

Parental engagement

HGIOELC? QIs

3.3 Developing creativity & Skills for Life

2.2 Curriculum

2.5 Family learning

Other Drivers

RRS

Article 31 (Leisure, play and culture):

Strategies

- Engage families in extending learning at home using a variety of methods
- Engage families in the life of the Centre with an online offer

Progress

We produced an online offer that could extend the learning at home. This involved weekly digital and physical resources were appropriate. The resources encouraged the promotion of play and supported children to develop thinking skills, creativity and imaginative play at home. This offered proved most valuable when children missed learning due to COVID. These packs supported families to develop an understanding of the importance of home learning and parental support videos supported parents to implement home learning.

Families were involved in the life of the Centre through our usual events however; these were also adapted to be a home learning offer. Stay & Play Day, craft days and Eco events such as litter picking were all available as take home bags, which parents could engage with their child within the community. Learning was shared on our online journaling system and practitioners were able to work alongside parents to extend the learning were appropriate.

During the second lockdown parents again had a remote offer of learning both digitally and with physical resources. These resources were targeted to their children's individual stage of development. Feedback from parents regarding this offer was positive and the majority of parents engaged well with the home learning offer.

Impact

Our home learning offer ensured all children had access to learning whether able to attend nursery or not. The resources available supported learning across all curricular areas and 100% of parents thought the resources were helpful to extend learning with 76% requesting more resources.

Data collected after lockdown shows children making progress, no children had a decline in their learning. This could be partly attributed to the remote offer and high parental engagement with the learning resources.

Next Steps:

Develop digital skills within the learning environment (authority priority)

What is our capacity for continuous improvement?

We consider ourselves to have a very good capacity for improvement.

- All staff have a shared vision and are confident in their goals and aims.
- We have a robust self-evaluation calendar in place that involves all stakeholders.
- Continuous and spontaneous involvement of stakeholders in improvement.
- We use data collected from SEEMIS, practitioner judgements and learning journals to inform our practice and improve attainment.
- Staff are continually learning and engage in professional development opportunities. In particular developing their own leadership capabilities.

NIF quality indicators

Quality Indicator	Establishment Self Evaluation	Key priorities for session 21/22
1.3 Leadership of change	Very Good	Learning Environment – Enhance & Develop
2.3 Learning, teaching and assessment	Very Good	Develop Capacity & Consistency of Professional Judgements
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Learning Environment – Enhance & Develop
3.2 Securing children's progress	Very Good	Fully Embed Intentional/Responsive Planning Model

Key achievements of our establishment.

- We provided a high quality service to all children and families throughout a National lockdown and supported families throughout the Pandemic. Feedback from our families has been overwhelmingly positive.
- We held very successful Stay & Play at home learning days throughout the year. Parents engaged in a variety of activities with their children using resources provided during lockdown. Feedback from parents was positive with all finding it a worthwhile experience.
- Several staff have undertaken further study, with one member of staff studying the Froebel in Early Years and 1 graduating with BA Childhood Practice.
- Our Cluster produced Woodwork in the Early Years practice guidance for the Authority as part of our STEM grant.

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>				
Develop team dynamics as we ease out of lockdown restrictions							
Develop responsive/intentional planning model with a focus on observations & environments. Play Pedagogy (authority)							
Develop professional judgement to enable consistency of approach and expected outcomes							
Create digital literacy strategy for Wellpark to develop digital capacity within the curriculum and the team as a whole (authority)							