

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 Schools.

Wellpark Children's Centre currently has 75% of its families residing in SMID 1 & 2 areas.

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
- 7 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

This year we have had 1 members of staff complete their 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 continue to engage with the Building Blocks programme with Barnardos. Over the past year we have been returning to a hybrid model of face to face and online support for our families. We currently have 6 families engaging with the service.

Our community work has restarted after a period of restrictions due to COVID. Our Garden Gang project which involves working with our partners in Inverclyde Association for Mental Health at Broomhill hub has been successfully restarted and children engage with this growing programme on a weekly basis. Our Auld Yins & Wee Yins Intergenerational project is currently in the process of restarting, this award winning programme had previously been in partnership with Hillend Day Centre, however due to the pandemic the programme will now take a new format but will still at its core support children and older people to build relationships and support their wellbeing.

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.

Establishment priority 1: Improvements in Attainment, particularly in literacy & numeracyNIF Priority

Improvements in attainment, particularly in literacy and numeracy

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NIF Driver

Teacher professionalism

Assessment of children's progress

HGIOELC QIs

2.2 Curriculum

2.3 Learning, teaching and assessment

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UNCRC

Article 28: (Right to education):

Outcome:

- All staff will gain confidence in independently making professional judgements when tracking & monitoring learning across the curriculum. This will affect learners directly as they will have a more consistent learning experience.
- Tracking information is utilised to ensure that all children are supported/challenged to make progress in literacy/numeracy learning

Progress and impact of outcomes for learners:

- All staff have engaged with training and support to develop their understanding of the importance of consistent professional judgements, supported by the senior leadership team. This has ensured that staff have an awareness of the need for professional judgement to be robust and consistent across the year. As a result staff have a greater understanding of the level of learners achievements and are able to ensure opportunities for learners are providing support/challenge.
- Staff have engaged in moderation both internally and in the wider context within the Authority and the West Partnership. This opportunity has allowed staff to develop their approaches to learning and provided an opportunity to be reflective and evaluate our learners experiences more consistently.
- Tracking data is utilised to identify children who require support/challenge. These children are targeted by our Graduate and Early Years teacher who work collaboratively with early years staff to ensure that children are making very good progress. Of the children supported/challenged throughout the year almost all have made progress and are now on track in the early level. 5% are behind expectation however have made progress throughout the year.
- The service has sector leading approaches to data collection and its impact on the learners experience. This year the senior leadership team have used the new ELC dashboard to collect and analyse data. This software has further improved our capacity to analyse and explore the factors which contribute to attainment. This has given staff a better understanding of the external factors which can contribute to the attainment gap, allowing them to be more focussed in their targeted approaches. Using these approaches has resulted in almost all children being on track in the early level in literacy & numeracy.

Next Steps:

- Embed the new dashboard software and increase the senior leadership teams capacity to engage with this.
- Continue to engage in moderation activities both internally and externally to enhance staffs capacity to make robust professional judgements

Establishment priority 2:

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people

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HGIOELC QIs

2.3 Learning, teaching and assessment

3.2 Securing children's progress

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UNCRC

Article 3 (Best interests of the child):

NIF Driver

Teacher professionalism

School Improvement

Outcome:

- Staff develop the skills to observe, teach and extend learning in a purposeful responsive way, which will ensure learners make progress across all areas of the curriculum.
- Learners achievements from home are valued and used to inform/support the curriculum offer within the learning environment

Progress and impact of outcomes for learners:

- All staff have taken part in a wide range of training to develop their understanding of observation and the impact of high quality observations and assessments. This has been more challenging this year due to the impact of 1140 hours and the lack of development time for staff training in house, however, staff have committed to developing their practice and have been learning at home where appropriate. Observations of practice by the senior leadership team have shown that staff confidence in providing high quality provocations in response to observations is good. Staff are developing their approaches to extending learning with those more experienced staff role modelling for newer qualified colleagues. This approach has worked well and staff feedback has been positive. Monitoring of written observations on learning journals has shown that staff have become increasingly skilled at written observations and implementing the responsive/intentional planning model. This has resulted in all children being provided with a high quality-learning environment which is engaging and personalised to meet learners needs. All children are making very good progress across the curriculum, with those needing support identified and targeted by all or by utilising the GIRFEC pathways model to work collaboratively with other services to provide support.
- The use of learning journals at Wellpark is highly effective, and has been embedded for several years. Parental engagement with the online platform is extremely high with only a few parents not yet engaged. This platform allows for parents to share learning from home which gives practitioners a greater understanding of learners experiences which they use to inform the curriculum offer within the nursery. A highly effective example of this would be one family who now engages in weekly baking activities at home after these were on offer within the nursery. Staff could observe the child's interests online and where able to provide similar experiences at nursery which gave a more depth and coherence to the child's experiences. Staff are also able to use this information to enhance their professional judgements. This method is highly effective and enable practitioners and parents to communicate more frequently and in a more informal way. Due to continuing COVID restrictions our home learning offer has been restricted to non-face to face activities. We continued to offer high quality learning resources both online and physically

throughout the year and parental feedback from learning journals was that parents found these to be beneficial in helping to support learning at home. Parents also had the opportunity to engage with a range of support videos created by the service and monthly parental phone calls enabled practitioners to provide ideas and support for parents where necessary. These approaches have benefited families, and feedback shows that this has resulted in an increase in parental confidence when supporting learning at home.

Next Steps:

Further develop approaches to ensure staff continue to use high quality observations to impact learners experience.

Reintroduce face to face parental support

School priority 3:

NIF Priority

Improvement in children and young people's health and wellbeing

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NIF Driver

School Improvement
Choose an item.

HGIOELC QIs

3.1 Ensuring wellbeing, equality and inclusion

1.3 Leadership of change

1.2 Leadership of learning

UNCRC

Article 31 (Leisure, play and culture):

Outcome:

- Children have access to a high quality learning environment which allows them to engage in both responsive and intentional play experiences
- Children's wellbeing is a focus for all practice and remains a high priority post Covid

Progress and impact of outcomes for learners:

- Throughout the year staff have evaluated the effectiveness of the learning environment and made changes to enhance the experiences on offer. This has resulted in all children having access to a high quality learning environment both indoors and out which challenges them to engage in learning in a responsive/intentional way. Data shows that this has contributed to almost all children making very good progress across the curriculum. Staff engaged in a range of training opportunities around curiosity, practice based learning such as schemas, nurturing environments etc. Staff feedback has shown that the majority of staff feel this training has improved their practice and has impacted directly on learners experiences. Whilst some restrictions remain due to covid and physical capacity within Wellpark, staff have been innovative in their approach to combat this and ensure the learning environment is meeting the needs of all.
- Throughout the last year as we have had further restrictions the senior leadership team continued to ensure that wellbeing was at the heart of all practice. Staff used a range of policies and programmes such as PATHS to support children who's wellbeing had been impacted by a range of factors. Tracking data shows that these approaches had a positive impact on all children including those who required targeted support. Staff have a very good understanding of nurturing approaches and have worked closely as a team to support each other to embed these with children displaying challenging behaviour. The senior leadership team have sought support from other agencies including Inverclyde Communication Outreach Service & Educational Psychology to enable several children to engage with learning. There has been a noticeable decline in children's emotional development this year, with only 30% of our cohort being school leavers. As a result staff have made significant changes to practice to support children's emotional and wellbeing needs. This has had a positive impact however is an ongoing priority.

Next Steps:

Staff to undertake training with Educational Psychology on trauma informed practice and nurturing schools priority 5: All behaviour is communication

Moving forward we will continue to evaluate the learning environment as restrictions further ease and ensure it is of a high quality for all.

Establishment priority 4:

NIF Priority

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

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NIF Driver

Assessment of children's progress
School leadership

HGIOELC QIs

1.5 Management of resources to promote equity
3.3 Developing creativity and skills for life and learning
2.2 Curriculum

UNCRC

Article 28: (Right to education):

Outcome:

- All learners have access to a digitally enabled learning environment, which has a positive impact on their learning.
- Almost all children have the skills to use digital solutions for learning and life
- Practitioners have a good understanding of the development of digital skills at the early level.
- Practitioners have a good understanding of how digital skills links to play pedagogy

Progress and impact of outcomes for learners:

- The opportunities for digital learning have increased, there have been some continued improvements in the quality of the digital offer to learners. Observations show that most children have developed good skills when using digital learning within the curriculum. This will continue to be a priority as we evaluate the learning environment and develop staffs capacity to understand the benefits of digital experiences to enhance children's learning. Due to covid absence and a range of other factors staff have been unable to engage fully in training and development work around this priority. This will continue to be a focus in the coming year.
- Staff undertook a survey on their capacity and confidence to deliver digital learning opportunities. Staff felt able to deliver a digitally enabled learning environment however it was felt that resources were required. A wide range of resources were purchased, the impact of these has yet to be assessed. This will be an ongoing priority.

Next Steps:

Ensure staff become increasingly skilled in providing a digital offer through role modelling and monitoring of practice

Ensure all learners have access to a digitally enabled learning environment through self evaluation.

National Improvement Indicators of Quality

Quality Indicator	Establishment Self Evaluation	Key priorities for session 2022/23
1.3 Leadership of change	VERY GOOD	Refocus on Self Evaluation as a tool for improvement
2.3 Learning, teaching and assessment	VERY GOOD	Nurturing School Approach/Trauma Informed Practice
3.1 Ensuring wellbeing, equity and inclusion	VERY GOOD	Nurturing School Approach/Trauma Informed Practice
3.2 Securing children's progress	VERY GOOD	Refresh of Literacy/Numeracy Approaches

Key Achievements of the establishment

- 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 for home. Feedback from parents was positive with all finding it a worthwhile experience.
- One member of staff has completed their BA Childhood Practice.
- Garden Gang has restarted, the children are able to engage in a range of learning opportunities around sustainability, living things etc and this has further embedded our strong links with the Broomhill hub
- Opportunities to engage with the community and resume our fantastic Eco Schools work has been beneficial.
- Collaboration between Barnardos and the service to support families has been our most highly effective achievement and has had a positive impact on the families using our services.
- A highly effective transition programme is embedded and continues to have a positive effect on transitions for both children and families, despite the restrictions upon both services.
- We have re-established very good links with the community to improve practice and the environment. We have engaged with Morton Community Trust, The Inverclyde Shed & The out of work community team.