**Wellpark Children’s Centre**

**Standards and Quality 2024-25**

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| **Context of the Establishment** |
| **Our 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 school St Patricks Primary.  Wellpark Children’s Centre currently has 73% of its families residing in SMID 1 & 2 areas. 14% have Additional Support Needs & 8% of the role are currently/previously looked after. This year we have 21% of our current role coming from various ethnic backgrounds. We have 7 different languages and families from 10 different cultures in our establishment.  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    The vision for our Wellpark community is  **To provide and deliver an inclusive and inviting high quality service, which supports children and families in the community and gives them a positive sense of responsibility for themselves and others as well as a sense of acceptance and belonging.**    We aim to do this by:   * Providing a fun, nurturing and inspiring environment which motivates our children to become independent learners who aspire to be confident and successful; learners who achieve their full potential. We encourage our children to show kindness and respect, be curious and develop a joy for learning through play. * By ensuring a collaborative approach is put in place with a staff team who feel valued and listened to, and have a commitment to providing an excellent service, fostering an ethos of positive wellbeing and respect * Provide a service for parents and families in which they have a sense of belonging and develop trusting relationships, where their life experiences are valued and they are provided opportunities to engage with the service to promote learning at home. * Ensuring our service builds upon our well established community links and partnerships with other agencies to work productively together to encourage innovative ideas and forward thinking ideas to continually improve the service and support our families to thrive |

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| **Establishment Priority 1 - Attendance** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  Placing the human rights and needs of every child and young person at the centre of education  NIF Driver  Parental engagement  Performance information | HGIOS/ELC QIs  2.1 Safeguarding and child protection  3.1 Ensuring wellbeing, equality and inclusion    UNCRC  Article 28: (Right to education):  Choose an item. |
| **Outcome:**   * By November all parents will have a very good understanding of the new processes leading to improved attendance for those learners with previous attendance regularly under 90% * By April 75% of the role will be attending above 90%. An increase of 25% on previous years data   **Progress and impact of outcomes for learners**  The procedures implemented to address attendance concerns have proven to be robust and effective. A multi-faceted approach, combining strong data monitoring, regular communication with families, and intensive support through partner agencies, has ensured attendance remains a central focus within the nursery community.  **Communication and Awareness**  Sharing attendance information and highlighting its importance through the nursery newsletter has increased parental awareness. A new infographic explaining the benefits of regular attendance has been well received, with parents acknowledging its visibility and impact. This ongoing communication has kept attendance at the forefront of parents' experiences with the nursery.  **Interventions and Partnership Support**  All families with children whose attendance fell below 90% were identified and targeted for support. All of these families received interventions, facilitated through strong partnerships with Barnardo’s, Educational Psychology services, the Family Wellbeing Fund, and Health Services. These interventions have been responsive to individual family needs, addressing complex and often deeply rooted challenges including:   * Parental trauma * Domestic violence * Poverty * Mental health issues   Interventions included but were not limited to one to one support sessions, group interventions, support within the home to develop routines and engaging in the PEEP programme to develop an understanding of the importance of education.  While some improvements in attendance were seen following these interventions, sustaining consistent attendance has remained a challenge due to the ongoing nature of these family circumstances. Nonetheless, families have benefitted significantly from the support provided, and in many cases, meaningful relationships and trust have been built.  **Attendance Monitoring and Data**  Monitoring has been systematic and effective throughout the year. Key findings include:   * In February, **90.1%** of children aged 3–5 had attendance rates above 90%. * **86%** of children under 3 had attendance of 85% or higher at the same point. * By the end of the term, attendance declined slightly to **89.2%** for over-3s and **82.9%** for under-3s.   This fluctuation reflects the complexity of family circumstances rather than the effectiveness of interventions. Continued monitoring and ongoing support remain essential to ensure that we tailor support to individual families and ensure that this support is impactful. The service will continue to engage with partner agencies to collaborate and provide a suite of support tailored to each individual family.  **Transition Support and Continuity**  Families identified as requiring additional support with attendance during the transition to primary school have been highlighted and been introduced to their new educational settings. These proactive measures will ensure continuity of care and support and ensure that the new setting has a good understanding of what approaches are effective.  **Learner Impact and Development**  Almost all children with low attendance have also been identified as needing additional support with their learning. Practitioners have provided consistent, tailored support to each of these learners. While all children have made individual progress, developmental delays remain evident. Continued, focused support will be required to ensure these children reach their full potential. The service will continue to engage in a multi-agency approach to support families and children to thrive and mee their full potential. | |
| **Next steps**  Despite the challenges posed by complex family needs, the centre has made significant progress toward its attendance goals. Strong communication, robust monitoring, and collaborative multi-agency interventions have provided a solid foundation for sustained improvement. This will be continued next year by providing different types of parental supports including one to one sessions, group experiences and home supports from partner agencies such as Home Start and Barnardos.  Next steps will include:   * Continuing partnership work for ongoing family support * Strengthening early intervention strategies * Engaging parents in parental support events and exploring the best way to engage with parents and the community as well as how to support the families in an individual targeted way to ensure maximum impact. * Embedding learning support strategies for learners who require support, engaging parents in one to one sessions to help them develop an understanding of their child’s development stage and how best to support this both at home and at nursery | |

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| **Establishment priority 2 – Developing Tracking Processes** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  NIF Driver  Teacher professionalism  Assessment of children's progress | HGIOS/ELC QIs  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised Support  UNCRC  Article 12 (Respect for the views of the child):  *Article 31 (Leisure, play and culture):* |
| **Outcome:**   * By December 24 all staff will have increased confidence when setting appropriate targets for learners using the new development tracker, leading to all learners having appropriate interventions in place to support/challenge their learning by Jan 25. * By Feb 25 All Learners will have more time to develop depth and coherence in their own learning with most able to use the skills learned in a range of contexts. * By March 25 Staff confidence setting targets for learning with parents will increase using the new development tracker, leading to a more co-ordinated shared journey of learning between home and nursery. Almost all school age learners will have improvement in attainment from initial data collected Sep 24 * By April 24 The amount of learners for whom it is developmentally appropriate who are involved in evaluating and discussing their learning will have increased from initial data taken in September 24   **Progress and impact of outcomes for learners:**    The introduction of the Inverclyde Early Level Development Tracker has provided a robust framework to enhance and support the already strong learning and teaching practice at Wellpark Children’s Centre. The tracker has helped staff to plan effectively, communicate learning with families, and target interventions for children across all developmental areas.  **Staff Confidence and Use of the Development Tracker**  All practitioners have engaged confidently with the new tracker. Following targeted training, including a session delivered by the Educational Psychologist on SMART target setting, staff reported that they feel equipped to set achievable and meaningful targets for all learners. These sessions refocused staff on purposeful, clear planning and led to greater consistency in the use of the development tracker across the setting.  Although the planning systems and practices continue to evolve, staff have demonstrated the ability to provide a high-quality learning environment, adapting learning opportunities in response to the tracker data and the emerging needs and interests of children.  **High Quality Learning Environment and Collegiate Working**  Practitioners attended training focused on developing a high-quality learning environment. This had a positive impact, encouraging ongoing reflection and dialogue among staff about how to best use their spaces to enhance learning. Senior leaders have observed many examples of innovative, exciting practice that has sparked high levels of engagement and enthusiasm from learners.  However, fluctuations in consistency were noted. Time for collegiate dialogue and improvement to the learning environment remains a challenge, which impacts the ability of the team to sustain this high quality consistently. Leadership is committed to continuing support in this area to ensure that quality remains stable across all rooms and experiences.  **Targeted Interventions and Moderation**  All children at Wellpark have received targeted interventions in literacy, numeracy, and health and wellbeing, using insights from the tracker to identify and support next steps. This proactive, individualised approach has helped ensure that all learners are being appropriately supported and/or challenged in their learning journey.  Staff have also participated in moderation both within the setting and in the wider cluster to deepen understanding of what good learning and achievement look like. While internal discussions were highly effective and generated meaningful professional learning, external cluster moderation was hindered by staffing shortages. Encouragingly, 71% of staff found these collaborative sessions highly beneficial, and more are planned for the coming year to further strengthen shared understanding and practice across the cluster.  **Learner Voice and Documentation**  Ensuring that children have a voice in their learning and that they are meaningfully involved in evaluating their progress remains an area for ongoing development. Staff responses indicate that 57% believe children are actively involved in leading their learning, while 43% feel they are beginning to be involved. Similarly, 50% of staff believe that children’s voices are listened to extremely well, with the remaining 50% feeling that this is done somewhat well. Data collected suggests 47% of learners are able to confidently lead their own learning, this is an increase of 42% from data collected in September 2024. Practitioners have identified that an area for development is consulting with younger learners to ensure they are involved and listened to within the planning systems, data collected shows that 45% of N3 stage learners are beginning to lead their learning.  These responses align with observations and documentation such as learning journals, suggesting that while a solid foundation has been laid, there is more to do to embed a consistent, impactful approach to learner involvement.  The "Little Books of Learning" continue to offer potential as a valuable tool for reflection and learner-led evaluation, but their use is inconsistent. This has been influenced by staff shortages and the complex needs of learners, particularly those requiring either significant support or challenge. | |
| **Next steps**   * Focus on building staff confidence in using documentation more meaningfully and developing systems that support children—especially those with communication difficulties—to evaluate and lead their own learning in ways appropriate to their developmental stage. * Create dedicated time for environmental improvements and professional dialogue. * Further training on documentation and how to consult with children to ensure their involved in the learning, particularly children who struggle to engage and have a voice in learning. * Embed systems that support all learners, including those with communication or developmental barriers, to reflect on their own progress. * Expand cluster collaboration to sustain improvements in practice. | |

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| **Establishment priority 3 – Literacy Development** | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  Choose an item  NIF Driver  Teacher professionalism  Parental engagement | HGIOS/ELC QIs  2.5 Family learning  3.2 Raising attainment and achievement    UNCRC  Article 3 (Best interests of the child):  Choose an item. |
| **Outcome:**   * An increase in attainment in literacy of at least 25% by May 25 in reading from initial tracking data(June 24) for all school age learners * By February 25 most parents will engage with literacy home learning resources which will contribute to an increase in parental confidence leading to improved literacy outcomes for most children * By Feb 25 all staff will confidently be able to use high quality questioning to develop children’s critical thinking skills and lead to improved outcomes in listening and talking from initial data collected in June 24   **Progress and impact of outcomes for learners:**    Significant progress has been made in literacy across the setting with a clear focus on improving attainment, parental engagement, and staff pedagogy in alignment with our improvement priorities.  Initial data analysis demonstrates encouraging progress toward this target. At the N5 stage, 89% of children are either on track or beyond expectations, while in N4, 75% are on track or beyond expectations. This reflects a strong foundation from which further gains in reading attainment can be built.  One of the standout successes contributing to this has been the Word Aware programme, which has engaged all children and supported vocabulary development. Observations show that children are enthusiastic about learning new words and that the programme has contributed to improved listening and talking outcomes. 18% of learners currently require support in this area, while 29% require additional challenge—indicating a strong awareness of differentiated needs and an opportunity to stretch more able learners.  The ICAN assessment tool has been implemented consistently, with all staff reporting confidence in its use. This has provided a strong and reliable framework for assessing children’s language development and has informed support planning. Of the three children targeted for intervention, some progress has been noted; however, low attendance has been a limiting factor for these learners.  Parental engagement in literacy has been a strength this year. 100% of parents have engaged with the home lending library, with many reporting increased confidence in supporting learning at home. The free bedtime library has helped ensure that all children have regular access to books, promoting a love of reading and contributing to improved outcomes in early literacy.  Although one-to-one support for parents could not be offered for part of the year due to a vacancy of the Equity and Excellence Lead post (EEL), this role has now been filled. Plans are in place to deliver tailored sessions aligned with next year’s priority area one.  A parental questionnaire helped the library coordinator better understand family literacy needs. The coordinator also completed training in adult literacies, equipping her with strategies to better support parents, particularly those with literacy challenges. This targeted support will be further developed next year, especially through the reinvigorated EEL role.  Staff have actively engaged in professional learning on Bloom’s Taxonomy and the literacy framework, with 67% reporting confidence and 33% feeling somewhat confident in using high-quality questioning strategies. Observations by the Senior Leadership Team confirm that this has been embedded into practice, and staff now have a good understanding of how Bloom’s can enhance learning and critical thinking.  However, the impact of these strategies on learner outcomes has not yet been measured systematically. Next year, a more rigorous approach to impact tracking and data collection will be introduced to assess how questioning strategies influence children’s development in listening and talking through priority 2.  Plans to create physical resources supporting high-quality questioning in the environment and through the home lending library were postponed due to staffing constraints and the lack of access to an Early Years Teacher. These resources will now be developed in the coming session to further embed high-quality dialogue in both settings. | |
| **Next steps**   * Reinstate and strengthen one-to-one support for parents via the Equity and Excellence Lead, aligning efforts with priority 1 in the Strategic Improvement Plan 25.26. * Develop and distribute high-quality questioning resources for both the playroom and home learning environments. * Introduce Word Aware into the Caterpillar Room, ensuring early intervention is available across all cohorts. * Improve data collection on the impact of pedagogical strategies, including high-quality questioning, to better inform planning and development. Improve data collection for parental work and the impacts on parents | |

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| **Data** |
| **Key Strengths:**  **October 24 Data**      **N5 Data (Pre-School Year)** Over the course of the year, there has been a positive increase in the number of N5 children (pre-school age) who are on track or working beyond expected levels across all areas of learning. At the same time, the number of children requiring support has decreased in all areas.  Of the small percentage of N5 children currently behind expectations (less than 5 children), all have been identified as requiring additional support due to factors such as attendance or wellbeing. Despite these challenges, all have made individual progress. Specifically, a few of these children had ongoing attendance concerns, and one child will defer entry to school due to wellbeing needs.  **N4 Data (Ante Pre-School Year)** The N4 data presents a more complex picture. As the year progressed, there was an increase in the number of children falling behind expectations in *listening and talking*, as well as a significant rise in those behind in *numeracy*.   * All children identified as behind in *listening and talking* have been assessed using the ICAN tool and have made individual progress following targeted interventions. * The increase in numbers can be partly attributed to new children joining the setting throughout the year, some of whom have English as an Additional Language (EAL), as well as attendance-related issues among others. * In *numeracy*, similar factors, EAL and attendance concerns have influenced the data.   To address these areas, individual support will be provided to all N4 children who are currently behind expectations. Many of these children attend on a term-time basis, and targeted interventions will begin in the new term. Additionally, the Senior Leadership Team is reviewing current tracking strategies for N4 learners, alongside the implementation of a new tracking system, to ensure data remains robust and accurately reflects the full cohort, including mid-year admissions.  **SIMD (Scottish Index of Multiple Deprivation) Analysis** This year, the data shows that the attainment gap between children from SIMD 1–2 and those from SIMD 3–10 has widened across all areas. All children requiring additional support in both N4 and N5 fall within SIMD 1–2. Given the high proportion of children from SIMD 1–2 in our cohort, this underlines the importance of recognising and responding to each child’s individual journey. Moving forward these identified children will receive targeted intervention to support them to make progress.  Encouragingly, of the children performing *beyond expectations*, 77% are from SIMD 1–2, and 33% are from SIMD 3–10. This reflects the positive impact of our ongoing commitment to promoting wellbeing, equity, and achievement for all learners, regardless of background.  **Key Priorities:**   * Explore new ways to collect data for N4 that reflects new intakes within the cohort * Ensure children identified as support /challenge continue to be identified and targeted for intervention early |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of change**  **Very Good** |
| **Key Strengths:**   * Our strong leadership team works hard to make sure key priorities are not only actioned but clearly shared with families and community partners. Everyone knows what we’re working towards and why it matters. * Our values and aims keep us focused on what’s most important: helping every child achieve their very best. Everything we do is centred on creating positive outcomes and high achievement for all. * Our team understands the needs of the families we serve. Their deep knowledge of the community helps ensure that our support is relevant, meaningful, and truly makes a difference in the lives of our children and families.   **Key Priorities:**   * Explore more innovative ways for practitioners to work collaboratively and engage in critical enquiry despite restrictions on time. * Develop new self-evaluation processes in response to the new framework for evaluation |

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| **2.3 Learning, teaching and assessment**  **Very Good** |
| **Key Strengths:**   * Our staff build warm, trusting relationships with children, creating a nurturing environment where children feel safe, confident, and ready to learn * Data collection processes are sector leading. They have an impact on learner outcomes and ensure that there is early interventions for those requiring support/challenge. Practitioners are highly skilled at making professional judgements and these are scrutinised by senior leaders regularly to ensure consistency of approach. This has proven successful in ensuring early intervention and positive outcomes for all learners. * High quality observations and interactions form the basis for all learning. The staff team are committed to ensuring that learners are involved in their learning. Practitioners are skilled at using a range of assessment tools specific to each individual child’s needs.   **Key Priorities:**   * Developing learner Involvement to continue to be a priority through consultation with children * Ensuring the learning environment in both under three and 3-5 age groups is of a consistently high quality and reflects the needs and interests of the children. * To ensure that the planning systems reflect and record all areas of the curriculum * Introduce fact, story action processes to support practitioners to interrogate data independently |
| **3.1 Ensuring wellbeing, equity and inclusion**  **Very Good** |
| Key Strengths:   * Our children love learning! They’re curious, enthusiastic, and supported in developing important life skills like understanding and managing their emotions. * We’re proud of our inclusive environment where all families feel valued and respected. Our ongoing work in racial literacy is having a real, positive impact. Families are sharing their cultures in meaningful ways, helping children learn about diversity naturally and joyfully. One highlight was *Wellpark’s World,* a fantastic community celebration showcasing the many cultures that make up our nursery family. This event marked a year of thoughtful work helping children understand and appreciate both differences and similarities in the world around them. * Our commitment to wellbeing shapes every aspect of our practice. We make sure children are nurtured, supported, and ready to grow emotionally and socially. The wellbeing of our staff and families is also a key priority for our Senior Leadership Team, ensuring a strong, caring community for everyone. * Our team is highly experienced in meeting the individual needs of children. They work closely with families, specialists, and each other to ensure every child receives the right support to overcome challenges and achieve success. * We value the relationships we have with families and community partners. These connections play a vital role in supporting the wellbeing of our children and families, creating a true sense of belonging and shared success.   Key Priorities:   * Continue to ensure that inclusion and equality is embedded throughout the curriculum and that all families feel involved, this will be taken forward with the introduction of our culture group and a cluster event to celebrate diversity. |

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| **3.2 Raising attainment and achievement/Securing children’s progress**  Choose an item.  Very Good |
| **Key Strengths:**   * By using data effectively, we’re able to identify any areas where a child may need extra help. This means we can put support in place quickly to ensure individual achievement. * Our practitioners are skilled in supporting every child, regardless of their background or needs. We work closely with partner agencies to ensure all children are given the chance to thrive and reach their full potential. * Through the use of carefully chosen assessment tools and ongoing support for children who need extra support or challenge, we’ve seen fantastic progress. Most children leave our setting ready for the next stage in their learning journey. Almost all of our children contribute to the community and the setting and are confident learners who are able to understand the world around them and manage themselves and their emotions within it. * We believe learning is strongest when we work together. Parents are deeply involved in their child’s learning journey, and their understanding of child development continues to grow through regular involvement in planning and partnership activities   **Key Priorities:**   * Developing children’s contributions to their learning journey and ability to engage in evaluative conversation regarding their learning |

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| **Other quality indictors evaluated from 3 year plan** | |
| 2.1 Safeguarding and child protection  2.4 Personalised support | |
| **2.1**  **Key Strengths:**   * Our safeguarding processes are well established and thoughtfully designed to meet the individual needs of our families. We take pride in our thorough and effective record keeping, which helps us provide the right support at the right time. * Every member of staff is fully trained in safeguarding and handles any concerns with care, sensitivity, and professionalism. As a service that supports a high level of need, our senior leadership team plays a key role in guiding and supporting families throughout the safeguarding process. * Our practitioners understand how important it is to support not only the children but also families and colleagues during difficult times. We work together to create a safe, nurturing environment where everyone feels supported and cared for.   **2.4**  **Key Strengths:**   * Our dedicated team has a strong understanding of how to support children with additional needs. They use a wide range of tools and approaches to make sure each child is making individual progress in a way that works best for them. We also work closely with support systems like the ASN (Additional Support Needs) Monitoring Forum to ensure the right help is in place at the right time. * Our learning experiences are carefully tailored to meet the individual needs of each child. Practitioners create engaging and meaningful activities that help children grow in confidence and reach their full potential. * For children who need extra support or additional challenge, our team creates strong, personalised plans. These plans reflect our deep understanding of each child and show our belief in their ability to succeed. We have high expectations for all our children and are committed to helping them achieve their very best. |

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| **Key Achievements of the Establishment** |
| * Our dedicated and caring staff team work hard to support every child’s success, even with the wide range of needs we’ve seen this year. They prioritise wellbeing for themselves, each other, and the families we work with, creating a strong and supportive community around the children. * A celebration of Wellpark’s World was a community event celebrating the diverse role of the nursery and the community. It involved community partners and was a heart warming celebration of diversity and equality. * Events like *Walk 'n' Talk*, *Dinky Diggers*, and *Let’s Go on a Trip* have been incredibly well attended, and the feedback has been extremely positive. These sessions have not only deepened parents’ understanding of a wide range of topics but have also helped strengthen relationships with families who may be harder to reach. We’re proud of the strong partnerships we’ve built with organisations such as Broomhill Hub, Belville Gardens, Inverclyde Libraries, and the Inverclyde Food Network. Their support has been invaluable in helping us create meaningful and inclusive opportunities for parental engagement. * Our PEEP parenting programme has been running in partnership with Barnardos this year and has seen positive outcomes for those who attended. * The use of digital tools such as Thinglinks and Youtube to engage parents in supporting learning at home. * We renewed our Eco Schools Scotland Green Flag Award * The introduction of “Memory Makers”. A new community group engaging with members of the community who have early onset dementia. * Every preschool child received a home learning bad full of resources to support maths and numeracy learning at home, funded by the International Centre for Mathematical Sciences at University of Edinburgh * Parental engagement in their child’s learning journey using learning journals and the new processes in place for target setting. Parents attended three development meetings throughout the year * A highly effective transition programme with our Cluster partners in St Patrick’s Primary. All children were involved in visiting a school environment from October and all children are confident within the school environment which will ensure a positive transition for all. * Held successful family events such as Christmas Show and Craft Day, Health Week and Sports Day. |