



## WILLIAMSBURGH PRIMARY EARLY LEARNING & CHILDCARE CLASS



## STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the establishment's progress and achievements in the last session and let you know about our plans for 2024-2025. I hope that you find it helpful and informative.

Vhairi Cochrane

Head of Williamsburgh ELCC

## OUR CENTRE/NURSERY

- Williamsburgh ELCC is located within the East End of Paisley. The current registered capacity is 64 with an overall through number of 80 children. We are an extended day/extended year establishment.
- We serve a socially diverse catchment with 42% of our children residing in SIMD 1 and 2.
- We have 19 children who are supported through our Staged Intervention Framework.
- We have 21% of our children who have English as an Additional Language.
- We have 4% of our children who have refugee status.
- The senior management team consists of a Head Teacher, Depute Head Teacher, 2 Depute Heads of Class, 1 Senior Early Learning and Childcare Officer. We also have an Equity and Excellence Lead, who is currently on maternity leave.
- Our team consists of 9.5 Early Learning and Childcare Officers, 3 Early Learning and Childcare Support Workers, 1 Senior Clerical Assistant and 2 Facilities Operatives. Alongside this, we also have support from the Early Years Teaching Team.

## OUR VISION, VALUES AND AIMS

### **Williamsburgh Primary School & ELCC**

**Vision** – Learning today for a successful tomorrow

**Values** – Achieving, Respectful, Kind

### **Aims**

We aim to nurture our diverse community

We aim to provide a safe learning environment where we are all valued and encouraged to achieve our best

We aim to create strong, lasting partnerships

## SUCSESSES AND ACHIEVEMENTS

- Highly positive and respectful ethos between children, families and staff.
- Strong and productive relationships with parents and carers.
- Strong focus on children's wellbeing is central to the work of the setting. As a result, almost all children are happy, settled and secure in the establishment.
- Play pedagogy approaches are fully aligned with current educational thinking on early learning.
- The curriculum is fully play based and wholly child centred. Staff skilfully use children's ideas and interests to create rich sensory learning opportunities.
- A range of leadership roles across the setting with strong and effective teamwork in place to deliver positive outcomes for children and their families.
- Staff who are very good role models for the children as they display the values in their day-to-day interactions.
- Strong and effective work on children's rights.
- Children are creative, absorbed and highly motivated learners throughout almost all their day.
- Staff offer a wide range of highly responsive experiences that support children to explore their interests.
- Information relating to children's progress is accurate and used effectively to inform the planning and learning.
- Transitions are managed with care and sensitivity.
- Awarded Bronze status for Rights respecting Schools.

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR CENTRE/NURSERY?

### Leadership

- Leadership team successfully identify key priorities as part of improvement planning. This has ensured a focused and strategic plan is in place to support the high expectations and standards of improvement, enabling effective outcomes to be achieved for our children and families.
- Leadership team have in place, effective approaches to continuous improvement. Through robust monitoring and evaluating of practice, improvements are tested and evaluated, ensuring an effective approach to manage change.
- Leadership team pay additional, careful attention to the progress of children who experience barriers to their learning. This ensures that targeted approaches are achievable, measurable and relevant to the needs of the child. Early interventions are identified and actioned, to support outcomes for all children.
- Members of Leadership Team have undertaken strategic leadership training. Senior leaders have extended their professional knowledge and can reflect on their own leadership approaches. They link practice, theory and police guidance and analyse the impact of strategic planning in securing successful outcomes for all children.
- Depute Head gained BA degree. This has enabled the cascading of the most recent and relevant theories and practice guidance, ensuring the continuity within our high-quality service. We have knowledgeable staff who are confident in their approaches to supporting all children and families.

### Workforce Professionalism

- Establishment training specific to improvement methodologies has been delivered to the staff team, with the impact of this evident in their practice.
- Staff actively engage in their personal professional development relating to our improvement plan as well as their interest.
- Practitioners have developed worthwhile links with a range of external agencies. They work effectively in partnership with them to ensure that children and their families are well supported. The staff team has helpfully displayed a range of information on support agencies which parents can access freely. The nursery participates in the Fair Share initiative and offers food every week to all families.
- Staff members have gained their BA degree.
- Staff members are currently working towards their degree.
- Practitioner Enquiry projects are ongoing and have been undertaken by several of the staff team. Two of the staff team have been invited to showcase their work at the Froebelian conference and within the authority.

### Parental Engagement

- Practitioners have established strong and productive relationships with parents and carers. Staff offer families a range of opportunities to come into the nursery and participate in a variety of activities. This includes stay and play sessions, share the learning meetings, family brunches, first aid training and Seesaw drop-in workshops. Families greatly appreciate the wide range of opportunities to become involved in the life and work of the nursery.
- Practitioners keep families very well informed of their children's learning through newsletters, a digital platform and an informative noticeboard. The team regularly share children's learning pathways with home allowing parents to track their children's progress and their participation in nursery activities. Introductory PEEP sessions have also supported parents to improve their skills and knowledge relating to how children learn. Practitioners engage very well with families at arrival time and collection time. There are two formal parents' meetings each year to share children's progress and achievements.

### Assessment of Children's Progress

- Almost all children, including children with additional support needs, are making very good progress across their learning appropriate to their individual stage of development.
- Almost all children are making very good progress in numeracy and mathematics. Most children identify numerals beyond 10, count and order numbers with confidence during play.
- Children make very good progress over time in a wide range of learning experiences. They learn about the world of work by visiting a local café and building site. Children are proud and resourceful as they design and create t-shirts and participate in science, technology, engineering, and maths (STEM) activities. The team celebrate children's achievements through praise and encouragement, in online journals and displays.
- Most children are able to share their learning with parents using ICT resources and Seesaw platform.

#### Establishment Improvement

- Practitioners have developed a range of floorbooks for each nursery play space. These are used to explore the shared thinking and document the process of rich play and the learning that comes from that. They support children effectively to recall their learning, thoughts and ideas, and record them through writing, drawing and photographs. They are also used as an invitation to children to further their learning.
- The leadership team has developed effective approaches to continuous improvement. A robust quality assurance calendar highlights key areas of focus throughout the year. This ensures that all areas of early years practice are addressed over time. Practitioners make very effective use of national care standards and quality indicators to evaluate their practice. They are highly reflective in their day-to-day work and show skill in evaluating playroom practice. They use this information to adjust activities or make changes to the nursery class routines.

#### Performance Information

- All practitioners understand very well children's home circumstances, individual challenges, socio-economic barriers, and life events. The team promptly identify children who require additional help and support them effectively. The senior leadership team compile an extensive range of information and data about children and combine this well with their knowledge of individual family circumstances. This supports the team to identify children who would benefit from additional, targeted support. Recent targeted work with children who have English as an additional language has improved children's progress in talking and listening.

## KEY STRENGTHS

Joint HMIE and Care Inspectorate Inspection (February 2024) highlighted the following strengths-

- ★ Children who are happy, enthusiastic and confident. They enjoy learning in our establishment. They show respect, care and kindness as they learn and play together. Children are very proud of their nursery.
- ★ Strong focus on promoting inclusion and diversity. This is building caring, positive and trusting relationships that are supporting children to feel included and valued.
- ★ High quality approaches to learning teaching across the setting. All staff work very well together as a team. They engage well with professional learning and reflect on their practice. Well-considered, engaging approaches to learning and teaching are impacting positively on children's progress and achievement.
- ★ Leadership team who provide a very strong leadership and direction to the work of the nursery. The leadership team is ambitious for all children in the nursery.

Quality indicators for Early Learning and Childcare Class	Evaluation
Leadership of Change	very good
Learning, teaching and assessment	very good
Ensuring wellbeing, equality and inclusion	very good
Securing children's progress	very good

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=5198>

## OUR NEXT STEPS – PRIORITIES FOR 2024-2025

We believe that we have made **very good** progress during session 2023-2024 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ To support our families by providing family learning opportunities within our establishment and our local community.
- ★ To review our outdoor curriculum, in particular for those children who spend a high proportion of their nursery day outside. To ensure that all children access enhanced outdoor play experiences.
- ★ To continue to develop our use of data to reduce inequalities.

Full details of the establishment's improvement priorities and actions are detailed on the establishment improvement plan.

Williamsburgh ELCC

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Twitter/Facebook

### HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the establishment. You can do this by speaking to staff, participating in parent/carer meetings, responding to questionnaires/surveys and by completing evaluations at events.