

Standards and Quality Report Girvan Early Years Centre 2021/22



Introduction



Values

After consultation with staff, parents, carers and children, we at Girvan Early Years Centre have decided these values take priority both at home and in the Centre and are at the heart of what we do every day to benefit the children we care for:

- Quality
- Fun
- Honesty
- Respect
- Consistency

Aims

To provide children with:

- A safe, happy, nurturing environment which offers a variety of challenging and stimulating learning experiences both indoors and outdoors
- Experiences that meet their needs, develop curiosity and builds confidence
- Opportunities to be a part of the community and to be aware of the importance of caring about the environment and others
- Smooth transitions throughout the Centre and with local primaries to ensure continuity and progression where information is shared and valued.

Using SHANARRI indicators these aims are all achievable and reflect the Health and Social Care Standards principles of:

Dignity and Respect

Compassion

Responsive Care and Support

Wellbeing

Be Included

Context Girvan Early Years Centre

The catchment area is mainly Girvan although we have had children out with from nearby villages, eg. Kirkoswald, Barrhill and Dailly. We are situated within Girvan Primary School where we accommodate 3 playrooms, an outdoor area and a parent/family room. The building is located centrally where families can access us easily. We are developing a sensory area within the family room to accommodate children who have been identified as benefitting from a quiet space.

Staffing at present comprises of:

1 Manager
1 Depute Manager
1 Clerical Assistant
2 Teachers
1 Senior Early Years Practitioner
19 permanent and 2 temporary Early Years Practitioners
4 School Assistants
All staff are registered with SSSC or GTCS.

1 vacant Senior EYP post

Here are Education Scotland's evaluations for Girvan Early Years Centre June 2018

Quality Indicators	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Securing children's progress	good
Ensuring wellbeing, equality and inclusion	very good

Here are the Care Inspectorate's grading for in June 2018

Care Inspectorate Standards	Grade
Quality of care and support	very good
Quality of environment	very good
Quality of staffing	very good
Quality of management and leadership	very good

What key outcomes have we achieved?

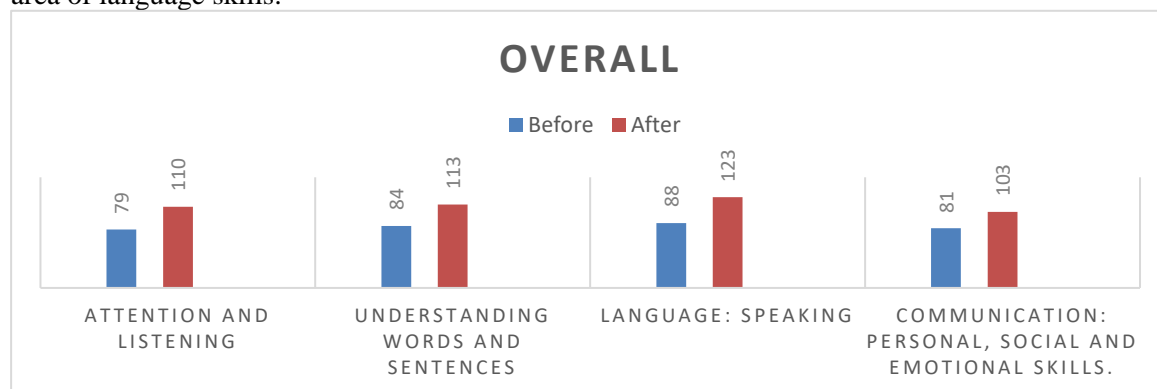
School Priority 1 : TO IMPROVE ATTAINMENT IN LITERACY

NIF Priority: Improvement in attainment, particularly in literacy

Links to HGIOS 4 / HGIOELC 1.1 1.2 1.5 2.2 2.3 2.4 2.7 3.1 3.2 3.3

Progress and Impact;

To improve children's outcomes in communication and language and close the poverty related attainment gap we gathered developmental milestone data alongside attendance, SIMD and LAC information throughout the first term of the year. This provided us with relevant information so that we could see where each child was achieving and which areas needed to be targeted for support or challenge. Language and communication was a priority, therefore we purchased the Talk Boost programme which was targeted at children with at least a 6 month delay in language. The data collected from this was really positive and all the children involved improved in all areas, even if attendance had not been high. The programme definitely had an impact on the children's attention, listening, understanding, speaking and communication skills. Out of the 27 sessions no one attended for 100 % of the time. The area where the most improvement was made was within the speaking area of language skills.



Big Read was used by some staff but not as consistently as it could have been. Staff absence, due to covid? played a big part on the delivery of the programme. Talking Tubs were used often and staff are gaining more confidence in using these to support language and communication skills.

The Family Learning Team delivered group and 1-1 sessions on a face to face basis for some children and families that required support throughout the year. One parent completed the Peep Progression Pathway and gained a certificate. Transition Peep sessions were provided for the children starting in the new term and parents were able to come into the nursery, which they really appreciated. These sessions included planned experiences and the chance to meet and talk to their child's keyworker. Baby and Toddler Peep sessions were delivered jointly by the Family Learning Team and a member of staff from the Centre. These were held within Children 1st and in total 36 families engaged in these sessions. Baby and toddler groups were broken up into fortnightly classes due to the high numbers. The sessions promoted relationships with parents and introduced song and rhymes and was very much appreciated by the parents due to isolation felt by Covid in the past 2 years. Book Bug sessions were held for the 2 and 3 year olds, which were well received.

Home link activity bags promoting literacy, were given out to the 4 year old children in the Centre and the feedback from these was very positive.

Staff took up opportunities to attend training, Alice Sharp, Autism and various others through Coast. All staff attended Makaton training and this is used for all children in the Centre as a means of communicating.

There have been significant improvements in achievement of milestones in literacy across the EYC although there is still room for improvement especially, **I can listen and say words that rhyme** % achieved **I can talk about what I am learning** % achieved. These will be a strong focus for next term.

Next Steps:

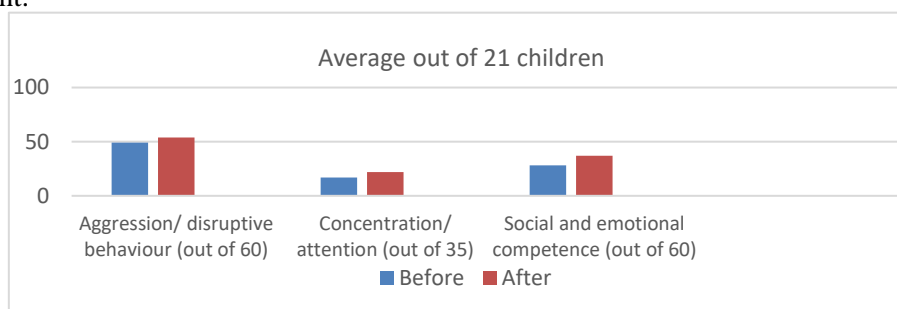
- **Continue offering Talk Boost to all 4 and 5 year olds**
- **All staff being trained in Talk Boost**
- **Ensure Literacy Leads are in place**
- Compile a clear remit to support the teachers in achieving milestones**

School Priority 2 : TO IMPROVE OUTCOMES IN HEALTH AND WELL BEING	
NIF Priority: Improvement in children and young people's health and well being	Links to HGIOS 4 / HGIOELC 1.1 1.2 1.4 1.5 2.1 2.3 2.4 2.5 2.6 2.7 3.1 3.2
Progress and Impact; Learning Journals were introduced as a new way of recording and sharing children's learning and experiences. Feedback from parents/carers was very positive. <i>'Just to say a huge thank you to all staff at the Nursery for working hard to improve communication with parents' great idea for kids to explain their day. We love going through the photos together'</i> . Colour Monster was again used to support children's wellbeing. This allowed them to express their emotions and talk about their feelings. A few parents took this on board at home to support what we were doing in the Centre. It was also used as a transition tool for moving on to Primary.	

Covid has still had an impact this past year especially involving staff. The team have worked hard to try and provide consistency to the children and continue to support each other through these challenging times.

We were hoping to use the Leuven scale but some staff were not confident and PATHs was put in place, so hopefully with some training we will be able to pilot this using it as a measure in one room next term.

We introduced PATHs as a way to empower children to develop the fundamental social and emotional learning skills that will enable them to make positive choices in life. These were not aimed at targeted groups but groups belonging to one keyworker which included various ages and abilities. Parents/carers were informed of the programme and involved in it. Data from this programme was not as we had anticipated due to many factors including staff absence and children being absent.



We continued promoting Play on Pedals programme and nearly all 4 year olds benefitted from this. All the children's needs were addressed to ensure they were included and BioSphere provided a specialised cycle for one of the children who has mobility issues and it was a great success.



One staff member, who has a particular strength and interest in physical play and movement, led a programme involving all children in the centre to improve gross motor skills. This was very well received and other staff have benefitted from these sessions and are now able to take them forward themselves.

We once again had ACE involvement and through grant funding they supplied a session for all children to visit Daily woods with parent/carers on the bus, which was really well received and most children had an adult with them.

Child observations continue to be developed although as a staff team has not always been consistent and this has proven to be a challenge at times. The role of the Pupil Support Coordinator has developed and this has shown to be a real support for staff in gaining confidence in observations and recording children's progress.

Due to mitigations and outbreaks of Covid we were limited on how we continued relations with our older friends in the Care Homes and Units in the Community. We sent videos, pictures and cards and also delivered some gifts to the doors which they really appreciated and hopefully we will be able to continue in building our intergenerational links next year.

There have been significant improvements across the EYC in achievement of health and well being milestones although there is still room for improvement in the milestone, **I can show I understand that eating more of some types of foods and less of others is good for health**

Next Steps

- **Roll out PATHs to all children this year**
- **Continue using Learning Journals and building staff confidence in using these**
- **Pilot Leuven scale in one room and targeted children to evidence how children are engaged in their learning due to their emotional state**
- **Develop sensory room**



School Priority 3: Improving confidence and competence of staff to teach effective STEM education

NIF Priority: Improvement in attainment

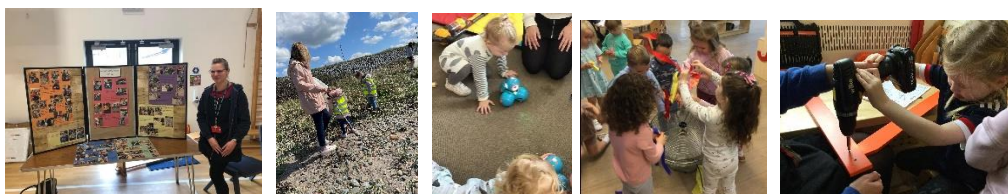
Links to HGIOS 4 / HGIOELC

1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2

Progress and Impact;

Staff have become more confident in offering opportunities relating to STEM and are realising that it does not have to involve potions and experiments all the time.

We now have a STEM Ambassador (Senior EYP) who has been involved in working with the Cluster group which has proven to be very successful. There was a showcase in May to share the good practice that has been offered throughout the cluster and this was appreciated by all staff.



TAPs (Teacher Assessment in Primary Science) resources have not been utilised fully and this is for our Ambassador to promote next year. Links have grown within the Cluster and this has benefitted our representative in becoming more confident and being involved in planning with others.

Staff have been using Talking Tubs to develop language and talking through offering topics that the children are interested in.

We borrowed the Early Years Digital Box and this gave children the opportunity to use robots, coding and develop awareness of various technologies.

Eco schools Champions have been established and all children have been involved in helping develop the garden area and recycling in the Centre. We were able to invite parents/carers to our litter pick on the beach and this was a great success with many bags of rubbish collected.

We encouraged the children to use tools to fix some of the resources in the Centre therefore fostering a sense of ownership and looking after what we have, while developing technical and fine motor skills.

Next Steps

- **The STEM Ambassador will become part of the Cluster EYCs and will be involved in moderation and sharing practice**
- **Early Years staff will undertake Fostering Curiosity in Early Years Science and develop a consistent understanding of inquiry skills and approaches throughout the cluster.**

School Priority 4: TO IMPROVE OUTCOMES IN NUMERACY

NIF Priority: Improvement in attainment, particularly in literacy and numeracy

Links to HGIOS 4 / HGIOELC
1.1 1.2 1.3 2.2 2.3 2.4 2.7 3.2 3.3

Progress and Impact;

Loose parts have now become established throughout the Centre and we build on these resources regularly. All staff have become invested in promoting loose parts although we are looking at offering training to support the less confident.

Children are keen to explore the loose parts and have become more able in using their imagination and curiosity to build and work as teams on many projects.

Staff attended a variety of Alice Sharp training including Mathematics makes the world go round and Numeracy Skills. The learning from these courses will be used to support planning within numeracy. Some also attended Unlocking the potential of block play training which has allowed them to see there is so much more potential for blocks apart from building.

Home link activities were offered to most families and the feedback from these was positive.

Children were keen to get a bag home and shared in the activities with their parents/carers.

Children were also encouraged to look for numbers at home and outside. One of the favourite activities was a number hunt while out for a walk. There have been many experiences offered to develop numeracy skills although the milestones results do not reflect this, most of the children have been involved and learned from these at different levels and at their own pace.



Some staff were involved in other training which could be linked to support numeracy including Impact of Poverty, Supporting children's learning outdoors and Creativity in early years.

Clickview has been used as a supportive tool for many areas of learning and numeracy and maths has been one. It is a new interactive resource for us, that staff have found really useful especially for explaining certain subjects like 2D and 3D shapes. The videos and narrative are easy for the children and staff to relate to. It has been used to support many topics and areas of learning and will continue to be referenced next term.

One of the milestones with 100% of the children achieving it in one room is, **I can recognise and describe common 2D shapes and 3D objects.** This could be due to the introduction of Clickview as detailed above. The other milestone with 96% children achieving it in one room is, **I can use positional language. (E.g. in front, behind, under, beside, in, on top of).**

Next Steps

- To develop confidence within staff in recognising schemas
- To continue building on home link activities relating to numeracy
- Sharing the knowledge gained by going on training

Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of change	<p>We reviewed our vision and aims last year and these remain unchanged at present. We are looking to review them again during the first term getting input from parent/carers and the community. We are looking to include Incorporating School as A Learning Organisation through See, Feel and Hear themes. Talkboost and PATHs were new strategies implemented this year as we looked at the need of the children through data gained by assessments and observations. The results gathered from the targeted group involved in Talkboost showed that the outcomes have improved for all the children in their attention and listening, understanding words and sentences, language and communication.</p> <p>PATHs was rolled out throughout to all children and looked at behaviour, concentration/attention and social and emotional competence. The data revealed that the children who attended the most sessions got the better outcomes. Due to various reasons this was not as consistent as it could have been.</p> <p>Learning Journals have been introduced and have been found to be really beneficial for parents and staff in sharing learning. Staff have become more confident and hope to develop it more next year.</p> <p>In our centre some staff are involved in leading change through a variety of ways. Staff are building in confidence and we will offer opportunities for them to become leaders using their skills and strengths in their chosen area.</p> <p>We have a manageable improvement plan in place with clear targets and outcomes identified. This was impacted by Covid and we were unable to achieve or complete some targets. These will be carried forward in to the next year.</p> <p>Improvement plan is monitored by management and staff at staff meetings. It is evaluated at the end of the year by all staff.</p> <p>Evaluation:- Good</p>
2.3 Learning and teaching	<p>Children are happy to come to the Centre and have fun where they enjoy a range of experiences inside and outdoors.</p> <p>Relationships between staff and parents have developed more this year due to restrictions being lifted. The parents communicated through email, Learning Journals and social media.</p> <p>Nurture training was provided for all staff to ensure we offer a nurturing environment.</p> <p>Children's rights have been taken forward through regular discussions with children and this will develop further where a more robust approach will be taken.</p> <p>Children have been actively involved in learning and their interests considered when planning.</p> <p>Staff have supported children to talk about learning and this will be a focussed area that staff will look at next year. The use</p>

	<p>of Learning Journals has allowed staff to share learning experiences with parents/carers through either photos or videos and has been well received by parents/carers.</p> <p>Children have been actively involved in the Centre, planting flowers/vegetables, mixing with the other rooms and making new friendships. Sharing their experiences and making choices about their learning has been more accessible to them this year. Staff continue to build confidence in providing a quality learning and teaching experience for all children with opportunities for all, the children regardless of ability. We are ambitious and strive to do our best and build on staff's aspirations to build on children's progress</p> <p>Children benefit from a play based pedagogy. Staff are gaining confidence and looking forward to adapting and adopting parts of the Curiosity approach, which will suit our vision going forward.</p> <p>Digital learning has improved and staff have become more confident in using this.</p> <p>Staff know children well. In our centre we use information gathered from tracking, observations and milestones.</p> <p>Attendance and assessment information, along with plans are in place through working closely with outside agencies. ASN, EAL etc.</p> <p>Staff have had one to one meetings with management to discuss their children's progress and the strategies in place for them. These will happen termly going forward. The information shared has contributed to their Staged Intervention paperwork. Staged interventions have been reviewed regularly.</p> <p>We have worked closely with partners of children with ASN and clear plans and targets are reviewed with parents regularly.</p> <p>Evaluation:- Good</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Staff prioritise wellbeing of children and was a clear priority as part of our centre in recovery. PATHs was put in place to support this. Outdoor play has been utilised and through Adventure Centre Education all families had the opportunity to experience outdoors in Dailly woods. We began involving parents/carers in the centre gradually and PEEP was a good way to encourage this.</p> <p>We used the Peripatetic EYP to support parent/carers who were struggling in different ways. We worked closely with Health Visitors who helped to distribute clothes and signpost places of support for families.</p> <p>Training in nurture to support wellbeing was taken up by all staff. This has made them more aware of how to interact and speak to the children. They have also been reminded about the importance of role modelling and putting all of this into daily practice.</p> <p>We looked at behaviour strategies to support the children who have been finding it difficult to communicate their needs and struggling with their emotions and presented itself in</p>

	<p>challenging behaviour. Policies were updated to reflect this and clear guidance and expectations put in place.</p> <p>Care plans are filled in within 28 days as a statutory duty and reviewed every term.</p> <p>Child Protection and GDPR training completed by all staff.</p> <p>Child Protection Co Ordinator in place and staff know who to approach and know the procedures. Method of recording of chronologies is in place.</p> <p>Approximately a third of children have barriers to learning and the main one being the ability to communicate their needs effectively. We have put appropriate strategies in place to try and reduce these including working with EAL and speech and language therapy. Staff have sought out ways to improve their knowledge to help reduce these barriers including Makaton training and autism awareness training.</p> <p>Evaluation :- Satisfactory</p>
<p>3.2 Raising attainment and achievement</p>	<p>As a team we reflect on the learning environment to ensure that is stimulating and engaging enough for the children to freely choose experiences which will support the development of skills for life and learning. We have been working on effective questioning, provoking children's thinking and building understanding. Some children have had their time with us limited due to Covid and this has possibly been a factor in the milestones results. Management have been modelling positive interactions and practice on a more regular basis to support staff confidence.</p> <p>The staff have had more opportunities to communicate with parents/carers through learning journals and face to face, if required, which has helped them to get to know the children well and use this knowledge to plan appropriate age and stage related learning experiences. All About Me booklets are essential in helping with this and compiling Care Plans.</p> <p>Through the planning process we track children's learning to ensure that over time they are accessing a broad and varied education.</p> <p>Children's achievements are recognised and celebrated consistently by practitioners. Introducing Learning Journals has increased communication with parents/carers and allowed them to share information about achievements at home easier.</p> <p>Good relationships between staff, parents/carers and partners allows for mutually agreed support and interventions to be put in place if required. We have a high level of engagement with external agencies which ensures that we can signpost families to, or to support us in reducing barriers to effective learning.</p> <p>We will continue to scrutinise data in order to ensure a sustained focus on support and challenge for children. We regularly discuss any potential barriers to children learning and progressing and together find solutions to reduce these.</p> <p>The Pupil Support Co Ordinator has become more confident in her role and has introduced a robust monitoring and support system to support staff and children.</p>

	Evaluation:- Satisfactory
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What are the key priorities for improvement in 2022/23 ?

Recognising and supporting children who are requiring help with developing their communication and language skills.

Raising the attainment in literacy and numeracy.

Putting strategies in place for the children who are requiring support with their emotions.

Making UNCRC a part of the children's planning to ensure they are aware of the articles relating to them and how we are ensuring we are taking these forward into our practice.

Ensuring Nurture is embedded in every day practice throughout the EYC.

What is the capacity for improvement?

Looking at the importance of play and pedagogy for all members of staff and how we work as a team to achieve the best outcomes for the children in our care is a priority.

To increase our confidence in using the quality frameworks available.

To use effective observations to improve outcomes and evidence progress for each child.

To go forward with a reflective and positive approach within a passionate and enthusiastic team.