



Standards and Quality Report Wallacetown Early
Years Centre 2018-19

Wallacetown Early Years Centre
2018-19



Introduction

Vision

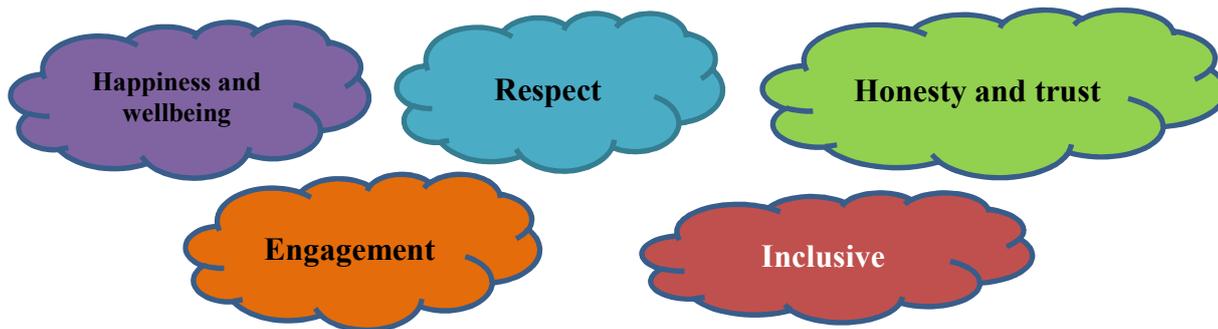
At Wallacetown Early Years Centre we will strive to become a centre capable of continuous improvement, renowned for the high quality of early learning, childcare, support and nurture that we provide for our children and families.

In all aspects of our work we:-

- Have fun!
- Ensure that staff, parents, carers and children are treated with integrity, impartiality, fairness, tolerance and mutual respect
- Value diversity, promoting social inclusion, in an environment where everyone is welcome.
- We promote development through parental involvement and the wider community
- We will continue to be a "family friendly" setting

Values

As part of our school development work we have created ' learning values' which we promote within the Centre. These values represent key areas we wish all the children at Wallacetown to develop:



Aims

At Wallacetown EYC we aim to:-

- Offer inclusive early learning and childcare of the highest quality
- Provide a warm and caring environment in which every child feels safe, secure and happy.
- Provide a high quality of education and care where children can explore and investigate an imaginative and challenging environment
- Provide carefully planned learning activities which meet the individual needs of each child enabling them to make progress and develop at their own pace
- Value each child as an individual and to help them develop self-confidence and a sense of achievement
- Establish close working relationships with parents and carers to enable them to feel fully involved in their child's learning and development.
- Maintain the highest standards of education and care through a commitment to the professional development and ongoing training of all members of staff.



Context of the early years centre

Wallacetown EYC is situated in the KA8 postcode area and is accessed by families from all over the town of Ayr. The EYC is registered with the Care Inspectorate to provide a care service to a maximum of 120 children aged 2 years and above. During session 2018-19 we provided early learning and childcare for 181 children in total attending morning or afternoon sessions. 18 children attended our 2-3 yr old provision supporting parents and families meeting eligibility criteria and those referred by other agencies. 54 ante pre-school children and 101 pre-school children including 11 children deferring entry to primary 1 attended the EYC this session. All places are allocated according to South Ayrshire Council's Admission policy. 33 children including 3 two year olds attended full day provision with 30 accessing free lunches as part of a pilot per week. Also this session we were able to support 8 families by offering additional sessions to purchase. Wallacetown EYC is non-denominational, all children are welcome. Attendance at Wallacetown EYC has increased this session from 83.8% in 2017/18 to 87.54% but still remains below authority average of 89.2%

The local community (North Harbour, Wallacetown and Newton South) has a population of 4,619 with 28% working age population employment deprived and 30% of the population are income deprived. (source South Ayrshire Council 2017)

Wallacetown EYC is part of the Kyle Academy Cluster. Forehill Primary EYC is the only other EYC in the cluster and we have strong links and support from EYC staff and senior leadership team there. A positive ethos and the building of good relationships underpins all of the work we do at Wallacetown EYC.

Wallacetown EYC belongs to Family 7 which includes Alphabet Yard Private Nursery, Cairn Early Years Centre and Tarbolton Early Years Centre. Currently 53% of our children live in deciles 1 and 2, higher than the authority average of 23%.

Scottish Index of Multiple Deprivation (Percentage by Decile)

Centre	Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
	Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
Wallacetown Early Years Centre	28	25	5	6	24	3	4	3	0	2
Authority	11	12	11	16	14	9	3	8	8	7

We work closely with other Cluster schools on a variety of development projects. We are building relationships and working collaboratively with Family 7 colleagues at Head Teacher meetings. Children are supported as part of their transition to Primary 1 with visits to and from our feeder primary schools. We also work in partnership with all other agencies involved in the care of our children and families. The Leadership Team and staff strive to provide high quality early learning and childcare. The centre has an inclusive, calm and welcoming environment where everyone is valued and encouraged to contribute to the life of the centre.

Staff are encouraged and supported to contribute to the development of the centre by piloting new ways of working, sharing good practice and evaluating their work. Staff have been involved in learning walks, visits out with South Ayrshire Council and have shared their findings with the rest of the team. Children and families have been regularly consulted through questionnaires, discussions, feedback forms and at Parents' Council. Suggestions and ideas are welcomed and acted upon. The Centre Manager & Depute Manager provide regular feedback from both formal and informal monitoring of playroom practice, displays, tracking and children's progress. The progress of all children is closely monitored through monitoring and evaluation of tracking, profiles, support and challenge, staged intervention and IEPs.



Annual PRD/PDR for staff has identified areas for development, staff show commitment to further develop their own skills.

The leadership team has a wealth of experience across education and child care and have a clear vision for the future of Wallacetown EYC. Our teachers have had a clear focus on support & challenge this session which has impacted positively on outcomes for our children. We are continuing to build capacity in our staff team with 3 new permanent appointments and 3 temporary staff members. Our senior EYP has overall responsibility for planning and reporting in one of our playrooms. Our clerical assistant works 52 weeks along with the leadership team and Janitor. To support our 2 school assistants' (SA) who work 0.5 as SA & 0.5 as Modern Apprentices the centre was allocated an additional 27.5 hours SA.

Wallacetown EYC was subject to an unannounced inspection by the Care Inspectorate in January 2019 receiving grades of Very Good (5) for Quality of Care and Support and Quality of Environment. The report highlighted that the team should continue on their improvement journey and that the development plan meant that they are well placed to achieve their goals.

Strengths	Warm, welcoming and nurturing environment	Ethos of the centre is one of family involvement	Positive impact of upgraded rooms	Work with other agencies
Areas for development	Quality of interactions/experiences outdoors	Develop personal Care & Learning plans	Schematic play opportunities for youngest children	

This session we have also had the support of the Family Learning Team with a practitioner who has delivered a programme of parental engagement opportunities including healthy eating and Bookbug. Two members of our team are PEEP trained and held regular PEEP sessions for parents throughout the year. This proved to be a preferred model for our families as positive relationships were established and there were no barriers to participating. We have a strong partnership link with CLD who have led parent / child cooking classes in the centre. Close working partnerships with health, SLT, Educational Psychologist and social work have ensured positive outcomes for children and families at Wallacetown EYC.

The building comprises of:- 4 playrooms, 1 large multi-purpose room, Parents/family room, Managers Office, Clerical Assistant's Office, Janitor's office, Staffroom, Kitchen, 2 storage rooms, Changing room, 2 sets of children's toilets and cloakrooms, 3 ladies toilets and 1 gents toilet.

Outdoor play areas are available adjacent to the building and include a large tarmac area for physical play and investigation and a grassed area for more sensory play. Children in the 2-3 room have access to a secure play area.

Data for children at Wallacetown EYC achieving all elements of developmental milestones shows an 8% increase in maths & numeracy, an increase of 26% in health & wellbeing and an increase of 30% in communication & language.



Developmental Milestones (Percentage of Children Achieving All Elements of Milestone)

Centre	2016/17			2017/18			2018/19		
	H&WB	C&L	M&N	H&WB	C&L	M&N	H&WB	C&L	M&N
Wallacetown Early Years Centre	59.7	28.4	35.8	60.3	25	50	86	55	58
Authority	71	50	51	73	49	57	79	53	63

Developmental Milestone – Percentage of Children Living in Each Quintile Who Achieved All Milestones

Centre	Health and Wellbeing					Communication and Language					Mathematics and Numeracy				
	Q1	Q2	Q3	Q4	Q5	Q1	Q2	Q3	Q4	Q5	Q1	Q2	Q3	Q4	Q5
Wallacetown Early Years Centre	80	86	100	100	50	45	29	80	80	50	45	43	80	80	100
Authority	73	83	80	80	81	43	52	56	62	55	44	66	68	72	68

This session we have supported students who are pursuing careers in early learning and childcare including teachers, early year's practitioners & modern apprentices. The EYC is heavily committed to training programmes involving NC and HNC students in Childhood Practice from Ayrshire College. We also support B.Ed., PGDE and BA Childhood Practice students from the University of the West of Scotland, Ayr Campus, as well as access to ELCC and Work Experience for pupils from our local secondary schools. This session we have also supported 4 Modern Apprentices. The quality of MA's/HNC students this session resulted in three students securing a permanent EYP post at Wallacetown.

We are committed to consulting with our children and families throughout the year to ascertain views and interests. We use "you said" "we will" format for sharing results of consultation with our parents which enables us to provide a service that meets the needs of those who use it and to ensure equity for all.

Parents and carers comments included:-

- I feel well informed on a regular basis
- Brilliant nursery, we love it
- Have no concerns about staff or nursery, it is fantastic
- I couldn't ask for 'C' to be any more supported

The process of relationship building starts for the families in our under three room with home visits. An induction plan is also in place for all 3-5 year olds to ensure that they are well supported during their "settling in" period. The leadership team and staff take time to find out about individual children's needs and interests. This information is recorded in their Personal Plans and Learning Profiles and is reviewed termly with the parents with targets based around the GIRFEC well being indicators, SHANARRI, agreed and recorded. Our parents and carers are also invited to 'Stay and Play' days and more formal parent chats. During these days keyworkers take time to share information on progress with parents. Our doors are always open to parents who want to discuss progress, ideas, concerns etc. at any other times.

A variety of activities are organised by staff and are available for parents and/or children to access. We make the most of our local environment with visits to the local park, beach and river. This session children have visited our local shops and businesses and our 2 year olds have attended swimming lessons weekly. Experiential trips for the children and families have included the, Turnberry Hotel and farm, Heads of Ayr Farm Park, Belleisle and Rozelle. Children and families have also participated in ACE



(Adventure Centre for Education) days throughout the session. We have also enjoyed parties at Halloween and Christmas as well as a Teddy Bears picnic and World Book Day. We have raised money for local and national charities by participating in a mini triathlon.

Children within the centre are supported by the Childsmile scheme promoting good dental hygiene.

We are proud to have gained our 5th Eco Schools Green Flag. Children had the opportunity look after tadpoles and watch the life cycle in action, take part in RSPB Bird Watch, plant and grow vegetables and become eco super heroes.

The events that involved parents/carers were extremely well attended which was really motivating for the children. As a staff team we were delighted with the high level of support given by parents/carers over the course of the session. Parental engagement in their children's learning has taken the form of participation in homelink events, positive feedback from questionnaires, positive feedback at Parent/Keyworker meetings, informal comments, fundraising support and, as mentioned, attendance at events.

Our nursery website, with lots of information, can now be accessed at

<https://blogs.glowscotland.org.uk/sa/wallacetowneyc/>

What key outcomes have we achieved?

School Priority 1,2 & 3: To raise Attainment & Close the Gap in Literacy Numeracy & HWB	
NIF Priority:- 1, 2 and 3	Links to HGIOELC QI:- 3.2 Securing Children's Progress in Health & Wellbeing Literacy and Numeracy 2.3 learning Teaching & Assessment 2.2 Curriculum 3.1 Ensuring Wellbeing, Equity & Inclusion 3.3 Developing Creativity and skills for Life & Learning
<p>Progress and Impact Children have made progress in their developmental milestones this session. Data gathered in June reflects an increase in the percentage of children achieving all their developmental milestones since October 2017. The effective use of the data from the October screening of the milestones allowed keyworkers to identify gaps in children's learning and to put strategies and experiences in place to support in these areas. Data identified clear gaps for individual children and allowed staff to ensure appropriate strategies were implemented to support children's progress. Staff in all playrooms share information with parents in a meaningful manner and highlight ways in which they can support their child's Communication and Language at home. Literacy, Maths and Numeracy and Health and Well Being are core elements of teaching and learning across the centre and home link bags relating to developmental milestones are used across the centre. The impact of this is recognised in the increase of children achieving milestones and strengthening parental partnerships.</p> <p>Next Steps We are continuing to focus on supporting children to talk about and understand their own learning through the use of skilled questioning and revisiting prior learning using their profiles of achievements. Continue to support children in the development of their phonological awareness and early numeracy skills using investigative maths approaches and number talks. Milestone data has highlighted areas for improvement which are, counting using a number track, draw a picture and tell a story about it & support children to understand healthy and unhealthy foods.</p>	



School Priority 4: Management of resources to promote equity	
NIF Priority:- 4	Links to HGIOELC QI:- 1.5
<p>Progress and Impact Teaching staff planned targeted interventions to support and challenge identified children which has had a significant impact on children achieving Audit of resources across the centre and a pictorial inventory has been created. Beginning to establish central areas for staff to access shared resources and this will continue to improve as part of our refurbishment programme. Funding secured this session has allowed us to make significant improvements to our outdoor garden space, which in turn, has impacted on children's HWB in the outdoors. Focussed improvement to ensure equity for all has had a positive impact on how our Budget is used. Agreed fortnightly planning meetings ensured that all staff were fully engaged in the planning process which has resulted in a consistent approach to meeting the needs of all. All staff contributed to improving outcomes for children in the outdoors.</p> <p>Next Steps Continue to engage in professional dialogue at planning meetings. Continue to improve a consistent approach to planning for outdoors. Staff will continue to update and make use of inventories.</p>	

Evaluation Summary

Quality Indicator	School Self Evaluation (Please add 3 or 4 evaluative statements linked to the themes)
1.3 Leadership of change •Developing a shared vision, values and aims relevant to the school and its community	Centre vision, values and aims are in line with national and local aims and are contained within handbook, website and displayed throughout the centre. They were refreshed in consultation with all stakeholders and partners in session 18/19.
Strategic planning for continuous improvement	Staff use data effectively across the centre to ensure all children are achieving their potential. Data from deciles/quintiles /attendance /milestones support closing the gap. SLT meet with staff to discuss children's support & challenge termly to ensure strategies are relevant to meet the needs of all children. Next steps: Continue to have planned meetings with staff to ensure all needs are being addressed and relevant intervention strategies are implemented.
Implementing improvement and change	Staff have taken on roles of responsibility and leadership within the EYC this session including: ICT / Social Media; Nurture; Attendance; Outdoor play and Learning; Play on Pedals/ Assessment & Moderation; Number Talks/ Child Protection/ Eco Schools/ E- Profiles/ Digital Technologies/ Makaton / Parent & Family work. One



<p>5 - Very Good</p>	<p>of our team is on the authorities EY leadership programme. Staff in our two year old room have started to use new milestones to track children's progress and to ensure appropriate support & challenge which will enhance our transition to three to five. Staff have also engaged in enhancing 2 year old planning/ Care and learning plans have been reviewed and updated following consultation with all stakeholders. Our outdoor area has been developed to ensure all children have opportunities to play creatively & independently using the mud kitchen, bike sheds and a variety of loose parts in an organic and ever changing environment.</p> <p>Funding was secured which has allowed us to improve our green space.</p> <p>All staff are keen to develop their own professional learning and this will be a focus going forward. All staff are aware of 'Step into Leadership as part of their SSSC registration requirements. Annual PRD/PDR's to include leadership responsibilities for all which help shape the improvement plan and opportunities for personal and professional CLPL. The leadership team understands the need for change and the drive towards improvement for all. HWB outcomes are embedded in all staff practice. SHANARRI is displayed in a variety of styles which are child and parent friendly. Staff meet regularly to plan for improvements and share best practice. The team reacts positively to change, as has been demonstrated recently in respect of leadership roles and the impact this has had.</p> <p>Next Steps</p> <p>To continue to use staff skills effectively to ensure the greatest impact on raising attainment and closing the attainment gap.</p> <p>Staff are working collegiately to improve environments for our children and families.</p> <p>Continue to access appropriate funding to support the centres vision for improvement.</p> <p>Create home link bags to support Makaton at home</p> <p>Register as a Makaton Friendly centre</p> <p>Continue to support staff with time to lead to lead change</p>
<p>2.3 Learning, Teaching and Assessment</p> <p>Learning and engagement</p> <p>Quality of interactions</p>	<p>The centre places a strong emphasis on ensuring that children and families feel valued, safe, secure and respected. Children are motivated and engaged with practitioners who interact positively with children. We are proud of the continuous development of our outdoor spaces as the children are engaging in learning experiences which encourage creativity, resilience and independence.</p> <p>Most staff have a very good understanding of child development and pedagogy. Most staff in the centre use questioning effectively. The centre promotes a nurturing ethos throughout and staff respond to children's interest to deepen their learning. On-going work is being undertaken in the centre to improve how we plan for the children. 7 new staff will start at the centre in August 2019 and training will be organised to support them settling at Wallacetown. All staff will engage with the Early Childhood Environment Rating Scale to evaluate practice.</p>



<p>Effective use of assessment</p> <p>Planning, tracking and monitoring</p> <p>5 - Very Good</p>	<p>All staff are engaging in authority led assessment & moderation giving an opportunity to share and discuss common practice and agree a shared understanding of assessment. Personal care plans have been evaluated and updated following consultation with all stakeholders. Staff are becoming more confident in the use of electronic profiles to record children's achievements and they have been received well by parents. One staff member has led significant change in the way that we present profiles to families which is now being rolled out through SAC CLPL accessed through Book & Go. Next steps: Continue to use 2-3 milestones as a bench mark for new 3 year olds. Continue to use data effectively to ensure targeted interventions are meaningful.</p> <p>Staff are confident in using data from developmental milestones and demographic profile to identify children that require support or challenge. Progress meetings with staff identify individual children who require support & challenge which allows staff to triangulate targets in planning. Staff are beginning to use the 4 stages of assessment to track BGE which is discussed at progress meetings. Staged intervention and personal plans are created and updated in partnership with parents. We have established a monitoring calendar which allows all staff to contribute to the process of self-evaluation and identify relevant improvements for all stakeholders. Feedback is robust and appropriate actions and CLPL is identified where required.</p> <p>Next steps- Attainment team to plan holistically for whole centre to ensure consistency of approach in a meaningful way. Attainment team to continually assess progress and update and use data effectively. Continue to track BGE to ensure a holistic approach to assessment.</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>Wellbeing</p>	<p>HWB indicators (SHANARRI) are embedded in all staff practice. 600 hours implemented through a variety of attendance patterns. All staff are SSSC registered and fully aware of CP requirements. We have positive relationships with our children and families and value their contributions. We know our children very well and support our vulnerable families. We work closely with partners to support children and families including, CLD; PEEP & SLT and have seen an increase in positive responses to families who will consider engaging with partners. Children engage in energetic physical play daily. Children are being encouraged to assess their own risks which is evident in observation of play & learning. This session we were proud to work in partnership with Adventure Centre for Education thanks to securing significant funding from South Ayrshire Charitable Trust. Every child enjoyed planned woodland experiences across the year. Established an intergenerational link with South Lodge Care Home and Limonds Wynd sheltered houses.</p>



<p>Fulfilment of statutory duties</p> <p>Inclusion and equality</p> <p>5 - Very Good</p>	<p>Next steps - Strive to 'normalise' parental engagement with partners. Work in partnership with Stepping Stones for Families Apply for funding from SA Charitable trust to train staff and embed Forest School approach across the centre. Create a shared intergenerational plan of weekly activities with partners and create a visual display to include the voices of all generations.</p> <p>All staff are registered with SSSC and fulfil statutory duties required. This includes 60 hours CLPL over a five year period. GIRFEC is embedded throughout the centre and is evident in planning, policies and displays. All staff complete Child Protection (CP) update annually and all new staff receive a comprehensive induction in line with National Induction.</p> <p>At Wallacetown we actively support inclusion and equality. We are satisfied that all children have access to a diverse range of resources which eliminates barriers to inclusive play and learning. Role play areas reflect gender and equality. Our whole team approach to ASN has a positive impact on the progress of our most vulnerable children. Children's rights are embedded in practice. Currently 2 staff are 'Unfearties'</p> <p>Next Steps - To become a Rights Respecting EYC. Additional staff to become 'Unfearties'</p>
<p>3.2 Securing children's progress</p> <ul style="list-style-type: none"> •Progress in communication, early language, mathematics, health and wellbeing •Children's progress over time 	<p>Most staff are confident in assessing children's progress over time and are using dialogue and data to support judgements. Parent and child contributions are valued throughout planning. Bags of fun have been created to support the parents of our two year olds continue learning at home. Parents can access meaningful interactive activities via our website to support developmental milestones. We actively work with our families sharing strategies to support child development at home. Number Talk strategies are used across the centre and data is showing an increase in numeracy skills. Some staff have engaged in phonological awareness training. Children have daily access to outdoor spaces using a range of loose parts to encourage creativity and imaginative play and learning. The organic model presented to the children creates a positive and ever changing environment where children are leading learning. Some staff have been trained in the use of real tools and use of fire pit. . All families were given the opportunity to engage in outdoor learning at our ACE days. Lunch experience for our children has been recognised by SAC catering service as very good practice and have encouraged other centres to visit. Parents are invited throughout the session to share a lunch with their child and all feedback has been positive and shared with the catering team. Reviewed snack in relation to portion control informed by statistics on child obesity.</p>



<p>Overall quality of children's achievement</p> <p>Ensuring equity for all children</p> <p>5 - Very good</p>	<p>Established a free from day. Progress meeting give opportunity for staff to share concerns around individual progress and challenge which enables us to update staged intervention paperwork and targets. This is shared with parents and TAC meetings are, if necessary, organised to discuss with other professionals relevant next steps for children.</p> <p>Individual child data is used to support progress. Scottish Government Funding allowed us to engage in a language pilot in partnership with Language Provision and ACE. Case studies from this show improvement in language and communication and confidence in children and parents.</p> <p>Next Steps Continue to offer CLPL in Number talks & phonological awareness for new staff All staff to be trained in language strategies to support children across the centre. Continue to work in partnership with Language provision and roll out language pilot to stand alone centres. Staff training on portion control and consideration to dietary needs.</p> <p>We have updated our personal care plans to include celebrating wider achievements, child & parent voice. All playrooms celebrate wider achievement through visual displays and events. Newsletters & whole centre displays share wider achievements of children and families. Children enjoy receiving certificates and stickers for achievements. Parents can access profiles on line in a secure and safe way.</p> <p>Wallacetown EYC promotes inclusion & equity for all. We are proud of the warm, caring and nurturing ethos. Parents and families are valued as individuals and we actively promote self- confidence and a sense of belonging. We work closely with partners to support all families across the centre.</p> <p>Staff are engaging with data to ensure equity for all when planning experiences for children.</p>
---	---



What are the key priorities for improvement in 2019/20

- Priority 1: Improvement in attainment - Mathematics and Numeracy, closing the attainment gap
- Priority 2: Improvement in children's Communication and Language, closing the gap
- Priority 3: Improvement in children's health and well being
- Priority 4: An empowered and collaborative system

What is the capacity for improvement?

What is our capacity for continuous Improvement 2019-20

Self-evaluation for self-improvement is at the heart of Wallacetown EYC. We recognise the importance of meaningful partnerships to meet the needs of children and families and we use HGIOELC, BtA, Birth-3 and many other supporting frameworks to help us plan for continuous improvement.

This session our focussed quality indicators are:

- 2.2 Curriculum
- 1.2 Leadership of Learning
- 2.7 Partnerships
- 3.2 Securing children's progress
- 2.3 Learning, teaching and assessment

Evidence will be collected throughout the session to show our strengths and developments. We will support staff to engage in CLPL and to visit other centres to ensure a shared understanding of quality experiences and engagement, underpinned by our centre values, which will ultimately, shape learning, shape environments and shape continuous improvements for our children and families.

Looking Inwards
Looking Outwards
Looking Forward

