



sustainable thriving achieving

East Dunbartonshire Council

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Standards and Quality Report for Clober Early Years Centre 2020-2021.

Standards and Quality Report

Context of the centre:

The EYC is registered for eighty eight 3-5 year olds and fifteen 2 year olds. We have a staff team comprising a Depute Head of Centre, 2 senior early years' practitioners, 2 part time teacher and 19 practitioners. We have 2 support workers who work with children with additional support needs and wellbeing groups.

The EYC has recently reviewed our vision, values and aims with staff, children using the SHANNARI wellbeing indicators and have taken the UNCRC rights of the child into consideration. See below our vision statement and we have created within our setting.

Vision: To provide a safe, nurturing, stimulating and inclusive environment where all children can be curious, creative and explore all environments in a holistic way. We encourage children to take risks, challenging themselves and to respect themselves, each other, their communities and environment. We will provide appropriate, responsive, differentiated, challenging learning experiences for all children to participate in, so that all children become confident individuals, successful learners, responsible citizens and effective contributors to society.

Aspire, Respect, Achieve, Enjoy

Our Values: Our values are based on what we believe to be the important building blocks of a successful early years centre. We recognise the impact of early childhood experiences and value the rights and wellbeing of the children in our care. We recognise and value the contribution families can make to improve our service. By getting feedback from our parents/carers, allows us to reflect upon our practice and evaluate our current practices.

Our Aims

- **S-SAFE**- Be knowledgeable and respectful of all current COVID 19 restrictions, ensuring that all government guidelines and nursery's policies and procedures are being followed at all times.
- **H-HEALTHY**- To provide children with a healthy snack and lunch option daily, and opportunities to participate in different exercise activities.
- **A-ACHIEVING**- Provide children with an inspiring and stimulating environment for them to grow and learn, ensuring all children reach their full potential.
- **N-NURTURED**- To provide an environment where all children feel safe, are listened to, and their feelings and emotions are acknowledged.
- **A-ACTIVE**- To provide children with exciting and stimulating experiences, both indoors and outdoors for all children to participate in.
- **R-RESPECTED**- Continue to build positive relationships with all children, their parents and carers.
- **R-RESPONSIBLE**- To encourage and support children's independence, enabling our children to become confident and resilient individuals.

- **I-INCLUDED-** Provide an inclusive learning environment where all individuals are given a voice and are listened to.

Health and Social Care reference: 1.10, 2.11, 2.27, 3.1, 4.25, 4.3, 5.17

Centre Priority 1: Health & Wellbeing	
NIF Priority <ul style="list-style-type: none"> • Improvement in children and young people’s health and wellbeing NIF Driver <ul style="list-style-type: none"> • Our Priorities • Assessment of children’s progress 	HGIOELC? QIs <ul style="list-style-type: none"> 1.2 learning and leadership 1.4 leadership and management of practitioners 2.1 safeguarding and child protection 2.4 personalised support 3.1 ensuring wellbeing, equality and inclusion
<p>Progress and impact:</p> <p>Our learners returned to the centre in August 2020 following lockdown March – June in the previous session. The recovery plan for the centre was implemented with an emphasis on literacy, numeracy and health and wellbeing. An evaluation of the recovery plan follows this section of the report.</p> <p>A further period of closure commenced on 6th January 2021. The Early Years Centre remained open to provide childcare for Keyworker children and to those children categorised as vulnerable, where appropriate. Through a mixed year of provision where the centre was used as a HUB for keyworker and vulnerable children as well as providing home learning opportunities for our children we have had an emphasis on health and wellbeing for both the children and their families as well as staff.</p> <p>Staff had the opportunity to participate in wellbeing support, ACES and mental health training in preparation to help support both children and their families.</p> <p>This year we have provided the children with a safe and secure environment within bubbles to ensure we provided high quality care and educational experiences within the restrictions of Covid 19. Implementing a risk assessment based on strict and effective physical wellbeing procedures such as multiple hand washing stations and tissue stations resulted in safe environment for our children and staff. All children and staff adapted well to the regulations which became part of their daily routine.</p> <p>The centre has had a greater focus on health and wellbeing, to support the children on their return to centre. All staff offered an extended settling period for the children which was tailored to their individual needs. Children were welcomed at their respective doors by their keyworkers and a soft start to the day was introduced to help manage transitions. Most children returned to the early years centre without difficulty. For those children who required more support the DHoC worked in conjunction with the parents to help meet those children’s needs.</p> <p>The children had daily access to outdoor play. Staff developed the respective outdoor bubbles to represent most areas of the curriculum to ensure the children were provided with similar opportunities outdoors as they are indoors. To ensure this occurred a rota for each group was created to monitor children’s access. Opportunities for children attending extended days were also taken into consideration, providing multiple and varied experiences in the outdoors environment.</p>	

Each bubble has an outdoor champion who worked with the other staff and nursery teacher to provide a variety of learning experiences following their participation in Virtual Nature School training presented by Claire Warden. Overall, all children benefited from access to outdoor play both within our centre garden and within the extended school grounds.

Staff provided parents with strategies to help support health and wellbeing through use of e-journals, questionnaires and group call. Family champions provided some parents with hints and tips through the Triple P programme for issues and concerns they raised with the children’s keyworkers.

DHoC worked effectively with the DHT and liaised with other agencies such as health visitors and educational psychologist to uphold and support request for assistance from application of deferred year applications. This was to help support those children who were eligible for the opportunity as well as support other parents who wanted their child to be taken into consideration. All applications were granted to support the needs of the children following centre staff gathering supporting information.

Next Steps:

A greater focus on PAtHs programme will be rolled out by the nursery teacher with support from all keyworkers. DHoC and NT to present in house training for all staff.

Centre Priority 2: Family Engagement

<p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Improvement in children and young people’s health and wellbeing <p>NIF Driver</p> <ul style="list-style-type: none"> • Parental Engagement 	<p>HGIOELC? QIs</p> <p>2.5 family learning</p> <p>2.6 transitions</p> <p>3.2 securing children’s progress</p>
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Progress and impact:

Staff engaged with children and families through e-journals extensively during HUB provision as well as providing care and education opportunities within the centre for children access the HUB. Almost all of our parents accessed the e-journals during lockdown to view activity suggestions made by staff. It was agreed by DHoC & NT that all activities should support the 3 key areas of the curriculum to help support children development in literacy, numeracy and health and wellbeing.

Results of a parental questionnaire indicated that video uploads provided a more “face to face” approach for the children. This supported parents to engage with the centre along with their children. Less than half of our parents participated in reciprocal interactions on e-journals through parent comments and uploads of their own experiences. However it was recorded that almost all were logging into the journals on a regular basis.

Electronic daily diaries were utilised for all 2-3 year old children to share their basic care needs and experiences with the parents. Within the 3-5 room all parents received a brief overview of their

children's day at collection time. Parents were encouraged to engage with the centre via e-journals to help share important information.

A few parents showed interest in the Families Connect programme which was presented virtually by SEYW to help support curriculum engagement and reinforce positive parenting strategies at home. Our Family Champions also supported a few families in conjunction with the Supporting Families Team within EDC, via Triple P hint sheets for subjects such as toileting and behavioural support and management.

DHoC also highlighted families in need of support with online learning opportunities by working with the Early Years Support officers to provide a few families with internet access and laptops to ensure they were able to engage in learning opportunities via e-journals.

Next Steps:

To further implement Families Connect for all children within the early level and utilise social media platforms to share information and engage with parents and children.

Centre Priority 3: Transitions

<p>NIF Priority</p> <ul style="list-style-type: none"> • Assessment of children's progress • Performance information <p>NIF Driver</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Improvement in children and young people's health and wellbeing 	<p>HGIOELC? QIs</p> <p>2.4 personalised support</p> <p>2.6 transitions</p> <p>3.2 securing children's progress</p>
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Progress and impact:

All parents received a personal plan to complete prior to children starting at the centre. SEYW also contacted any previous centres which the children attended to get a report about the children to support transitions. All children were offered tailored transitions back to centre or for initial joining to meet their individual needs.

Staff kept in contact with children and families through uploads on e-journals during the lockdown period. We also encouraged parents to share news from home on the same platform.

Within the centre the DHT worked closely with DHoC & NT to support those children with ASN. DHT completed appropriate paperwork to support the holistic needs of the children. Staff used Ferre Leavers observations to assess children's wellbeing and engagement through the transition period. Regular meetings with staff to update children's actions plans were held to update information.

Staff liaised with those parents whose children were eligible for deferred entry and collaborative working with all staff helped to provide the information required when completing paperwork.

All staff and NT worked together to complete the strength and difficulty questionnaires. Following completion of baseline assessments, staff also completed transitions reports for all pre-school children which reflected their progress in literacy, numeracy and health and wellbeing to be shared with both parents and receiving schools.

The centre utilised access to the school environment during holiday periods to support all children going to school as part of the transition process in readiness for school. A transition booklet was created by the NT to show children all areas of the school. The Growing Up project was amended to comply with government guidance. P1 teachers met with their classes outdoors to ensure effective transition. Plans to further utilise the school during the summer holiday will take place with EYW taking children a tour of the school within their bubbles and spending time within the play to learn environment.

Next Steps:

Children will continue to be offered an extended settle period when joining the centre. EYW will work with P1 teachers in the coming academic year within the play to learn environment to enhance the quality of play experiences across early level.

Centre Priority 4: Continuing to ensure equality, excellence and education continuity	
<p>NIF Priority</p> <ul style="list-style-type: none"> • Assessment of children’s progress • Performance information <p>NIF Driver</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Improvement in children and young people’s health and wellbeing 	<p>HGIOELC? QIs</p> <p>1.2 learning for leadership 2.2 curriculum 2.3 learning, teaching and assessment 3.2 securing children’s progress</p>

Progress and impact:

Throughout the year, all staff had the opportunity to participate in a variety of CPD. Newly released Realising the Ambition – Being Me was to become a fundamental part of daily practice and staff become familiar with the document in readiness to implement the principles in their practice.

Staff participated in reflective planning to meet the interest and needs of all children within the centre. Planning records incorporate RTA principles and is used on a daily basis. Trackers of children’s learning are completed with all staff while working collaboratively with other keyworkers and NT.

All staff carry out Ferre Leavers wellbeing and engagement observations of children within their key group as well as group observations. For all new children staff allow a period of settle, offering a soft start approach to their day and observing the age and stage of development of each child.

Tracking the 3 key main areas of the curriculum on e-journals, along with staff completing the baseline assessment allowed the NT to create support and challenge groups to support the staff to offer age and stage provision for all children within the centre.

Next Steps:

Centre to use in the moment planning principles from August 2021 following a successful pilot within one of our bubbles.

Key priorities for improvement planning 2021-2022

What is our capacity for continuous improvement?

NIF quality indicators

Quality indicator	School self-evaluation	Inspection / Authority evaluation (If available)
1.3 Leadership of change	5	
2.3 Learning, teaching and assessment	5	
3.1 Ensuring wellbeing, equity and inclusion	5	
3.2 Raising attainment and achievement	5	