

Clober EYC



Standards and Quality Report 2021/22

Context of the Centre

Clober EYC is registered with the Care Inspectorate to accommodate a total of 103 children, 15: 2-3 year olds and 88: 3-5 year olds. Our current staff team is made up of a Depute Head of Centre (DHoC), 2 Senior Early Years Workers (SEYW), 2 part time Nursery Teachers (NT) and 18 Early years Workers. All staff are reportable to Clober Primary's Schools Head Teacher. Clober EYC offers provision for 50 weeks a year and is open from 8.00am – 6.00pm. All 3-5-year-old child along with eligible 2-3-year-old children are entitled to 1140 hours. Parents can also supplement the funded hours to follow working patterns.

The centre has created links with the local community via joint working with other centres and schools to help support children's transition to school by participating in a woodwork programme. Following the success of this we recently received Glasgow Airport Flight Path Funding which has allowed the centre to purchase a tool bench and tools to help continue and develop the projects. The centre is also at the final stages of submitting all appropriate evidence to receive the Eco Green Flag award.

Due to COVID restrictions parental involvement has been limited, however through e-journals the staff have been able to share the learning and development of the children for parents to see at home. Parents have also contributed on e-journals by sharing photos and experiences from home. Parents have continued to receive daily feedback from staff at drop off and pick up times. This year we carried out parent meetings by phone calls to share the children's learning and development and also issued all pre-school children with end of term reports. The centre managed to end the year with some parental engagement through our first post COVID sports day which was attended by parents and extended family members. Our Graduation is due to be held in St Luke's Church and will also be shared with the children's parents.

Our Vision is 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, challenge 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.

Our values are based on what we believe to be the important building blocks of a successful nursery. 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. Parental engagement and 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.

Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: In the Moment Planning	
<p>NIF Priority • Improvement in attainment, particularly in literacy and numeracy • Improvement in children and young people's health and wellbeing</p> <p>NIF Driver assessment of children's progress</p> <p style="text-align: center;">Choose an item.</p>	<p>HGIOELC QIs QI 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum</p>
<p>Progress and impact:</p> <p>Planning in the moment was piloted prior to the start of this academic year within one “bubble”. This allowed the NT and EYW to develop the paperwork and work on the idea of using the whiteboards for the children's “Sparks” along with how to evidence the children's work. All staff participated in initial staff training lead by the NT in August 2021 to share good practice and to form the pilot group. Planning was implemented for the start of the new term with support from the NT and DHoC for all staff. During the October in-service day most staff had the opportunity to participate in a Q&A session with the NT to help the team come together and discuss the planning process further, this was effective in ensuring all staff had full understanding of the clear roles and responsibilities they had for completing paperwork as well as providing the best possible experiences for the children.</p> <p>NT effectively completed termly reviews with staff to assess their planning process methods and to support. Staff have found this helpful to keep them on track.</p> <p>Staff successfully completed initial assessment of the children learning and development when they started at the centre. The robust information was then used as the focus for planning adult lead learning linking to the curriculum benchmarks by both the EYW as well as the NT. This allowed staff to monitor and track all of the children's learning using e-journals.</p> <p>In the moment planning has allowed the children to take ownership of their learning and increased their interest in specific learning areas. As EYW have used observations to take note of children interests and used “sparks” on the whiteboards to show children's comments and interest, it has increase positive collaborative working with staff. The majority of children were able to utilise the learning walls to reflect on their learning and revisit this which showed depth and interest of learning.</p> <p>Staff have been provided with a variety of CPD throughout the year as provided by EDC which has allowed them to gain enriched training linked with their leadership roles. The majority of staff have then had the opportunity to share their training with their colleagues to ensure consistency throughout the centre. This has been effective especially with multiple staff working within the same curricular areas as well as supporting others to positively work in a cross curricular manner.</p> <p>Next Steps:</p> <p>Following discussion with QIO – Kirsty Mahindru, there will be a training session (August In-service Day) to share good practice to give NT and DHoC support with tracking children's learning and development. It is evident that joint working with the NT and DHoC to develop support and challenge for the children would help to enhance this support for all children's learning. Also the monitoring of e-journals would help to track and close children's next steps. This will be incorporated into next year's improvement plan. Staff will continue to be supported through CPD provided by EDC.</p>	

Centre priority 2: Wellbeing – including UNCRC, Outdoor Play, Eco Schools & PATHS	
<p>NIF Priority •Improvement in children and young people's health and wellbeing</p> <p style="text-align: center;">Choose an item.</p> <p>NIF Driver assessment of children's progress</p> <p style="text-align: center;">Choose an item.</p>	<p>HGIOELC QIs QI 3.1 Ensuring wellbeing, equality & inclusion</p> <p style="text-align: center;">Choose an item.</p>

Progress and impact:

Staff have continued to be provided with the opportunity to participate in wellbeing support from SMT if required this year following the pandemic. The children have been provided with a highly effective and safe environment within the centre providing opportunities to build upon their own wellbeing experiences. Throughout the year all staff have continued to reinforce the importance of wellbeing within the centre. All children have participated in regular “Handy Andy” initiatives looking at germs and when it is best to wash our hands and how to do so. Interactive activities like this have helped to keep the children’s engagement at a high level and enjoyment while learning a vital daily task. The settling process was tailor made for each child starting at the centre to ensure all children had a positive experience. From parental questionnaires all parents believed they had received enough information from the centre prior to their child starting. They all also believed that they were able to give all relevant information about their child prior to starting as well as being happy about the settling process. Understandably most parents commented that they would like to have opportunities to access the EYC, however they understood that restrictions prevented this.

The PATHS programme was co-ordinated in 2 blocks this year with an introduction to the concept to the children in Term 1. An overview was given to parents in the EYC newsletter to share with them that the children will be beginning to discuss their feelings and how to manage these. Changing the delivery of PATHS allowed designated HWB staff to reinforce each session over a period of time to ensure all pre-school children were able to participate. Due to when the sessions were delivered it allowed for staff to work together in different “bubble” groups which also helped support staffs health and wellbeing in working with a variety of colleagues. We have had a big focus on UNCRC this year with a designated staff member having this as a leadership area following participation in training. We have tried to embed UNCRC into regular practice with majority of staff linking their adult led activities to the rights. Displays have been developed to show activities which children have participated in which reflect the rights as well as “cheeky challenges” being added to e-journals to involve children and parents at home. Staff have shared the Clober UNCRC journey with all other EDC centres through Professional Learning Collaboration (PLC) training.

This year we have provided all the children with daily outdoor learning experiences in our EYC garden and have specific outdoor champions. All areas of the curriculum are covered within the garden allowing the children to free flow their learning both indoors and outside. Staff record outdoor planning the same as indoors to ensure consistency as well as learning being recorded and uploaded onto e-journals. The centre has progressed well with ECO schools and followed the schedule through the eco school website. The action plan has been completed and final evidence is being gathered to be submitted with our application to receive our Green Flag award.

Next Steps: Moving forward for transition to the EYC, parents will have the opportunity to come and see the centre prior to their child’s start date. For next session staff will complete Promoting Alternative Thinking Strategies (PATHS) questionnaire to assess children’s development having followed the programme. Rights will be incorporated into planning. Submission of evidence towards Green flag award to be completed and submitted

Centre priority 3: Family Engagement

NIF Priority •Improvement in children and young people’s health and wellbeing
Choose an item.
NIF Driver parental engagement
Choose an item.

HGIOELC QIs
QI 2.5 Family Learning
Choose an item.

Progress and impact:

Family engagement has been challenging this year due to COVID restrictions. We ensured initial contact with all parents was made once their applications had been made to join the centre. Once allocations were organised DHoC and EYC clerical contacted all parents directly via email to send a personal plan for parents to complete which allowed us to have some prior knowledge of the children before they started. As parents were unable to enter the building a welcome booklet with virtual tour was also sent to all children and parents to give them an insight into the EYC and its layout. We kept all parents up to date with information and events through regular newsletters, groupcall messages, as well as using stories on e-journals. Following on from successful videos being uploaded onto e-journals during lockdown, the NT

created a YouTube closed page where staff have shared songs and poems which the children have been learning to allow all parents to share these at home with their children.

We did not have the success we had hoped for the Families Connect programme this session. Information was sent to all parent via group call and newsletters as well as targeting individual parents which staff felt might benefit from the programme. However, the uptake for this was extremely limited with less than a few parents showing an interest. Parental uptake was also low due to the programme being present on TEAMS and over a period of time. Although the Families Connect programme did not take place this session it had no negative effect on the centre or parents as they were still able to get help as support from other family champions through the Triple P programme. Curriculum videos were sent to parents to show the different areas which the staff work within the centre. These documented useful ideas of how parents can represent different activities at home. Compiling these videos helped staff focus on their leadership areas and personal goals and were well received by most parents, making positive comments about them.

Parent meetings were conducted via telephone this year with all staff members contributing to these. The feedback from these meetings were positive with actions taken forward as suggested from parents such as sharing songs and rhymes which the children were learning at the EYC. This was carried out through the YouTube PAGE.

Next Steps: SEYW to look into developing a Twitter account to share information with parent. YouTube to be updated on a regular basis to reflect what is happening within the centre. Families Connect will be offered to parents again following an information session held at the "meet the Teacher" event to inform parents of the benefit of participation. Next session we aim to offer a mix of face:face or TEAMS parents meetings to help working parents attend. Stay and play sessions linked to curriculum or time of year to draw parents and extended family into session. Parent drop off/pick up within the building to help build positive relationships with staff and to help share information.

Progress in National Improvement Framework (NIF) priorities

Insert a brief description of progress and achievements in the following national priorities:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people (secondary schools).

Following a period of lockdown initial assessments were carried out to assess the children in literacy, numeracy and health and wellbeing. From these assessments there was a marked decrease in the children's ability. Throughout the year staff offered adult led and adult initiated activities as directed by the NT to focusing on areas which presented as red on initial assessments. Following this through the year it is noted that most children have increased their learning and development in the 3 key curricular areas. All children were presented with the same opportunities within the centre with no exclusions. There were opportunities for children to be supported and challenged through their learning by both the NT and EYW. Some children with a lower SIMD were offered additional support from the centre through additional hours to help meet the social needs of the family. All children had opportunity to improve on the health and wellbeing within the centre as staff provided a warm and caring environment for the children. This was essential especially due to the pandemic. Children were provided with flexible drop off and collection times and areas to help accommodate social distancing. All children participated in outdoor play to get a balance of physical and mental wellbeing experiences. Most children in their pre-school year participated in PATHS programme to help understand and manage their emotions. The centre offered opportunities for parents to seek help and guidance on family life matters such as managing challenging behaviours and sleep routine via staff trained in Triple P, a few parents took up this opportunity. During the year children were also introduced to the learning disposition dinosaurs which linked to specific skills such as: caring for/working with others, trying

hard, reflecting and exploring the world around them. The majority of children received certificates for their achievements in relation to the dinosaurs.

Self-evaluations of How Good Is Our Early Learning and Childcare

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Choose an item.
2.3 Learning, teaching and assessment	Good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	Good	Choose an item.
3.2 Securing Children's Progress	Good	Choose an item.

Summary of Centre Improvement priorities for Session 2022/23

- 1. In the Moment Planning
- 2. Family Engagement
- 3. Health and Wellbeing

What is our capacity for continuous improvement?

All staff are committed to improving outcomes for all children through promoting high standards in learning and teaching, ensuring health and wellbeing is at the centre as well as making sure we have a robust self-evaluation process. Staff work collaboratively to ensure there is consistency throughout the Early Years Centre as well as showing a commitment to continuous professional development linked with their leadership roles. The centre will continue to build on the strong links we have with the school particularly at Early Level. We are committed to ensuring that we build for capacity and continue to have high standards to improve the outcomes for all children.

Standards and Quality report should be emailed to the link Early Years Quality Improvement Officer by Friday 10 June 2022.