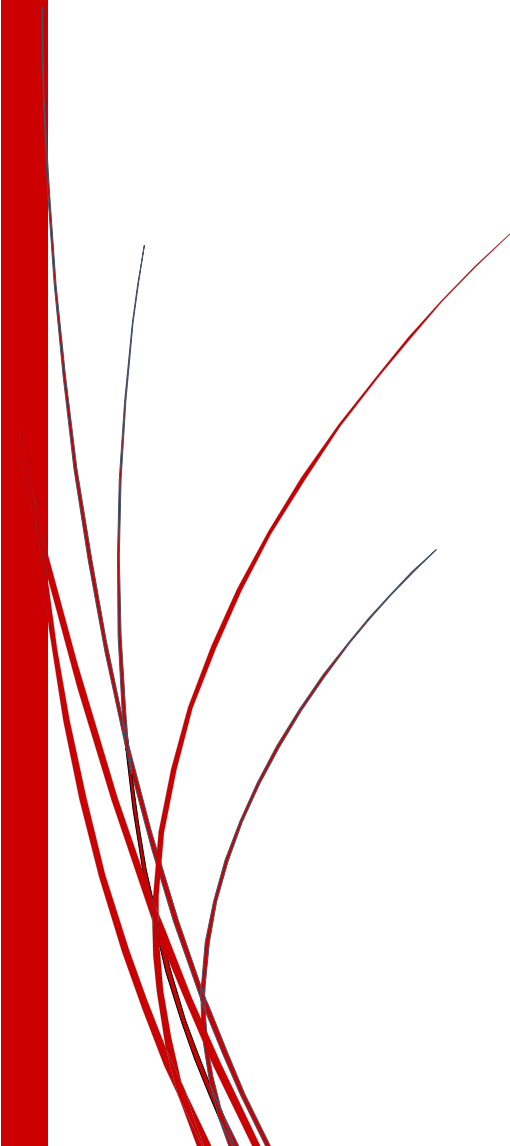




Clober EYC

Standards and Quality Report
2022/23



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 (EYW) and 1 Early Years Support Worker (EYSW). 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 continued to create 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. We have been able to participate in visits to the local Care home where the children have been planting and singing to the residents. Furthermore, the children enjoyed having Sports Squad back for weekly gym session held in the school hall, they got back into the woods for Forest School session, as well as visits from the Fire Brigade, Children's Hospital and Animal Man. The children and staff participated in a special tea party to celebrate the Coronation of King Charles III and created a time capsule to leave memories for future generations.

We secured our first Eco Green Flag award and are focusing on water as our topic to help become a more Eco friendly centre. Similarly, this year we have also been successful in receiving our Bronze United Nations Conventions on the Rights of the Child (UNCRC) award and are now working towards our Silver. Through our learning linked to UNCRC the children participated in a sponsored obstacle course for the Turkey and Syria earthquake appeal. The children understood that people have a right to be safe and to have a home and they wanted to support those affected.

We have been able to increase our parental involvement this year and have various opportunities for parents to become part of the centre community again. The introduction of Stay and Play sessions have been popular with the parents, especially those whom have not been able to enter the centre previously due to restrictions. We moved back to face to face parent meetings which has allowed parents and staff to build up positive relationships. All pre-school children were issued with an end of term report. Staff have continued to document children's learning and development through e-journals for parents to see at home. Parents have also contributed on e-journals by sharing photos and experiences from home. Daily feedback from staff at drop off and pick up times has continued to provide essential information to parents.

The centre ended the year with a whole centre sports day on the school MUGA 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. This year we are able to do the as a whole centre to mark the special occasion.

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 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. Parental engagement and feedback from our parents/carers, allows us to reflect upon our practice and evaluate our current practices.

Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Planning in the Moment	
Care Inspectorate Quality Framework QIs 2.1 Quality of the setting for play and learning 2.2 Children experience high quality facilities	
NIF Priority • Improvement in attainment, particularly in Literacy and Numeracy. NIF Driver Curriculum and assessment Teacher and Practitioner professionalism	HGIOELC QIs QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Ensuring children's progress
Progress and impact: <ul style="list-style-type: none"> All staff participated in nursery teacher (NT) lead 'planning in the moment' training to ensure all practitioners were supported in their understanding of 'planning in the moment' and supported in the expectations of what they had to carry out on a daily basis. All staff have their own leadership area linked to the curriculum and use this as a basis for their planning. Staff are based within their curricular area in the playroom and draw on children's interests through observation and discussion and use this to take their learning forward. Staff use planning documentation to record child led, adult led and adult initiated activities. Staff document children learning through wall displays and floorbooks. The child's voice is documented to get their views on their learning. Staff record children's learning and development on e-journals and track next steps where required for 3 key curricular areas. Staff completed initial assessments on all children, differentiating between pre-school and ante pre-school children to ascertain the children's age and stage of development. This was completed twice during the year as it was felt that adding a 3rd assessment would be too invasive for the children. The NT used the results from the initial assessment to create support and challenge groups as well as directing the staff on specific aspects on the curriculum that should be focused on during group times to help support and develop the children's learning. All staff participated in trio curriculum meetings to ensure good practice was shared across the centre. The NT also held 3 individual meetings with all staff to moderate and feedback on planning paperwork and e-journal entries, this allowed staff to get support they required for their planning. A review of wall displays took place and it was decided that evidence should be documented within floor books to show breadth and progression of children's work throughout the year. All staff ensure they work in a cross curricular manner and regularly share their practice with other staff through: trio meetings, general staff meetings and in-service days. This allows staff from 2-3 room and 3-5 room have an overview of what is happening within the centre. A monthly planning focus is put together by the NT taking on board the next steps and gaps in learning found within the initial assessments. Staff use these focus targets at group time to ensure all children have these experiences covered. An outdoor learning timetable has been put in place to ensure all practitioners participate in outdoor learning and this is reflected on their planning sheet. Following initial assessments most staff along with NT completed moderation of the assessments to pin point the gaps in children's learning and development. Across the board it was found that similar areas were highlighted by each keyworker groups. This information was then shared with all staff and those working in key curricular areas were given focus benchmarks and progression pathways to work on which linked to the children's e-journals. NT used in monthly focus to support all staff in ensuring they were covering benchmarks at group times. Staff could be flexible of when they covered the benchmarks depending on the attendance of the children. NT created support and challenge groups by utilising the information from staff planning sheets to work with small groups of children to support and extend children learning. NT used individual meetings to monitor staff e-journal uploads. All staff utilised time given during in-service days to discuss and monitor their key 	

group children's next steps. They used past planning sheets along with floorbooks to determine if next steps had been met by children and if these could be closed off. This professional dialogue between staff ensured they had a full and rounded understanding of the children and that they also could take note of what they still had to observe and monitor regarding the children's development. A back drop plan was developed for the main 3 curricular areas by the NT. This information was displayed on the staff planning wall and used as a working document. This was updated on a termly basis by the DHoC to ensure areas highlighted had been covered. Information was shared at staff meeting with the NT to share specific focus depending on time of year or areas of development to be worked on. Target setting meetings between NT and DHT are held termly to ensure that we are tracking children providing targeted support and challenge.

- All staff were consulted on their leadership areas which they would like to follow. They completed questionnaires to highlight where they wanted to work and what their focus would be. Staff kept track of their leadership developments which they used to inform DHoC during PDR meetings. Having leadership areas which staff chose themselves was beneficial to the centre. Staff had passion and interest in these areas which showed in the daily planning.

Next Steps:

Include observation weeks within the yearly calendar

Backdrop plan to be reviewed regularly by NT and DHoC

Staff to complete leadership questionnaires in preparation for the year ahead

Centre priority 2: Family Engagement

NIF Priority

- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Placing the human rights and needs of every child and young person at the centre of education;

NIF Driver

Parent/carer involvement and engagement
Curriculum and assessment

HGIOELC Qis

- QI 2.5 Family Learning
- QI 2.7 Partnerships
- QI 3.1 Ensuring wellbeing, equality & inclusion

Care Inspectorate Quality Framework Qis **1.4 Family engagement**

Choose an item.

Progress and impact:

- Following the new allocations timetable parents were all initially contacted via email to inform them of their child's EYC place. This was followed up by a courtesy phone call from the DHoC to introduce themselves. On nearing the children's start date, all parents and children were invited into the centre for a walk round to see the environment. During this time parents were provided with the relevant paperwork to be completed before the children start. Personal plans were completed and discussed at this time by SMT. Individual settling schedules were put in place for each child, following consultation from parents. Parents were also advised to utilise information and videos on the EYC website to help children understand where they would be attending, see different experiences they could take part in and also to see staff photographs.
- A curriculum evening/meet the staff opportunity took part in October. This was attended by most staff where they were able to use this time to document their leadership areas and show parents attending the different learning experience on offer within the centre. A minority of the parents were able to attend this event, however of those who did attend all expressed their gratitude to staff for

allowing them into the centre and most left with a better understanding of the structure of the centre day and what play and learning opportunities the children can access.

- Stay and play sessions were reintroduced in September and March with a few different family members attending the sessions to play and experience a morning or afternoon with the children. These sessions allowed parents time in the centre to play with the children and to get to know the centre staff. All of those who attended commented on the positive and nurturing atmosphere of the centre.
- Staff continued to document the children's learning and development through e-journals which is shared with parents. Likewise, a few parents also used e-journals on a regular basis to share news from home. This provided the staff with an insight into the children's home life and staff were able to share this with the children at group times. E-journals allows the parents to know what the children have been learning at nursery and how they can support this at home.
- Throughout the year our family champions have supported parents through Triple P (Positive Parenting Programme). Within the centre we have 3 staff members who have received Triple P accreditation which ensures we always have a staff member who can provide support to parents. Through information sent via newsletters and posters displayed within the centre. A few parents have come forward to get help with such things as night terrors, tantrums and fussy eating. Following the support from staff, all parents expressed that the information and guidance helped their situation and had positive outcomes. The Families Connect programme has only been able to run once this year. This has been due to staffing as well as willingness of parents to give up their time on a regular basis. To support parent attendance, the centre offered the programme to 4 parents when their child didn't attend nursery and allowed them to come in for additional hours. This provided security for the parent to attend and allowed them to meet parents who they wouldn't normally see helping to build relationships. The programme ran successfully for 6 weeks and as a result the parents felt they have a better understanding of the curriculum and how they can use 'day to day' family experiences as fun and educational opportunities.
- All parents received questionnaires to identify areas of support and guidance which they wanted or needed as a family. This information was then used to target parents for Triple P support and to identify those who would likely participate in Families Connect. Unfortunately, there was no uptake from parents regarding participating in a parent committee. Through discussions with parents regarding this, it was due to lack of time due to work and family commitments that caused a barrier participation. This is an area that the centre will continue to try and to develop moving forward. All parents received regular newsletters that were sent to parents to share information about what was happening within the centre. We also used groupcall to keep parents up to date. We previously had a Facebook page but felt this was not being accessed by many parents, therefore we decided to develop a Twitter account which documents events within the centre. While posting we use the school principles (Aspire, Respect, Achieve & Enjoy) to hashtag the events. Our number of followers is continuing to grow. We continue to be open and available to our parents.
- Within the structure of the centre each child has multiple keyworkers. This means that all parents have the opportunity to speak to a keyworker or member of management on a daily basis at drop off and end of children's sessions. All parents have the opportunity to meet with staff through our termly parents' meetings which have been attended by every child's parent within the centre. We also provided 'mop up session' where if a parent couldn't come on their child's allocated day, they still had an opportunity to see staff and find out about their child's learning and development.

Next Steps:

Update welcome booklet to be sent to parents when they receive allocations information

Increase parental engagement – stay and play (different times of day)

Parent committee to be established

Centre will be opened up to the parents on a daily basis at drop off and pick up times.

Centre priority 3: Health and Wellbeing

NIF Priority

.Placing human rights and needs of every child and young person at the centre of education

- Improvement in children and young people's health and wellbeing

NIF Driver

Teacher and Practitioner professionalism
Parent/carer involvement and engagement

HGIOELC Qis

Q! 2.1 Safeguarding and Child protection
QI 2.4 Personalised Support
QI 3.1 Ensuring wellbeing, equality & inclusion

Care Inspectorate Quality Framework Qis

- 1.1 nurturing care and support
- 1.2 Children are safe and protected

Progress and impact:

- We have received positive comments from both parents and visitors to the centre who state that our centre is a welcoming and nurturing place for the children to play and learn. We have nurture champions who set out to use the Glasgow City Council Nurture document as a basis of their leadership area. Initially staff used the August in-service day to read and become familiar with the documents. They then compiled questionnaires which were completed by staff to think about our centre. We have a nurture based staff member who has created a "Wellbeing Wood" where the children have the opportunity to have some quiet time, relax and talk to their peers and staff. This area focuses on emotions and allowing the children to speak about their feelings. This information was then used to establish what we had to do to ensure we provided the best possible environment and experiences for the children. We received positive feedback from all parents through a settling questionnaire with no suggestions of amending our current practice. All staff completed Ferre Leavers observations on children as part of their planning and record the children's wellbeing and involvement scores. Information gathered from these observations is then compiled by the NT to complete monthly overview planning which helps the staff cover aspects of the curriculum and support all or targeted children's wellbeing needs. Staff are able to use a variety of observation sheets depending on what they are focusing on. They can observe one child specifically and complete a more detailed observation sheet which has next steps to follow and evaluate or group observations to record a wider number of children, these observations allow staff to observe a specific activity and help review the success and engagement of children.
- The DHoC also provides nurturing support for the whole staff team by having check in sessions with staff as and when required. Staff have been supported with matters linked to both work and home life and also provided with time to attend sessions thorough Time for Talking, where this year 3 members of the team utilised these services. Allowing the staff to have open and honest conversations with management has built positive relationships as a whole staff team.
- The centre received the bronze UNCRC award for the working linking to children's rights. Two staff members with UNCRC leaderships roles help support the whole team in ensuring the children understand and know their rights. All staff planning is linked to children's rights, and these are selected and displayed on staff planning sheets to remind staff what to focus on. Through our rights work we created a sponsored obstacle course to help raise money for Turkey and Syria. The children designed the course themselves and helped share information with parents via e-journal unloads and twitter stories. This helped the children understand about events happening around the world. Staff display all UNCRC progress on wall displays and we have shared this with various centres within the local authority.

- Managing behaviours has been a large focus within the centre and all staff support the children with this by using child led resources such as Colour Monster and Bucket Full of Kindness to help the children understand their emotions and behaviours. Having a keyworker system allows the children to build positive relationships with individual staff members, however as children have the freedom to explore the whole centre, they can work with and build relationships with all staff members. Children are aware of staff's leaderships roles and know they can go to specific members of staff to completed certain play activities.
- Staff with HWB as their leadership role lead PATHS within the centre and do this in small groups. This allows the children time and space to open up about their emotions reinforce their understanding of how to manage these. Staff completed initial questionnaires for all children relating to their emotions and used this to build groups to help support children in similar categories. Throughout the programme staff linked with parents to complete tasks and share what they children had been learning at PATHS while in centre. A few parents responded well with this and feedback to staff showed parents using similar techniques at home to help support their children.
- All staff reinforced and praised positive behaviours within centre in variety of ways. Children received achievement certificates for participation in Going for Gold sessions, daily stickers given at group time and acknowledgement of achievements made at home helped to promote a positive ethos within the centre. Staff also supported parents through Triple P to ensure continuity of positive behaviours with tips sheets on tantrums and given support for toilet training thought centre made packs containing guidance, children's books, and reward charts to be used at home and in centre. All parents that used the toilet training packs had positive results and felt the pack helped support both the child and parent through the training period.
- Close working with the Educational Psychologist through regular SFA meetings ensured that we are providing the correct support for all children. The Educational Psychologist supported staff through completed in-depth observations of children and assisting staff in completing action plans and wellbeing assessments of those children who required targeted support. The collaborative working of all professionals ensured everyone had the same goal for the children and within involvement of the parents they were aware of the aspects of support the children were receiving. Children's action plans and wellbeing assessments where shared with all staff to ensure continuity of approaches. These plans were also used to help the NT develop universal support plans for larger groups of children as highlighted by keyworkers via planning sheets next steps and through professional discussions at staff meetings. Keyworkers also attended TAC meetings where possible as they have built positive relationships with the children and are the link to the parents on a daily basis. Feedback from staff who supported children and parents thought nurture aspects such as the toilet training packs was positive. Parents felt that having a specific member of staff to speak to in relation to their child's development and progress was beneficial as they were able to build positive bond and open up and issues they have at home and how the centre was there to support thought their journey.

Next Step

Breakdown and use GGC Nurture document more effectively

Progress in National Improvement Framework (NIF) priorities

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

- **Placing the human rights and needs of every child and young person at the centre of education** – Centre has received their bronze aware for work linking to UNCRC and are working towards our Silver. Staff reinforce the importance and understanding of rights on a daily basis through both adult and child lead activities.
- **Improvement in children and young people's health and wellbeing** – welcome and nurturing environment to support children from when they first enter the center. Personal plans completed by parents gives staff a good understand of the children before they start. Staff support wellbeing through play and learning in PATHS, group time activities using child friendly resources Colour Monster and Bucket full of Kindness.

- **Closing the attainment gap between the most and least disadvantaged children and young people** – The DHT has worked closely with NTs to ensure all children are receiving appropriate support/challenge. Target setting will be amended to ensure that a more accurate recording of children’s progress will allow us to identify any gaps between the most and least disadvantaged. The DHoC and DHT will look at this termly to identify any next steps or areas for improvement.
- **Improvement in skills and sustained, positive school-leaver destinations for all young people** – Staff work hard to develop skills through a range of STEM activities as well as Outdoor Learning.
- **Improvement in attainment, particularly in Literacy and Numeracy** – staff complete initial assessments of all children to ascertain their age and stage of development and use the information gathered to plan activities, target children through support and challenge and creating action plans for those children who require them.

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 2023/2024

- 1. Planning in the moment
- 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.