

# Blairmore Nursery School

Early Years Language Centre



Standards and Quality Report

Session 2016-2017

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## Our values

- Kindness
- Respect
- Sincerity
- Openness
- Resilience
- Compassion
- Integrity

- **Our nursery** is situated within the Strone/Maukinhill area of Greenock. We moved to our new purpose-built accommodation within All Saints Campus in February 2010. We cater for 32 children per session. Places are allocated through Inverclyde Council Admissions' policy. We offer morning and afternoon placements as well as 2.5 day per week placements. We also offer wrapround places for children whose parents are in employment, education or training. These places are available term time.
- The nursery is staffed by a Head Teacher, four full-time early years' education and childcare officers and one Senior early years' education and childcare officer. A Wrapround Auxiliary and Early Years Support Assistant are also employed part-time.
- A Family Support Worker supports parents and children within the nursery and in the wider community. The Family Support Worker has also established the "First Steps Drop-In", a parent and toddler group which meets twice per week. This group is held in the nursery. The Family Support worker supports parents of children attending the Centre, offering 1-1 support in the child's own home or helping parents access appropriate services to support their child.
- The Early Years Language Centre is also situated within the nursery building. It caters for children who have language and/or communication difficulties, including children who are on the autism spectrum. The Centre is staffed by two early years' education and childcare officers and two additional support needs auxiliary/escorts. A Speech and Language Therapist supports staff in the Centre. Children are transported to the Centre by minibus. A maximum of 10 children attend each session. The Centre also offers outreach support, supporting children in their mainstream nurseries.
- The nursery enjoys strong links with our local primary schools - All Saints and King's Oak. We work closely together to support transition to Primary School.

## What is this report about?

### The process of self-evaluation, involvement and evidence

#### The tools we use to gather evidence include:

- National Document "How Good is our Early Learning and Childcare?"
- Staff planning and record keeping
- Displays of children's work
- Discussions with children
- Parents' Group meetings
- Questionnaires to parents, children and partner agencies
- Quality visits from our Education Services Quality Improvement Officer

#### In 2016 - 2017 our priorities for development were:

**Priority 1 - Getting it Right for Every Child** - To implement the new authority GIRFEC pathways levels, use appropriate strategies to identify the needs of individual children and ensure Children's Act legislation is fully implemented.

**Priority 2 - Curriculum for Excellence** - We will further develop strategies to help parents support their child's literacy development at home and develop strategies in the playroom to support children's higher order thinking skills across all areas of learning.

**Priority 3 - Health and Wellbeing - Five to Thrive** - The 'Five to Thrive' approach will be taken forward by all staff in the nursery and parents will be involved in 1 - 1 and large group sessions to discuss the five key activities set out in this parenting approach.

**Priority 4 - Health and Wellbeing - Health Promotion** - The children will be involved in an initiative to promote healthy eating by buying and selling fruit and vegetable packs to parents as part of an enterprise initiative.

**PATHS** - We will continue to embed PATHS (Promoting Alternative Thinking Strategies) into our daily practice.

**Priority 5 - Curriculum for Excellence - Numeracy** - We will continue to use Numicon resources and embed them in our practice across the Cluster. We will arrange for staff training in our Cluster using SEAL materials (Stages of Early Arithmetical Learning) and use these approaches to raise attainment in numeracy.

## Priority 1: Responding to the Young People's and Children's Act Legislation

### How are we doing?

- All staff are now familiar with Girfec Pathways and the Child's Plan and use wellbeing assessments to support children.
- Girfec Pathways are being used to ensure that all children have appropriate support when required.
- Girfec wall displays help parents understand how we get it right for every child. The Head Teacher has attended training in 'Solution Oriented Meetings.' These are now being used effectively to gather information and plan to meet children's needs.
- All staff have attended 'Autism Spectrum Condition' Training and nursery protocol is now in place to ensure we meet the needs of children with Autism Spectrum Condition.

### How do we know?

- Positive liaison with Social Work, Health Visitors and Educational Psychology ensure wellbeing assessments are implemented effectively
- Positive feedback from Parents at Review Meetings.
- Review meetings and minutes.
- Team around the child meetings and minutes.

### What are we going to do next?

- Implement named person legislation from August 2017
- Continue to embed use of Girfec Pathways and Child's Plan in our practice.



## Priority 2: Curriculum for Excellence: Parental Engagement/ literacy across learning - developing higher order thinking skills.

### How are we doing?

- Parents and children have been involved in visits to the library.
- The Family Support Worker has organised group visits with parents. All children have received library cards and have taken part in Book Bug sessions.
- Further home lending resources are being developed and will be ready to use next term. Favourite stories e.g. The Gruffalo will be sent home with new question fans.

### How do we know?

- Evaluations of library visits from parents were very positive.
- Feedback from staff at the library showed that almost half of the parents had returned with their children for subsequent visits and borrowed books.
- Home Learning Bags- positive feedback from parents in questionnaires



### What are we going to do next?

- Continue to develop arrange visits to the library for groups of children and their parents.
- Continue to develop the use of higher order questioning in the playroom with support from the Early Years Coaching and Modelling Officer for literacy.
- Further develop our home lending books to promote a love of stories and introduce parents to higher order questioning.

## Priority 3: Health & Wellbeing

- Five to Thrive - to embed these approaches in playroom practice and support parents to use the principles of Five to thrive
- Promotion of Healthy Eating initiative using grant for Dragons' Den
- To embed PAtHs in playroom practice.

### How are we doing?

- Five to Thrive has been embedded in playroom practice and parents have been involved in Parenting Classes and in 1-1 support using the principles.
- Our Healthy Eating initiative has been very successful and children have been selling 30 bags of fruit or vegetables every week. They have been fully involved in shopping for the food items and then preparing and selling them.
- Parents have taken part in healthy eating workshops with our oral health co-ordinator and community dietician.
- Our Toddlers group receives regular support from our oral health practitioner.
- PAtHs is being implemented daily and staff are all familiar with the programme.

### How do we know?

- Observations of playroom practice
- Staff training records -Five to Thrive
- Healthy Eating - photographs/feedback/ profits record
- National Award for Social Enterprise - Healthy Eating project
- Workshop for parents - photos/comments



### What are we going to do next?

- Continue to run "Eat Better, Feel Better" cookery classes for parents.
- Continue to work with parents offering Parenting classes using Five to Thrive approaches.
- The children will continue to run their successful fruit and vegetable shop next session.
- We will look at how we can improve our outdoor learning with a focus on "Loose Parts Play".



## Priority 4: To work as a cluster to ensure effective transitions in numeracy through the use of Numicon and S.E.A.L. (Stages of Early Arithmetic Learning)

### How are we doing?

- Numicon is being used effectively in the playroom. Staff track children's progress .
- All staff have attended SEAL training as part of the cluster priority.
- Staff use trackers effectively to monitor children's progress.
- Numeracy is embedded across all areas of the playroom.
- Additional numicon home lending bags have been purchased and are being sent home weekly.



### How do we know?

- Children's records - tracking progress in Numicon
- SEAL - In service feedback from staff.
- Positive feedback from parents at Numicon workshops
- Children's profiles and trackers give information on children's numeracy development.
- Playroom observations.
- Parent and child feedback from the Numicon home lending resources.

### What will we do next?

- Look at ways in which SEAL can be used effectively in the playroom setting.
- Continue to develop Parents' skills in numeracy through workshops and home lending library.
- Next session's cluster priority is 'Transitions'. Numeracy will be further developed as part of this priority

# Our Achievements

## Social Enterprise Awards

We were delighted to be nominated for an award and look forward to going to Edinburgh to receive it. Our work will be published in a Social Enterprise Magazine

## West Region Schools Trophy

We took part in West Region Schools Dragons' Den Showcase. Children buy fruit from the local supermarket and sell £1 fruit or vegetable bags to parents. The profit pays for cooking classes for parents. We showcased our work and were delighted to be awarded the trophy.

## Play Sessions

We held very successful play sessions over the Summer and Easter holidays. Each session was very well attended and a free lunch was enjoyed by all.

## CHARITY FUNDRAISING

We held a Yellow Day to support to raise money for Ardgowan Hospice. We raised £200.50



## SPECIAL EVENTS

We visited Kincaid House and sang Christmas carols for the residents.

# Our Achievements

## Health & Wellbeing

### FOREST SCHOOLS

We continue to visit the forest twice per week. The children benefit greatly from the experience.



The children took part in gymnastic activities with Christine at Lady Octavia Sports Centre.



The children took part in a variety of activities at Belville Community Gardens

Our Family Support Worker received fundraising from NHS to run cookery classes "Eat Better, Feel Better". The classes run for 6 week blocks and have been very well attended.



# Our Achievements



## Science Fayre

We took part in the Science Fayre organised by our local cluster. We demonstrated how children learn from 3 - 18. Our focus for the evening was "Weather"



# Promoting Equalities

What have we done in the past year to promote equality?

Parents and children have enjoyed library visits with their groups. Many parents now visit regularly with their children.

Our Fairtrade Event every year gives children the opportunity to find out about Fairtrade and how we can support this cause.

Staff ensure that all children are treated fairly and with respect. The principles of "Getting It Right For Every Child" underpin our practice.

What measures do we have in place to support and protect individuals?

Child Protection Policy and Procedures.

Annual in-service training on Child Protection.

Children are involved in the PAtHs Programme where they learn how to talk about their feelings.

Working alongside professionals from other agencies to support children and families.

Five to Thrive approaches being used across the playroom

What have we done to promote good relations and promote tolerance?

Raising awareness of 'Getting it Right for Every Child', with staff, parents and children.

Parent workshops gave parents the opportunity to work alongside staff and develop their own skills this session to support their child's learning particularly in numeracy.



Parents have been invited into the playroom to take part in nursery activities.

# What's next?

## Summary of priorities for Session 2017-2018

### Priority 1

Improvements in attainment, particularly in literacy and numeracy.

- To improve numeracy skills by developing use of SEAL in the playroom setting.
- To improve literacy skills by further developing phonological awareness skills and higher order thinking skills.

### Priority 2

Closing the attainment gap between the most and least disadvantaged children.

- Children will have opportunities in the nursery setting to participate in 1-1, small and large group settings to develop literacy and numeracy skills.

### Priority 3

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

- We will review the impact of our transition arrangements to ensure that children continue to make appropriate progress when moving across sectors (Cluster Priority)
- To further develop our outdoor learning environment by introducing "Loose Parts Play".

### Priority 4

Improvement in employability skills and sustained positive school leaver destinations for all young people.

- Planning for learning will ensure that enterprise skills are being developed across the curriculum (Developing the Young Workforce)

