



Standards and Quality Report 2016 - 2017

Gibshill Children's Centre - Our Establishment

Welcome to our Standard and Quality Report for Gibshill Children's Centre. We hope you enjoy reading and finding out about all of our success and achievements over the past year.

Gibshill Children's Centre has been located on this site in Gibshill since the 1970s. It was initially was an Urban Aid Funded Project and then taken over by Education Services. In 2000 the Centre was substantially upgraded, the shops next to the Centre were refurbished and a new building created. The Parent Support and Education Centre shared the building with us until they were unsuccessful in securing further funding and we then took over the whole building.

The Centre comprises of 2 large and bright playrooms; the Smillie room and the Rainbow Room which a room off. This is the Sunshine Room. There is a very good outdoor area which gives the children opportunities for play which covers all aspects of the curriculum. All of these areas provide opportunities for our children to learn and play while having fun in a safe, secure and nurturing environment. Resources are catalogued and stored in good sized, well-laid out cupboard space. Each member of staff is responsible for resources for an identified area which they care for and organise.

The Children's Centre has the capacity to provide education and care for 40 children aged 3-5 and 15 children aged 2-3 at any one time. As well as morning and afternoon sessions we also offer two and a half day patterns and a wraparound service which offers extended hours for parents who work or are in further education or training.

Our staff team consists of a Head of Centre, a Depute Head of Centre, 9 Early Years Education & Childcare Officers, a Nursery Teacher, 1 Early Years Support Worker, 3 Early Years Support Assistants, a Clerical Assistant, a Janitor/ Cleaner and Catering Assistant.

Our main feeder primary school is St. John's Primary School. We participate in the Inverclyde schools work experience programme and also work in partnership with the local college and universities.

The Centre has very good relationships with other local nurseries, other agencies and the local and wider community and our cluster group.

The Self-Evaluation Process - How we Gather Evidence and Who we Involve

The self-evaluation process at Gibshill Children's Centre involves staff, children, parents and carers. The main document we use when evaluating and improving our practice is the 'How Good is Our Early Learning and Childcare?' We also use the National Care Standards issued by the Care Inspectorate, Education Scotland Inspection Advice Notes and Inverclyde Council Curriculum for Excellence Self Evaluation Advice Paper to help us improve our practice.

The tools we use to gather evidence include:

- Displays i.e. children's work, learning wall, Curriculum For Excellence, Pre-Birth to 3/ Bright Beginnings, GIRFEC, Self-Evaluation Wall.
- Children's Profiles/ Online Learning Journals.
- Consultation with children.
- Daily plans.
- Planning evaluations.
- General discussions with staff and children.
- Informal/ formal discussions with parents/ carers.
- Children, parent/carer, staff and visiting professionals questionnaires.
- Parents groups.
- Parent Council Meetings.
- Senior Management Meetings.
- Staff meetings.
- Room 'Mini' Meetings.
- Monitoring and Self-evaluation format.
- Photographs.
- Questionnaires.
- Suggestion boxes.
- Room Evidence Folders.
- Achievement Walls.
- Eco - Wall.
- Feedback from events i.e. Progress Evenings, Craft days etc.

Priorities for Session 2016 - 2017

Achieving

Literacy (Rhyme and Poetry) (2)

Nurtured

Healthy

Setting the Table Policy (M)

Active

Safe

GIRFEC - Introduce Pastoral Notes/ Risk Matrix. Children & Young Peoples Act (1/2)

Getting it Right for Every Child, Citizen and Community

Respected

Promoting children's rights (2)

Included

Transition to school timeline - Skills development (1)/ SEAL (2)

Responsible

To embed visible learning in our practice - sharing learning intentions and success criteria (2).

Promoting peer and self-assessment in all stakeholders. (1/2)

How Successful are we?

How are we doing?	How do we know?	What are we going to do now?
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Literacy (Rhyme and Poetry).

Literacy is embedded throughout all activities. We have Weekly Bookbug sessions, lending libraries which all children have access to and we also have support from Julie our resident poet and Cheryl from the attainment team. We have also held events including World Poetry and World Book Day. Children's literacy skills are developing well specifically in rhyme. They will frequently give rhyming words or identify rhymes during activities. Children also suggest words of a more complex nature which rhyme. We will continue to promote literacy both indoors and out using a variety of resources and learning experiences.

GIRFEC - Introduce Pastoral Notes/ Risk Matrix. Children & Young Peoples Act.

SMT have attended training of Girfec Pathway and Wellbeing App. A procedure has been created following authority guidance and shared with all staff. SMT and staff are now using Girfec Pathway and Wellbeing App alongside parents/ cares and professionals to identify and support wellbeing and learning needs of children that require this. This is evident as there are strong multi professional teams working around the children to promote wellbeing and learning. We will continue to implement this process and adapt where needed.

Transition to school timeline - Skills development (1)/ SEAL (2).

All staff are aware of SEAL and are using strategies, languages and activities linked to it. We are promoting SEAL across the curriculum. This is evident in our daily practice and recorded in tracking sheets and Early Years Teacher's folder. We will continue to promote SEAL and look to develop staff skills and knowledge through training.

Promoting children's rights.

Two staff attended Rights Respecting Schools Awards event to share good practice with colleagues and find out more information. A staff member has been identified as our Five to Thrive champion. Five to Thrive and UNCRC wall displays have been created. Staff consistently promote and encourage nurture, brain development and rights of the child. This is evident in our practice and our happy, safe, secure and confident children. We will continue to promote children's rights throughout the centre, apply for our RoC award and discuss partnership working with St. John's Primary School.

To embed visible learning in our practice - sharing learning intentions and success criteria.

Visual aids have been purchased and children and children chose to name it 'Gonzo the Gorilla.' Learning intentions are displayed here and on Learning Wall. Initially staff shared learning intentions and reinforced these with the children and will continue to do this.

Promoting peer and self-assessment in all stakeholders.

Some children are able to take responsibility for their own learning and can stay focussed until complete. Staff facilitate and scaffold these learning situations. Staff have good knowledge of the children and how they learn. This is evident through learning journals, observations, staff - child interactions and relationships. We will continue to support children to develop their skills to peer and self-assess and focus on tools to promote this.

Our Achievements

- We welcomed lots of new children and their families to the centre and built up strong, positive relationships.
- Many of our children made successful transitions from room to room and from the nursery to school.
- The Parents Committee met termly to discuss what was going on in the centre and how we could take the centre forward, giving the parents/ carers a voice.
- We had many positive experiences with work experience, NC and HNC students and Employability trainees.
- A Come and Play event was held for new children to visit the centre with their parents/ carers prior to starting nursery.
- 2-3, Ante- Pre and Pre School Progress Evenings were held to provide keyworkers and parents/ carers to meet and discuss their child's progress formally.
- Staff took part in a range of CPD opportunities including Named Person, Rights Respecting Schools, Solution Orientated training, Raising Awareness of Autism, PECS, Intensive Interaction, Sir John Jones talk, Food Hygiene, Raising Attainment. These CPD opportunities were then shared with colleagues and informed daily practice.
- We celebrated National Poetry Day with a Poetry Picnic and invited our parents/ carers and friends from St. John's.
- We held a Community Christmas Shopping Night in the Community Centre, sponsored Assault Course for Children in Need and a Superhero Day for Comic Relief.
- We held a very successful Christmas Craft Day where parents/ carers came into the centre to make crafts with their children.
- The Rainbow Room children participated in our fantastic Christmas Nativity.
- The Smillie Room children and their parents/ carers held a special Christmas Bookbug session where staff, children, parents/ carers and siblings could sing songs and rhymes together.
- Some children visited Marchmount House Care Home to sing Christmas songs for the residents.
- Christmas Parties were held and we had a visit from a very important person - Santa!
- Smillie Room Bookbug sessions continued where staff, children, parents/ carers and their siblings could come along to sing songs and rhymes together and take this experience home.
- A group of children gave a fantastic performance at the Inverclyde Music Festival.
- We held a Clean up Week where staff, parents/ carers and children worked together to clean up the community.
- A Big Bird Watch day was held where children spent time looking for and learning about different types of birds in our community.
- Staff, parents/ carers and children participated in Road Safety Week where we held 'Walk to School' days and had visits from the Road Safety Team and a St. John's Junior Road Safety Officers.
- Staff and pupils from Notre Dame High School music department visited to perform some songs for the children.
- A group of children and staff participated in the local authority Dragon's Den project.
- Working with the Health Improvement team we participated in the Healthy Start vitamins scheme.

- Excellent partnership working with local groups including -Gibshill Community Centre, Greenock Morton Community Trust etc.
- Greenock Morton Community Trust Micro Morton Sessions took place where all children had the opportunity to develop their large and gross motor skills through football.
- Collaborative working with cluster group and other feeder schools took place to develop smooth transitions to school for pre school children.
- We had a Burns Day Celebration.
- All children had the opportunity to be involved in and submit some fantastic artwork and plants for the Port Glasgow Bulbshow.
- Parents/ carers had the opportunity to come to our Easter Craft Day and make crafts with their children.
- We celebrated Easter with an Easter Bonnet Parade and Egg Hunt.
- Feeder Schools Buddy Days were held to enable our pre-schoolers to meet their buddy's in a familiar environment and build up a relationship through play.
- The centre and our Eco - Committee successfully maintained our Green flag and created and implemented our Action Plan.
- A Primary 1 Re-union was held to give last years pre-schoolers and their parents/ carers the opportunity to meet up and share their experiences about school with each other and the staff.
- Some children had the opportunity to participate in a training session at Cappielow.
- To celebrate the year we had a fun filled Activity Week.
- All children and some parents/ carers participated in our Sports Day and received a medal for their amazing efforts.
- We held a Garden Party to celebrate a fantastic year at Gibshill Children's Centre.
- An End of Term Celebration of Learning and Parties were held to celebrate a busy, productive year of fun and learning.



Feedback from our Stakeholders

Parents/ Carers Comments

'Amber loves all forms of play and there is a vast amount in each room and outside.'

'Nursery is actively involved in the community which is great and my son enjoys.'

'Very happy having my child attend Gibshill and feel the support and effort from the staff has been brilliant. I have attended meetings and have felt very involved in all decision making.'

'Staff support Lucas's achievement by encouraging him to be creative and investigate thus building his confidence and self-esteem.'

'My kids have a great relationship with all staff not just their teacher.'

Children's Comments

'Playing outside on the bikes and playing mummy's and daddy's and princesses. I love getting toast in the community centre.'

'I like doing the sand and the painting and the bit where you get play doh. Shapes and the whiteboard, pomp poms. I have fun out the back and at the Housecorner.'

'I like the teachers and painting.'

'Playing in the mud kitchen and when Paddy comes to train us.'

Visiting Professionals Comments

'I always find all of the staff very friendly and willing to do anything they can to help the families they work with. Communication with parents and families appears to be open, honest and frequent. Staff and families seem to have positive relationships, this is a great model for the children to witness, and base their own behaviour on. The ethos of the establishment is very welcoming and nurturing, and this is evident in the displays, and physical environment of the nursery.' - (Health Visitor).

'You work well with other agencies, communicating concerns and working collaboratively to find solutions. The nursery is a welcoming environment that is well organised, the staff appear happy, their views are sought and they are encouraged to participate in meetings regarding the children and families. All of the staff are approachable and prioritise the wellbeing of the children in their care, you have good relationships with parents. You listen well to the concerns and views of other agencies and encourage participation in meetings around the child. When you say you will do something, you do.' (Barnardo's Nurture Team).

Staff Comments

'Children have really took to our rhyme and poetry. They have learned lots of new rhymes and most of the children are aware of rhyming words.'

'Children encouraged to make own choices for learning and are consulted with to share ideas. Gonzo the Gorilla is used to display learning intentions.'

'All staff are respected and supported by SMT and their ideas, opinions and input to the centre are valued.'

'Staff use SEAL on a regular basis and are confident with the terminology. We are also improving our understanding by following through experiences with EYT.'

'Staff aware of GIRFEC pathways and use wellbeing indicators on a daily basis. We need to practice using the new paperwork to develop confidence.'

What's next?
Our Priorities for Session 2016/2017

Priority	What?	How?
1	Improvements in attainment, particularly literacy and numeracy.	SEAL, Bookbug, Poetry.
2	Closing the attainment gap between the most and least advantaged children.	Raising awareness of nurture and attachment.
3	Improvement in children and young people's health and wellbeing.	Outdoor play and learning - (Forest schools, Balanceability, Daily Mile).
4	Improvement in employability skills and sustained positive school leaver destination for all young people.	Dragon's Den - Healthier Homes.