

Context of the establishment:

Our vision is to

- Get it right for every child
- Involve our local community in all we do
- Build on prior knowledge and experience
- Support and nurture individual children and their families
- Holistically develop children and families
- Include partner agencies when appropriate
- Learn and develop new skills independently and from each other
- Learn in a fun and creative way

The Centre comprises of 2 large and bright playrooms; the Smillie room and the Rainbow 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.

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, 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, partner agencies, the local and wider community and our cluster group.

Most recently we were inspected by the Care Inspectorate in October 2017. This was a very positive inspection and we were graded 'Very good' in Quality of Care and Support and Quality of Environment.

For more information you can visit our nursery website:
<http://gibshillfamily.inverclyde.sch.uk/> or our Twitter feed @GibshillCC

National priority: How we are ensuring Excellence and Equity

- Through providing a safe, secure, nurturing and stimulating learning environment where children have opportunities to grow, develop and learn.
- Building strong, positive relationships with all stakeholders enabling us to provide positive outcomes for children and their families.
- Our positive ethos and welcoming open door policy enable us to engage with our parents/ carers to ensure the best possible start in life for their children. Involving parents/ carers in the life of the centre and the community promotes a sense of responsibility and empowerment.
- When possible we adopt a flexible and responsive approach where the service can meet the needs of individual children and their families.
- Ensuring that our highly professional and skilled team continue to have opportunities to reflect on and peer and self-assess their own practice and participate in CPD opportunities.
- Utilising and implementing the Girfec Pathway to offer support to children and families who need it in partnership with other agencies.
- Providing high quality, interesting and engaging learning experiences which are also flexible and adaptable to the learning styles and needs of individual children.
- Providing opportunities for children to develop their skills and knowledge in all curricular areas including literacy and numeracy using a variety of resources including SEAL, Story Grammar, Loose Parts Play, Outdoor Learning, Bookbug etc.
- Improve children's health and wellbeing through active play both indoors and outdoors including utilising local green spaces.
- Through initiatives such as Snack Patrol and Community Kids we are providing opportunities for our children to begin their journey in developing employability skills.
- Using a CfE and a wide range of assessment approaches we track and monitor children's progress and plan next steps in learning.
- All staff and stakeholders have opportunities to evaluate the service both formally and informally. Any information shared is considered as we strive to offer a high quality service.

Childrens' progress:

We are committed to making progress in closing the attainment gap. It is clear that almost all children are making progress in all curricular areas including literacy and numeracy. This is evident through initial observation and assessment which is then tracked and monitored throughout the year. Almost all children who move onto school or another establishment have made progress in their learning and are on the journey to becoming confident individuals, successful learners, responsible citizens and effective contributors.

Review of progress for session 2017-18

Establishment priority 1: **Improvements in attainment, particularly in literacy and numeracy.**

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

School Improvement

HGIOELC? QIs

2.2 Curriculum

2.3 Learning, teaching and assessment

1.1 Self-evaluation for self-improvement

Strategies, progress and impact:

SEAL

Four of our staff attended training delivered by members of the Attainment Team. This was then cascaded to all staff working with our 3-5 year old children. Our Early Years teacher has had overall responsibility for delivering the numeracy programme and has used the Seal framework for strategies.

We started the nursery year by baselining all our preschool children. This information has been reviewed and updated during each term.

Good progress has been made and children have benefited from all staff using the same strategies and language for early number learning. We developed a format for sharing information with primary colleagues however we misjudged the timescale and feel it would have been of more value if developed earlier in the year.

All children going to school have progressed with most achieving an appropriate level for starting school.

Next Steps:

Continue using the SEAL framework to deliver numeracy. We will use the framework we developed from August onwards which will track the progress our children are making.

Stages of Language

All staff received training from Speech & Language therapy on the 'Stages of Language Development' and 'Building Blocks of Language'. We have referred to Highland Council Literacy Progression to deliver our literacy programme with emphasis on the Phonological Awareness Developmental Continuum. Our early year's teacher and the coaching and modelling officer have referred to the stages when planning experiences to develop early literacy skills.

The training we received had a very positive impact on staff. They have used their knowledge when assessing young children's language development in terms of referrals to Speech & Language Therapy.

We have had a particular focus on developing children's listening and attention skills. Most preschool children have progressed with their listening and attention.

Next Steps:

We will continue to use the Highland Council Literacy for aspects of our literacy programme however we plan to introduce strategies from Talk 4 Writing to enhance this area of our curriculum.

Home Link Resource

The Head of Centre had responsibility for the Home Link resource bags and Book of the Block story & activity for preschool children. All parents / carers received a leaflet explaining the process.

All children received a lending library book over the course of the year with less than half receiving a Home Link activity bag. This was due to time constraints.

Every preschool child participated in the Book of the Block story & activity with most returning a completed activity.

Next Steps:

Continue to offer families the opportunity to participate in the borrowing of the Home Link Resources and reinforce the importance of family learning. Our staff will be responsible for the allocation of Book of the Block.

Home Link Activity Sheet

Our early year's teacher was responsible for the development of this activity sheet. The content related to our topic and provided hints & tips for counting and rhyming at home.

Every child received an activity sheet at the end of each block of learning. As we did not include an activity to be completed and returned to nursery we were unable to track if the engagement for family learning had developed.

The impact was not as effective as we had initially thought. This was due to the timing of when the activity sheet was ready and also the content.

Next Steps:

We will reinforce the importance of family learning through activities from our Book of the Block.

Establishment priority 2: **Closing the attainment gap between the most and least disadvantaged children.**

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Parental engagement

Assessment of children's progress

HGIOELC? QIs

2.5 Family learning

2.7 Partnerships

2.6 Transitions

Strategies, progress and impact:

Nurture and Attachment

All staff have received Understanding Attachment training from local authority educational psychologists.

As staff were at different levels of understanding this training was beneficial in numerous ways. For some it raised awareness of nurture and attachment and for others it was a refresh and reinforced good practice.

All staff have a better understanding and knowledge of nurture and attachment. This is evident through day to day practice. It is clear that all staff know individual children and their families very well which is evident in the positive interactions, engagement and relationships to promote Health and Wellbeing throughout the centre and the community.

Next Steps:

Engage with local authority educational psychologists to discuss linking practice to local and national policy and guidance to further develop and fully embed nurture and attachment.

5 to Thrive

All staff have had 5 to Thrive training.

Two 5 to Thrive Champions were identified.

Children and families in SIMD 1 and 2 have been identified and this information has been shared with staff.

Wall display created in centre.

Information packs distributed to all families.

5 to Thrive Information Event held for parents/ carers in collaboration with partner agencies and organisations.

Alongside 5 to Thrive staff, our Champions continue to be available to offer support and advice to children, families and staff. All staff are aware of children in SIMD 1 and 2. The wall display has been created and displayed in the centre for all stakeholders (this has been limited due to lack of available wall space).

Some stakeholders have a better understanding of the 5 to Thrive programme and have accessed the service to attempt to close the attainment gap and engage more meaningfully with families.

Next Steps:

Continue to consider this service when working with children and families.

Raising Awareness of Attainment and Achievement Through Parental Engagement.

Working in partnership with Sports Leaders and cluster establishments we planned and held an event to showcase how we learn and develop through play experiences using Curriculum for Excellence.

We continue to strive to raise awareness of attainment and achievement with parents. This is embedded in our daily practice through formal and informal chats, progress meetings, twitter, learning journals, wall displays etc.

Parents/ Carers are made aware of how their children attain and achieve and this is celebrated with children and their families in various ways. Which in turn promotes confidence and self-esteem.

Next Steps:

We will continue to raise awareness with parents / carers.

Moderation & Transition Topic

Meetings were arranged & attended by early level colleagues from 5 local early years' centres & primary schools. The story 'Shark in the Park' was chosen for the interdisciplinary learning. A transition visit with St John's P.S. was planned on World Book Day with the story as the main focus. Every preschool child received the book home along with an activity to complete. Most of the children returned this activity for us to display in our centre.

Our preschool children have drawn a picture from Shark in the Park which will be attached to the transfer of information for school. Their pictures will be displayed for them starting primary 1. The transition topic was a great success and will be continued when the children begin primary 1.

Children fully engaged with this topic and the learning opportunities reinforced and developed skills for school.

Next Steps:

We have another meeting planned for the beginning of the new term with the same early level colleagues. This will give us the opportunity to identify, plan and moderate experiences and outcomes for a topic for next year.

Establishment priority 3: **Improvement in children and young people's health and wellbeing.**

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Performance information

HGIOELC? QIs

2.3 Learning, teaching and assessment

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

Strategies, progress and impact:

Develop the Quality of Outdoor Learning

2 members of staff were identified to take the lead for this priority. Natural materials were resourced from our local community. Time was spent teaching the children the independence and self-help skills which are required for dressing and undressing for outdoors. A workshop for parents / carers was arranged through Enterprise Childcare who supplied the necessary materials for children and their parents to build dens. It was an opportunity to show parents / carers what can be achieved without incurring any cost. We also had the opportunity to be involved in the Nurturing Nature project through Grounds for Learning. 4 of our families and 1 member of staff participated in this 8 week project in partnership with children, families and a staff member from St John's nursery class.

The majority of our children have developed the necessary skills for independence. Staff ensure that natural materials and resources are readily available and have the skills and confidence to allow children to use their imagination and creativity. Our staff member has gained the necessary skills to take this project forward in order for it to be sustainable and the children and families involved have engaged well with very positive feedback.

This project has enabled us to engage with families in a very unique way. We have observed positive changes in interaction, confidence and responsibility. Our staff member has also grown in confidence and this has been reflected through the questionnaire completed at the beginning and end of the project.

Next Steps:

We will continue with the project and engage with children and their families to improve outcomes. A 'stay & play' event is planned for and we will use this as a recruitment exercise.

Forest Schools

The majority of our staff have attended Forest School training which we re-visited as a whole staff. Children engaged in the programme in our outdoor area, learning safety rules, keeping safe, following instructions, using tools and working as part of a team.

All 3-5 children had the opportunity to be involved in The Forest School programme which was well received especially the weeks we were making fires

and cooking marshmallows. Evaluations from staff showed progress and development.

Staff gained confidence as the programme developed. It was a good opportunity to use skills and put into practice the training that had been received. The majority of children responded well and felt the benefits of being outdoors.

Next Steps:

We will continue to develop the Forest Schools programme between our outdoor area and the local greenspace we have identified.

Establishment priority 4: **Improvement in employability skills and sustained positive school leaver destinations for all young people.**

NIF Priority

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

NIF Driver

Parental engagement

Assessment of children's progress

HGIOELC? QIs

3.3 Developing creativity and skills for life

2.3 Learning, teaching and assessment

1.2 Leadership of learning

Strategies, progress and impact:

Continue Dragons Den Project

We were unable to undertake the tasks we had planned to achieve this priority due to poor performance of vegetables in our nursery garden. In order to provide experiences for skills for life and learning we involved a group of children with the adults with learning disabilities who use the local community centre on a weekly basis.

The children have been included in arts & crafts, jewellery making, storytelling and exercise classes. The adults have also visited our 3-5 playroom and enjoyed participating in activities with the support of our nursery children.

The group of children we included enjoyed building partnerships with local initiatives. They regularly asked when the next session would be and spoke about the adults as their friends.

Next Steps:

We hope to build on this partnership and extend the size of the group and the activities our nursery children and the adults can be involved in.

Build on ICT Resources

Our ICT co-ordinator purchased a variety of new resources to support this area of the curriculum and develop children's digital skills.

We have provided opportunities for the children to use and experiment with the new resources. Staff have used the resources to support different areas of the

curriculum which the children have responded to. We have observed the children using these resources in a very creative way in our construction area.

The new resources have enabled our children to develop their digital and creativity skills. It has also provided opportunities for our staff to use the resources in different ways to support delivery of our curriculum.

Next Steps:

Continue to provide the children with opportunities to develop skills for STEM.

Encourage Curiosity, Inquiry and Creativity

Staff have provided opportunities in all areas of the curriculum for the above skills to be developed. Areas are resourced using more natural materials and children are engaging in activities such as transient art on a more regular basis.

Our staff have a greater awareness of the type of questions and support necessary to encourage the development of these skills. Recently all staff attended an information session from the Care Inspectorate on Play, Creativity and Child Led Learning which reinforced what we are already doing and also provided us with ideas to ensure it is fully embedded.

The majority of our children have made progress in developing these skills. We have observed changes in practice and we aim to build on this to ensure all children make progress.

Next Steps:

Continue with good practice.

Key priorities for improvement planning 2017-18

What is our capacity for continuous improvement?

We consider we have very good capacity to improve and we will :

- 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 partner agencies questionnaires.
- Parents groups.
- Parent Council Meetings.
- Senior Management Meetings.
- Staff meetings.
- Room 'Mini' Meetings.
- Monitoring and Self-evaluation format.
- Photographs.
- Suggestion boxes.
- Room Evidence Folders.
- Feedback from events i.e. Progress Evenings, Craft days etc.

NIF quality indicators

Quality Indicator	Establishment Self Evaluation	Key priorities for session 2018/19
1.3 Leadership of change	Very Good	Nurturing Outdoor learning Loose parts play & creativity
2.3 Learning, teaching and assessment	Good	Literacy – Talk for Writing Numeracy – Seal & tracking
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Sensory friendly environment Nurture principles Moderation & transition - cluster
3.2 Securing children's progress	Good	Working with our local community

Key achievements of the establishment

- We welcomed lots of new children and their families to the centre and built up strong, positive relationships.
- 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 positive experiences with work experience, NC, HNC and BA 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.
- Staff took part in a range of CPD opportunities including Starcatchers, Creativity training, SALT training and Nurture and Attachment training. These CPD opportunities were then shared with colleagues and informed our practice.
- Groups of children participated in Snack Patrol and Community Kids groups where they worked with children, families and people in the local community.
- In partnership with our children, parents/ carers and Patron of Reading we showcased our Raspberry Ripple Rainforest project at the Scottish Learning Festival 2107.
- We worked closely with sports leaders from St. Stephen's High School to provide a range of activities to promote our children's Health and Wellbeing.
- 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.
- We also created our own Litter Poem and displayed this in the local community.
- A Big Bird Watch day was held where children spent time looking for, learning about and caring for 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 Ziggy, the Road Safety Team and St. John's Junior Road Safety Officers.
- 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 preschool children.
- In partnership with Barnardos a 5 to Thrive event was organised for the community and our parents/ carers.
- All children had the opportunity to be involved in and submit some fantastic artwork and plants for the Port Glasgow Bulbshow, Steven Brown McCoo competition and Tesco Art competition.
- Feeder Schools Buddy Days were held to enable our pre-schoolers to meet their buddy's in a familiar environment and build positive relationships through play.
- In partnership with Grounds for Learning and St. John's Nursery class we identified and utilised a local green space for staff, parents/ carers and their children to participate in the Nurturing Nature programme.
- The centre and our Eco – Committee successfully implemented our Eco Action Plan.

- A Primary 1 Re-union was held to give last year's pre-schoolers and their parents/ carers the opportunity to meet up and share their experiences about school with each other and the staff.
- We held a Summer Fete – 'Gig in the Gibby' where the local community were invited along to take part in the fun and raise some funds for the nursery.