

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 and an excellent outdoor space providing opportunities for our children to learn and grow in a safe, secure and nurturing environment. Positive relationships, play, respect, first hand experiences and creativity underpin everything we do at Gibshill.

The Centre has the capacity to provide early 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 in employment, education or training.

Our 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.

The Centre has very good relationships with other local nurseries, partner agencies, the local and wider community and our cluster group. Our main feeder primary schools are Kings Oak and St. John's Primary School however we work closely with most schools in Inverclyde to ensure our children and their families experience as smooth a transition as possible when moving on. We also work in partnership with colleges and universities to support young people and students in work experience, apprenticeships, further and higher education, undergraduate and postgraduate degrees with the aim of supporting and developing the early years workforce

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.
- 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 Grounds for Learning, Snack Patrol and Community Kids we are providing opportunities for our children to begin their journey in developing early skills for learning, life and work.
- With individual children's interests in mind we use a CfE, Building the Ambition and a wide range of assessment approaches to track and monitor children's progress and plan next steps.
- All staff and stakeholders have opportunities to evaluate the service both formally and informally. Information shared is reflected on as we strive to offer a high quality service.

**Review of  
progress  
for session  
2018-19**

**Children's progress:**

We are committed to making progress in closing the attainment gap through a creative and open ended environment which offers first hand play experiences which is flexible and responsive to individual interests of our children and their stages of development. It is clear that almost all children are making progress in all areas including literacy and numeracy. This is evident through initial observation and assessment which is then tracked and monitored throughout the year. Promoting Health and Wellbeing of all of our children and their families through our welcoming and nurturing ethos is also a priority. 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.

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

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Performance information

Assessment of children's progress

Parental engagement

HGIOELC? QIs

3.2 Securing Children's progress

2.2 Curriculum

2.7 Partnerships

1.1 Self-evaluation for self-improvement

**Strategies, progress and impact:**

Talk for Writing

All staff attended Talk for Writing in service training in August. Every term a book of the block was identified and all children had the opportunity to learn about the story through a variety of learning experiences. This ensured breadth and depth in learning.

Staff and children's knowledge of process is ongoing and will develop with practice.

Almost all children are becoming familiar with chosen stories and as a result are more engaged in learning. The children are also able to confidently retell the stories using the identified actions. These actions were also important in encouraging progression with children who had issues with expressive language. This process provided opportunities for children to explore events and characters in stories, explore and play with the patterns and sounds of language and listen and talk in different situations.

Next Steps – Continue to implement Talk for Writing approaches and embed this in our practice.

SEAL

Continue to use SEAL to develop numeracy skills.

Some Staff have attended SEAL training and along with ATT have introduced these strategies to develop numeracy in the early years.

More children are starting school with a foundation in numbers. They are exploring the value of a number as opposed to its symbol.

Next Steps - To embed SEAL strategies in our practice.

To encourage feedback from Primary School regarding any improvements in Numeracy skills.

Home Link Resource

A literacy lending library has been made available for all children and parents/ carers at the front foyer of the nursery. Here they have the opportunity to choose a book, take it home in their own bag and read the story with their family and friends. This can be done as often or as little as the child chooses.

The re-introduction of the lending library has been successful. Between 29/01/19 and 30/05/19 a total of 108 books have been borrowed by 47 children.

All children who have utilised the lending library have been very keen to use this again. Both the children and their parents have spoken about the enjoyment of reading stories at home and some have shared this experience with their friends and keyworkers verbally and through online Learning Journals. This is having a positive impact on the children's early language and literacy skills as well as promoting the link between nursery and home and parental engagement.

Next Steps –Increase number of children participating by continuing to promote Lending Library.

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

School Improvement  
Teacher professionalism  
School leadership

HGIOELC? QIs

3.1 Ensuring wellbeing, equality and inclusion  
2.2 Curriculum  
2.7 Partnerships  
2.6 Transitions

**Strategies, progress and impact:**

Sensory Friendly Establishment

Following guidance from ICOS Team Lead we were informed that we were not to implement this as another nursery had been identified as a pilot. We will continue to focus on this in the new term.

Applying Nurture as a Whole School Approach

We were not able to fully address this priority as there was confusion surrounding the appropriateness of this as other establishments were part of a pilot project. Our EPS spoke of the trained EPS providing support with this priority however due to other circumstances this did not happen.

Moderation & Transition Topic

Early level staff met to decide on a story which will be numeracy related & plan for interdisciplinary learning. The books identified were Ten Terrible Dinosaurs and One Ted fell out of Bed.

Early Years establishments and primary schools have been using both books during transition visits and playdates. Activities such as story time, group discussions, Bookbug sessions etc have been implemented.

All children will have the benefit of a similar learning experience throughout the pre-school year. This will bring familiarity, opportunities for recall and continuity between stages ensuring as smooth a transition as possible.

Next Steps – Over the past year the Early Years Deputes have been meeting to create a Nursery to School transition pack. 'Shark in the Park' has been identified as the chosen story and a pack of resources and activities will be created with the aim of being introduced in August 2019. This will ensure all early years establishments and primary schools have the same resources and guidance to further develop our transition process.

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

Parental engagement

School Improvement

Assessment of children's progress

HGIOELC? QIs

1.4 Leadership and management of practitioners

3.1 Ensuring wellbeing, equality and inclusion

Strategies, progress and impact:

Grounds for Learning

Further develop the Grounds For Learning 'Nurturing Outdoor Play' programme.

Develop the use of the local greenspace identified by GFL.

A local green space has been identified and risk assessed. One staff member has completed Nurturing Nature training and this knowledge has been cascaded to others. We continue to offer the programme to our children and their families in partnership with St. John's Nursery Class.

This programme has provided opportunities for staff to develop their skills and confidence in a different environment using a range of 'real life' resources. Working in partnership with colleagues has promoted professional dialogue and critical enquiry to ensure positive outcomes for children and their families. This year approximately 3 staff and 40 children have participated in Nurturing Nature.

Next Steps: Continue to deliver Nurturing Nature programme and provide opportunities for more children, parents/ carers and staff to become involved.

Engaging Parents in Grounds for Learning

Deliver an 8 week programme for parents / carers & their children.

Provide the same experiences / materials that GFL use.

Use plan that has already been developed which will encourage teamwork, keeping safe, following instructions, working with tools, risk assessing.

Almost all parents/ carers who have participated have enjoyed and actively engaged in the 8 week programme. Parents/ carers have shown enthusiasm and have attended regularly. Feedback has been very positive.

All parents/ carers have felt welcomed and valued. This is evident through the regular attendance, quality engagements and taking ownership of tasks. Some parents/ carers have implemented or talked about using the skills and knowledge they have learned with their children at home. This is having a positive impact on interactions and engagement, relationships and health and wellbeing. The programme also offers practical, low cost ideas for families to enjoy together.

Next Steps: Continue to deliver Nurturing Nature programme and provide opportunities for more children, parents/ carers and staff to become involved.

Children's Creativity and Problem Solving Skills

Further develop children's creativity and problem solving skills.

Organise training from GfL on the use of loose parts play & how it can support & develop all areas of the curriculum.

A range of natural, open ended resources have been available to children throughout the year both indoors and out. All staff attended Loose Parts training in May 2019 and 2 staff are currently attending the Froebel in Childhood Practice course through Edinburgh University.

Providing open ended resources promotes opportunities for discovery, inventiveness, creativity and imagination. This has allowed almost all children to participate in meaningful play experiences where quality interactions and creative thinking takes place. Staff are beginning to support this by making professional judgements on whether to 'interact or interfere' and also facilitate learning by providing a quality learning environment, resources and open ended questions.

Next Steps: Promote creativity and problem solving skills by continuing to implement loose parts play indoors and out. We will also take a closer look at staff observation skills and curriculum planning considering 'Planning in the Moment' and 'Interacting or Interfering.'

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

School Improvement

Assessment of children's progress

HGIOELC? QIs

2.7 Partnerships

3.3 Developing creativity and skills for life

2.3 Learning, teaching and assessment

1.2 Leadership of learning

**Strategies, progress and impact:**

Partnership with Local Community Groups

To build a partnership with local community groups to develop skills for life & learning.

Introduce a programme between nursery & the local community group.

From August 18 to February 19 all children have had the opportunity to participate in Boccia Craft Group and Snack Patrol. All children have been visiting the Community Centre for various events and the Eco Committee have also been responsible for building links through Wrigley's Litter Less Campaign, Community Clean Up Week and Health and Wellbeing Week. We also have a member of the Boccia Group who visits once a week for Work Experience.

We have been able to develop and sustain positive relationships with members of the wider and local community. All children have had opportunities to develop early skills for learning, work and life. Children have also had opportunities to develop a sense of ownership and responsibility for their local community.

Next Steps: Continue to build and sustain positive relationships that we have established and meet with staff to discuss how we can take this forward and improve next year.

Happy Faces in Green Spaces Project (Partnership with SSHS)

Identify 12 secondary pupils & 12 3-5 year olds to engage in 10 week programme.

Working in partnership with St. Stephens High School we have had a group of young people come down to participate in Nurturing Nature programme. Each young person buddied up with a child and trained staff led the sessions.

Although the young people's attendance was inconsistent, when they did attend the sessions were meaningful. The young people and children built positive relationships and we observed some nurturing and stimulating conversations. All who participated had opportunities to develop skills including fire building, risk taking, climbing, creativity and cooking.

Next Steps: Continue to work in partnership with St. Stephens High School and look to implement this programme again.

## Key priorities for improvement planning 2019-20

What is our capacity for continuous improvement?
<p>We consider we have very good capacity to improve and we will use :</p> <ul style="list-style-type: none"> <li>• Displays i.e. children's work, learning wall, Curriculum For Excellence, Building the Ambition, GIRFEC, Self-Evaluation Wall.</li> <li>• Children's Profiles/ Online Learning Journals.</li> <li>• Consultation with children.</li> <li>• Daily plans.</li> <li>• Planning evaluations.</li> <li>• General discussions with staff and children.</li> <li>• Informal/ formal discussions and meetings with parents/ carers.</li> <li>• Children, parent/carer, staff and partner agencies questionnaires.</li> <li>• Parents groups.</li> <li>• Parent Council Meetings.</li> <li>• Senior Management Meetings.</li> <li>• Staff meetings.</li> <li>• Room 'Mini' Meetings.</li> <li>• Monitoring and Self-evaluation format.</li> <li>• Photographs.</li> <li>• Suggestion boxes.</li> <li>• Room Evidence Folders.</li> <li>• Feedback from events i.e. Progress Evenings, Craft days etc.</li> </ul>

### NIF quality indicators

Quality Indicator	Establishment Self Evaluation	Key priorities for session 2019/20
2.3 Learning, teaching and assessment	Good	<ul style="list-style-type: none"> <li>• To enable staff to use child-centred observations to recognise achievement &amp; create further learning opportunities</li> <li>• For staff to become confident in using the Inverclyde Pathway for Literacy and Numeracy.</li> <li>• To further develop creativity &amp; thinking skills</li> <li>• Happy Faces in Green Spaces Project</li> </ul>
3.1 Ensuring wellbeing, equity and inclusion	Very Good	<ul style="list-style-type: none"> <li>• To be a Sensory Friendly establishment &amp; achieve the Bronze level</li> <li>• Promote a sense of wellbeing through the Rights of the Child.</li> </ul>
3.2 Securing children's progress	Good	<ul style="list-style-type: none"> <li>• To enable staff to use child-centred observations to recognise</li> </ul>

		<p>achievement &amp; create further learning opportunities</p> <ul style="list-style-type: none"> <li>• For staff to become confident in using the Inverclyde Pathway for Literacy and Numeracy.</li> </ul>
--	--	---

#### 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 student, Foundation and Modern Apprentices.
- An Information Session event was held for prospective, new and current parents/ carers to come along and find out about the nursery.
- Staff took part in a range of CPD opportunities including Loose Parts, Froebel in Childhood Practice, Talk for Writing. 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.
- We won the David Boyd Trophy 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, learning about and caring for different types of birds in our community.
- Staff, parents/ carers and children participated in Health and Wellbeing Week where we held 'Walk to School' days and had visits from Emergency Services, 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.
- All children had the opportunity to be involved in and submit some fantastic artwork and plants for the Port Glasgow Bulbshow.
- 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, St. John's Nursery Class and St. Stephen's High School we continued to utilise 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 successfully introduced free flow outdoor play in the nursery.
- The Eco Committee successfully applied for the Wrigleys Litter Less fund to tackle dog fouling in the area.
- We fund raised to support local and national charities including Rosie Veronica, Red Nose Day and Children in Need.