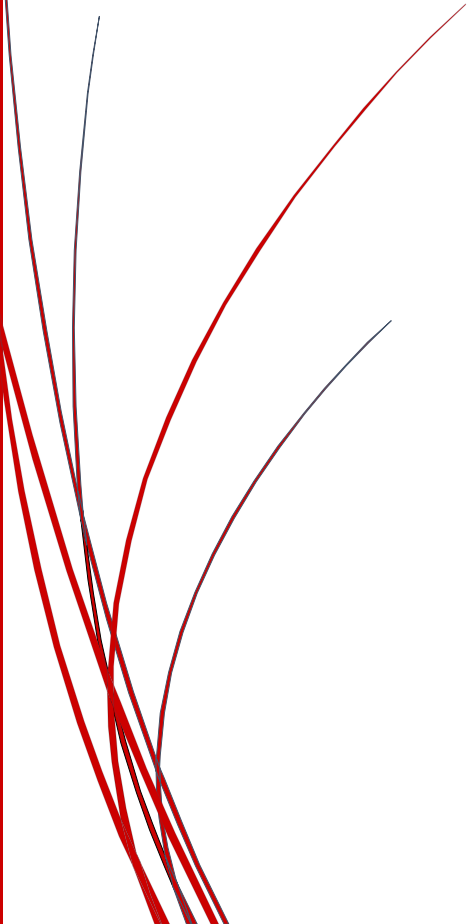


Lennoxtown Early Years' Centre
Standards and Quality Report
2021/22



Context of the Centre

Lennoxton Early Years' Centre is housed in the grounds of Lennoxton Primary and is a new build which opened in June 2016. Our school and Nursery are both situated in the centre of a residential area, one road in from the main street in Lennoxton. Our outdoor area is predominantly tarmac and in recent years we have developed a garden area which children in the school and nursery enjoy access to. We also have a fenced soft play area which supports outdoor learning experiences and Play on Pedals. Additionally, both the school and the nursery make use of the scenic local area and we have access to both a park and variety of local pathways. Lennoxton is one of East Dunbartonshire Council's villages and the main street hosts some shops, social premises and small businesses. Our demographic represents a diverse family profile and we currently have 46% of our families who sit within the decile bands of 1-4 on the Scottish Index of Multiple Deprivation.

Our building comprises of a large 3-5 year old's room, a 2-3 year old's room, an under 2s room and an outdoor learning space. We have a licence for fifty-six 3-5 year olds and fifteen 2 year olds and nine under 2s. The nursery staff comprises of a Depute Head of Centre, a Nursery Teacher, 2 Seniors, 26 Early Years practitioners, 1 Early Years Support worker and a housekeeper. We run an extended day (8am-6pm), extended year (50 weeks) service and we are fully operational with 1140 entitlement.

We are moving in to year 5 of 1140 and year on year the staff team has grown to reflect the increase in provision. The Centre is managed on a daily basis by the Depute Head of Centre supported by two Senior Early Years Workers. The Head of the Centre is the Head Teacher of Lennoxton Primary School.

Within our Centre it is our shared vision that all of our children, staff, families and the community work together to provide a happy, safe and nurturing learning environment for all. We pride ourselves in our commitment to meeting the needs of our children and we work tirelessly to support child development and lay the foundation for lifelong learning and wellbeing. We have a robust tracking system in place and make effective use of our in house developed tracking process which follows children through their experiences in their years at nursery. Staff use learning journals to track children's progress in the literacy (communication for under 3's), Numeracy (curiosity for under 3's) and Health and wellbeing. Parents are encouraged to share learning from home on Learning Journals and staff can also link this to the tracked learning where appropriate. Any support needs are identified quickly and the centre works with a range of partners including, health, social work, speech and language and our Educational Psychologist to support interventions. A Support for All group meets regularly and is chaired by the Depute Head Teacher in order to ensure that needs are identified timely and supports are put in place promptly.

In our centre there is a strong sense of community, shared values and expectations.

We promote healthy eating and adhere to the advice in the Setting the Table document from Scottish Government. We also make use of Building the Ambition - Being Me and How Good is Our Early Learning and Childcare Centre as frameworks for self-evaluation.

All of our children have daily opportunities to access the outdoors and loose parts play has been established in all areas and for all age groups. The 2-3 children have free flow access to outdoor play for part of the day and the babies have daily opportunities to be outdoors. We have increased the use of outdoor spaces by providing fixed and temporary shelters to protect children and staff from the elements. There have been ongoing improvements made to our outdoor areas, including the introduction of vegetable planting.

In session 21-22, our centre was hit considerably by covid19 with a high proportion of staff and children contracting the virus over the period. This impacted on child attendance and staff absence due to mandatory isolation periods. Absence across the centre had measurable impact on the centre's capacity to achieve some of the identified targets for improvement from the CIP session 21-22 as well as the Centre's capacity for pace of improvement. The staff, children and families are mindful that there is still much to consider about the impact of the pandemic and look forward to a period of greater stability in session 22-23. As a community, we are committed to working together to support the continuous improvement of service at Lennoxtown Early Years' Centre.

Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Health and Wellbeing - Supporting nurture in the centre for all	
<p>NIF Priority •Improvement in children and young people's health and wellbeing NIF Driver teacher professionalism teacher professionalism</p>	<p>HGIOELC</p> <p>1.2 Leadership of Learning 1.3 Leadership of Change 2.4 Family Learning</p>
<p>Progress and impact:</p> <p>Create culture of Staff Wellbeing</p> <p>In spite of the significant changes to staffing in session 21-22, the Head Teacher and acting/substantive DHOCs showed continued commitment to the agenda of staff wellbeing. Staff engaged in wellbeing questionnaires and there is a collective commitment to proactively supporting a culture where staff feel listened to, included and valued. There are clear lines of communication and the team continue to build a culture of collegiality. Work on a Wellbeing Position statement was started but the impact of covid19 absence and the subsequent challenges of service delivery meant that this is work will be continued in session 22-23 as the centre moves in to recovery. The centre has clear processes in place for PDR (performance development review) allowing staff to identify opportunities for leadership roles and also identify professional learning needs. There is strong commitment from the team to pull on strengths and work in the best interests of all children and wider agenda for centre improvements. Our team has clearly defined roles and all staff are clear of the framework of Governance as reflected in the National Care Standards.</p> <p>Further implement COVID systems and processes in line with Government and EDC Guidelines</p> <p>The Head Teacher and Depute Head of Centre ensured that there was a clear focus on safeguarding the wellbeing of staff, children and families this session, through adhering to government guidance, leading and managing change and balancing the continuing demands of the pandemic. Government guidance was implemented rigorously and clear mechanisms were established to monitor and review all working practices. Staff collegiately worked with DHOC to ensure robust processes were in place and the environment was modified to meet children's needs on a day on day basis. This year's greatest challenge was the ongoing impact of staff and child absence. All staff in the centre showed commitment, flexibility and resilience in order to fulfil the demands of service delivery.</p> <p>Nurture - Professional Learning for All Staff</p> <p>All staff undertook early protective measures training as part of the annual child protection update and initial consultation took place with parents and an agreed programme was implemented throughout the session. During the August in-service day, GIRFEC (getting it right for every child) principles were shared with all staff to ensure consistency of understanding and supported any newly appointed</p>	

staff. Some staff were trained in attunement framework to build up positive relationships with children, further training will sit within session 22-23's wellbeing targets. There was additional input on the nurturing principles and staff continued to build upon their professional knowledge of these principles and how they translate in the day to day life of the centre. Staff showed a commitment to increasing their knowledge of child development and the factors that affect child development within GIRFEC/SHANARRI context. Over the course of the session, staff made changes to the environment and interactions in order to provide high quality experiences. Changes were based on quality observations, gathering views of the children and consideration of the principles of all behaviour is communication, behaviour is understood developmentally and transitions are important in children's lives.

Identify barriers to parental engagement and raise awareness of provision offered by the council to support parents

Despite the ongoing challenges of not being able to have families within the centre, our practitioners worked hard to connect and form strong relationships. Similarly to session 20-21, the team sought to identify alternative means of connection and learning Journals, family calls and signposting of resources were used as mechanisms to engage families. Parents reported confidence in procedures that were in place to ensure children were happy, confident and achieving while in nursery. Tracking was used to show progress and next steps. The settling in process was updated to take account of staff knowledge prior to children starting, and initial telephone consultations remained a part of the process. Care plans were streamlined to ensure continuity or children moving rooms and staff were proactive in updating sections which support a smooth transition. Collegiate work on raising awareness of the wellbeing indicators and their influence on belonging, learning and achievement with families was not started. This will be a strand of improvement for session 22-23. Our telephone approach to accessing the Centre's Family Champion continued and few families engaged in a further follow up discussion to ensure all children were supported across nursery and home. Moving forward, families have reported that they feel better supported and see greater impact from attending 'in person' Family Champion sessions and the Centre looks forward to this approach being re-established.

As restrictions eased, the centre was able to host two outdoor stay and play sessions which families reported positively on. The team also facilitated our first 'in person' graduation service in three years taking account of the need to be distance aware. Families reported positively on the experience and the smaller group approach was well received giving food for thought for next session. An end of term a questionnaire was sent to all parents/carers for feedback on "How Good is Our Early Learning and Childcare." and was based on the main focus points of our Improvement Plan, asking the parents/carers to evaluate how they felt about our improvements. Feedback supports our own evaluative reflections and the centre has a clear focus for continuous improvement.

Identify/resource and operate Home-link projects for each room

The vision to introduce home-link project to each room through individual staff members taking on leadership roles identified through PRD process was hampered by the surge of covid infections over the session, particularly the period from December to April. The centre saw almost all staff and most children hit by illness/isolation over the period. This had significant impact on the centre's capacity to fulfil all commitments to centre improvement and the home-links projects were not achieved. This commitment will be picked up in session 22-23.

Next Steps:

- Create opportunities for staff to undertake Emotion Works training

Centre priority 3: Centre Improvement

NIF Priority

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

NIF Driver

school leadership
parental engagement

HGIOELC QIs

QI 3.2 Ensuring children's progress

QI 2.7 Partnerships

QI:2.6 Transitions

Re-establish Quality Processes

All practitioners understand that self-evaluation is an integral part of the centre's approach to ongoing improvement. Our team reflect well together and shared understanding has supported positive change this session in spite of challenges. Throughout the year, focused observations and regular review of learning supported responsive changes to the learning environment indoors and out. All staff continued to have support from the Early Years Teacher and the Senior Early Years Workers to ensure consistent approaches to creating children's learning experiences and tracking the children's learning on learning journals. The leadership team monitored the use of the learning journals, alongside playroom and environment observations. These observations along with focused self-evaluation has supported the identification of priority themes for improvement moving in to the next session.

Increase mechanisms for quality feedback from all stakeholders

As a service, we strive to promote positive connections from the first contact by promoting parental involvement and engagement and building strong relationships. In our setting, each child is considered as an individual with their own needs and rights. The centre continued with check-in calls to families in order to support wellbeing. Communication continued via learning journals but there was a dip in sharing learning from home and commenting on observations at times. This was indicative of the challenges brought about by Omicron and families sharing that they were finding continued restrictions hard. The centre continued to update the website and made increased use of Twitter to share the life of the centre.

Care plans

Care plans were streamlined to ensure continuity of children moving rooms and staff were proactive in updating in order to support a smooth transition. Personal Learning Plans were further developed and in absence of having families within the centre, the centre continued to make use of TEAMS as a mechanism to support communication. Taking account of parental input and quality observations, Support for learning approaches were in place to ensure learner needs were met. Support for All meetings continued on a 6 weekly basis and discussions about individual children highlighted at staff meetings continued to be addressed with the support of the centre's Speech and Language Therapist, Health Visitors and link Educational Psychologist. Children received appropriate and timely support through universal support, targeted support, language and communication strategies, action plans, split placements and increased ratio where required. Team Around the Child meetings took place regularly in order to discuss children's progress and agree next steps. The centre have engaged regularly with other professionals such as ELR (enhanced learning resource) outreach, Enhanced transition procedures were put into place to support children moving to school. Detailed reports, SDQs (strengths and difficulties questionnaire) and communication with key workers informed link schools about individual children's needs.

Continuing to update tracking system

Staff used care plans as a starting point for settling children and ensuring account was taken of children's experiences, interests and individual ways of communicating and learning. Online communication /telephone discussions prior to a child's start date were robust and ensured all relevant information was shared. All children had an individual care plan, with identified targets that were developed with the parents/carers, to support the children's continuous learning and next steps of their development. The children's care plans were monitored regularly by the SLT.

Care plans were updated six monthly at parent meetings and collaborative approaches to children's learning, successes and achievements were discussed. Most parents fed back that they felt informed about their child's learning and their child's keyworker knew their child well.

The Centre sustained the processes to support learners, taking account of their needs throughout the year and at key points in their journey. Learning Journals had tracked next steps and parents communicated that they were clear about their child's development and therefore able to share their learning at home through learning journals. There was a decrease in parental interaction this session with families reporting the pressures of the ongoing pandemic and the subsequent impact on household capacity and family health and wellbeing as markers for consideration.

Staff become increasingly familiar with key drivers from Realising the Ambition - Being Me

All staff have been supported to ensure awareness and understanding of any support needed for the children they were key worker for. Wellbeing and learner observations were discussed confidentially at staff meetings. Most staff were aware of support for all procedures and the process this involves and keyworkers were involved in the creation of reports and actions taken forward.

The Early Years Teacher continued to promote and support all staff with conducting effective numeracy and literacy learning experiences for children, identifying and supporting staff with effective methods in tracking, next steps and evaluating the child's learning to support transition measures. This ensures children experience breadth and depth of learning. Staff had all the information they required to ensure children are safe, settled and cared for while they are in nursery.

Next steps -

- Staff will continue to meet learner needs through the provision of learning experiences specific to the individual child's needs.
- Practitioners will work with new planning to further support understanding of progression pathways and planning
- Further develop tracking using learning journals
- Continue to promote and further develop The Rights of the Child through the UNCRC.

Progress in National Improvement Framework (NIF) priorities

- Improvement in attainment, particularly in literacy and numeracy;
Through effective tracking and monitoring processes we can see that almost all children are continuing to make progress in these areas.
Support and challenge is provided where required.

- Closing the attainment gap between the most and least disadvantaged children and young people;
- Our nurturing approaches develop confident individuals who are engaging with learning. Our practitioners implement additional measures where required. We regularly monitor the environment to provide a safe and nurturing space.

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	not applicable
2.3 Learning, teaching and assessment	Good	not applicable
3.1 Ensuring wellbeing, equity and inclusion	Good	not applicable
3.2 Securing Children's Progress	Good	not applicable

Care Inspectorate Inspection Visits

Indicator Themes	Inspection October 19	Inspection
Quality and care of Support	Excellent	not applicable
Quality of Environment	Very Good	not applicable
Quality of Staffing	Not inspected	not applicable
Quality of Leadership	Not inspected	not applicable

Summary of Centre Improvement priorities for Session 2022/23

1. Improve Health and Wellbeing outcomes for children, staff and families
2. Family engagement - further develop family champion roles and introduce families connect.
Review parental involvement opportunities
3. To continue to ensure equity, excellence and educational continuity through delivery of quality indoor and outdoor learning

What is our capacity for continuous improvement?

Our early years' community has shown great resilience this year, managing the competing demands and challenges created by the ongoing pandemic. Children, staff and parents/carers have continued to work within mitigations, being responsive to changing needs and ensuring that our children have been safe, happy and learning.

Moving forward, our effective self - evaluation and consultative processes will ensure that we are self-reflective in all aspects of our centre in line with HGIOELC. We will continue to work in partnership with our community and value the opinions of all of our stakeholders. There is a strong collective commitment to drive the agenda for Centre improvement and we look forward to recovery.

