



**Standards and Quality Report for:
Meadowburn Early Years Centre - June 2022**



Our Vision

At Meadowburn Early Years Centre we put children's well-being at the forefront of everything we do. We believe that children learn best in an environment where they feel safe, happy and secure. We value all partnerships and strive to ensure all children and their families feel welcomed and included.

Context of Centre:

Meadowburn Early Years Centre is an extended day/year service which is situated within the grounds of Meadowburn Primary. We are part of a well-established community partnership with the Mainstream School and Gaelic Medium School and Nursery. We have the capacity to have 64 children in attendance at any one time, morning or afternoon, with 108 currently on the register for this year so far. We have close links with many associated Primary Schools within EDC, particularly within the Bishopbriggs locality area.

At Meadowburn Early Years Centre we strive to put children's well-being at the heart of everything we do, with particular focus on emotional resilience during this session. Staff are consistent in their approach to supporting children's needs and we strive to embed nurturing principles across the whole centre. We offer child-centred, universal and targeted supports in a way that best suits the individual child and we value the importance of establishing positive relationships with families and the immediate community, respecting the contributions they make to children's learning and development.

Since August 2021 the centre has been delivering 1140 hours of funded childcare with many families using the extended hours provision, All children are now entitled to lunch at nursery and staff implement and adapt procedures in-line with 'Setting The Table'.

Our Improvement Plan was developed in line with current centre vision and priorities Educational Priorities within Early Years and National Improvement Framework.

Staffing

We are managed by the Primary Head Teacher, with a Senior Management Team consisting of Depute Head of Centre, Nursery Teacher & Senior Early Years Worker. There are also 16 Early Years Workers, 1 Early Years Support Worker and 1 House Keeper.

Our Shared Values & Aims

Our Values

Respect, Co-operation, fairness, kindness, responsibility & honesty.

Our aims:

- To provide a safe, stimulating and nurturing environment where all children are given opportunities to reach their full potential.
- To promote independent thinking, by encouraging children to make choices in their learning.
- To have an inclusive approach to learning, taking into account all levels of ability and developing minds.
- To encourage positive attitudes to learning by implementing fun, interesting and challenging experiences for all children.
- To provide opportunities for Outdoor Play.
- To encourage children to explore, appreciate and respect their environment indoors and outdoors.
- To develop partnerships with parents and families.
- To link with the local community
- To put the care & welfare of the children at the heart of everything we do.

Centre Priority 1: Planning & Tracking - Making Progress	
NIF Priority - Attainment NIF Driver - Assessment of children's progress	HGIOELC QIs - 3.2 - Securing Children's Progress 2.3 - Learning, Teaching and Assessment RTA - Section 6 Putting Pedagogy into Practice
<p>Progress:</p> <ul style="list-style-type: none"> • <u>Child Initiated planning</u> - Staff continue to develop the confidence and skills to effectively plan using a more child-centred, approach. Planning is now recorded on white boards within each room. These demonstrate the learning journey of how children's interests inform skills focus and next steps for learning. A more child-centred approach is evident throughout the nursery with majority of children leading their own learning. Feedback from staff suggests that this is still very much a learning journey for all. This is evidenced on planning boards and floor books. Most staff are providing experiences based on observed interests - nursery teacher and confident adults offer supports and guidance. Staff have attended training sessions and in- 	

service to extend their learning and knowledge. We value shared practice between peer groups.

- Planned Learning - A backdrop curriculum calendar was created by nursery teacher to monitor provision of structured programmes such as, PATHs, Early Protective Measures, Festivals and National and annual events.
- Tracking progress - Staff are now using new literacy, numeracy & well-being tracking system. During the monitoring process, our nursery teacher noted that journals were not being effectively used to track next steps and progressions. We decided as a team to continue with tracking sheets as they provide key developmental information and staff find this format more user friendly.

Tracking sheets developed by staff team have been shared by Gaelic Teacher at Gaelic Learning Festival and now used in 3 Glasgow nurseries

- Outdoor play & learning - Our priority this session was to re-develop our outdoor areas, with particular focus on the rubber surfaced area at the front. Children continue to access outdoors freely from our playroom. In promoting independence, the majority of children can put their jackets and wellies on with some still requiring supports. We have purchased enough outdoor clothing and footwear for all staff and most children to enjoy being outdoors in all weathers. Staff are more keen to go outside with appropriate clothing on. The weather has impacted on our use of the natural garden area, as this floods to a dangerous level for children. We feel they missed amazing opportunities in the biodiversity surroundings where they see wonderful insects, birds, plants and flowers. Floor books are used to record children's voice and plan for learning. During staff feedback they stated that resources were becoming a little tired outside. We used the in-service day to plan and implement much needed adaptations.
- Differentiation Challenge and support needs are identified through observations, parental consultation and care plans. Children's progress is discussed between nursery teacher and keyworkers, with any concerns brought to attention of SMT. Necessary next steps are taken with regards to referrals and multi-agency collaboration. Children have individual support/action plans when additional support needs are identified and individualised care is required. Recent survey to staff and parents stated that children have difficulty identify others within their group and didn't spend quality time with their keyworker. We developed connection time, where children play within their keyworker's allocated area with the other children in their group for $\frac{1}{2}$ hour. The keyworker would then plan activities for all or some children during this time and the others would have free choice in their play. As this is relatively new impact on relationships and learning will be evaluated in the new term.
- Literacy - Nursery Teacher leads and delivers Word Aware programme with identified Literacy Champion. During moderation process, she identified that most children are on track for literacy with identified gaps in prediction and creating texts. Writing will be focus throughout the school and nursery for next year, with implementation of the Talk for Writing programme. We are a communication & language rich environment, where children learn and interact at their own level. Makaton is used as part of daily routine to support inclusion and language development.
- Numeracy - Numeracy concepts can be seen throughout the nursery with opportunities for creativity and exploration. (see appendix 1) During moderation process, nursery

teacher identified that most children are on track in numeracy with identified gaps in time, money and data analysis.

Next Steps:

- To continue with planning & tracking improvement journey
- To further develop confidence with regards to in the moment, child-initiated planning - staff to attend further training and workshops.
- To make children's voice more evident throughout the nursery - planning boards, floors books and journals.
- Staff will confidently track children's learning on paper tracking sheets, linking to evidence of progressions and next steps.
- To carry out regular environmental audits indoors and outdoors with literacy and numeracy focus.
- To develop an overall tracking process (spreadsheet) lead by nursery teacher
- To use quantitative and qualitative data to inform practice
- We are participating in a STEM project with 3 other centres within our locality.

Centre Priority 2: Children's Rights - Focus on GIRFEC & Well-being

<p>NIF Priority - Improvement in children and young people's health & well-being NIF Driver - Assessment of children's progress</p>	<p>HGIOELC - 1.2, 2.4, 3.1, 3.3 RTA - 3.4 Doing the Right Thing for Me H& SC Standards - I have confidence in the people who support and care for me</p>
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Progress:

- We promote children's rights throughout the nursery during day to day activities such providing learning opportunities, toileting, choosing snack & lunch, free choice.
- During the August in-service child protection procedures and GIRFEC principles were shared and discussed. We discussed children's rights and UNCRC - some staff had awareness with further training and team meetings ongoing.
- We now have a Children's Rights champion who is taking the lead role with Depute Head of Centre in promoting throughout the nursery
- We have implemented a STAR award system with well-being focus - this has positive impact in children's happiness and self-esteem as they share award with friends and family. We also record on journals and within floor book.
- Champion and children developed a poster to showcase what children's rights look like at Meadowburn - this is in the process of being made
- Children follow their own interests and we have free flow access between the indoor and outdoor environment.
- Children's Rights policy is currently being developed with all stakeholders involved in the process - this will be rolled out across the centre within our improvement priority for this year.

- All children are benefiting from the use of nurturing approaches and LCFE principles across the centre. Some staff are very experienced and model good practice.
- All staff participated in Early Protective Measures training. Nursery teacher met with staff and developed a programme which is now being delivered by all. This was communicated to parents through journals with no objections.
- We currently have no children on CP register and have a clear system in place to identify and support any difficulties. Identified children participate in Promoting Alternative Thinking Skills (PATHs) programme with nursery teacher. This will be rolled out further next year to involve more children. We have attended training and piloted the use of Ferre Laever's observations and aim to take this forward next session. We aim to embed nurture principles and practice across the nursery setting. Our Nurture Champion is keen to attend further training and develop an effective nurture space.
- Staff are very attuned to children's varying needs within the nursery and work closely with the parents, schools and other professionals with the aim of getting transition right for every child.
- Covid 19 Impact During well-being meetings, PDR process and daily chats, staff were feeling the impact of very low staffing levels. Some were impacted by personal adverse experiences and as a team we supported each other very well through them.
The team approach and attitude from staff throughout the pandemic was on the whole very positive and solution focussed. We continued to prioritise children's well-being and happiness at all times

Next Steps:

- To have Well-being of All as an improvement priority - with focus on children's rights, staff & children's well-being, improved use of care plans and universal supports.
- To incorporate children's rights, SHANARRI into planning process - staff will attend in-service training lead by Depute Head of Centre & Champion
- To carry out continual environmental audits with focus on promoting children's rights
- Children's Rights to be incorporated into all relevant policies and procedures

Centre Priority 3: Partnerships with parents & the wider community

NIF Priority - Improving children and young people's health & well-being

NIF Driver - Parental Engagement

HGIOELC QI 2.7 - Partnerships: Impact on children and families - parental engagement
Health & Social Care Standard 3 - I have confidence in the people who support and care for me

Progress:

- Staff focussed on health & well-being of children and their families. Individual transition proved to be very valuable in getting key information from parents. We

chose a time when the nursery was quieter and an area outdoors was allocated for parents to chat with keyworker.

- Communication has been a key issue throughout this challenging time, staff have continued to establish relationships with parents and extended families in the most effective way. Parents and carers also communicate through journals, emails and telephone.
- During a recent survey, some parents reported that their child didn't really talk about their group or particular keyworker. This was actioned by implementing connection time with group and adult.
- Personal care plans have been a valuable tool in supporting individual needs. Most staff are developing the confidence to use information within them effectively.
- Staff have now offered the choice of face to face or telephone call progress meeting.
- The photographer has taken photos of graduating children within the nursery
- Children participated in a Penguin Parade to raise funds for Marie Curie.
- We have organised a Spring Sing-along to raise much needed funds for Ukrainian families.
- We are raising awareness of sustainability by recycling plastics, food products and paper. Children are involved in this process and learn about where these products go and who is involved.
- Parental Feedback - During recent survey most parents were satisfied with journal contributions, with some requesting more information about their children's individual progress and development. Majority of parents have stated that they would like access to the nursery as we move from covid restrictions. Although majority feel that drop off and collection from main door is working well.

Next Steps:

- To re-establish relationships with our community links
- To continue to build on relationships as a whole nursery - face to face contact, transition events
- To re-visit family engagement training and share good practice
- To participate in local outings and learning walks
- To invite partners into the centre - stay & play, open days and workshops

Key priorities for improvement planning 2022-2023

- **Parental Engagement & Partnerships - re-establish community links (1)**
- **Well-being of all - focus on Children's Rights, Nurture & SHANARRI (2)**
- **Planning & Tracking (our journey) - Focus on tracking progress (3)**
- Writing is a key priority throughout the school and both nurseries - implementing Talk for Writing programme

What is our capacity for continuous improvement?

At Meadowburn Early Years Centre we have a highly motivated and enthusiastic Depute Head of Centre and staff team, with a wealth of knowledge and experiences which will assist in the continual improvement process.

We are confident that with a whole centre approach, we will continue to make progress in all areas of identified improvement priorities.



**Standards & Quality Report for:
Meadowburn Gaelic Early Years Centre - Sgoil Araich
June 2022**



Context - **Sgoil Araich** is a term-time nursery centre that operates between the hours of 9am to 3pm. We are very much a part of the Meadowburn Community. We currently have capacity for 28 children, with a role of 19 at present.

Meadowburn Gaelic Early Years Centre is committed to providing a Gaelic language-rich, inclusive environment where children have opportunities to grow as learners. We strive to meet children's developmental needs and provide supports and challenges according to their individual abilities.

Staffing - We are managed by the Primary Head Teacher, with Nursery Teacher, 3 Early Years Workers and 1 Early Years Support Worker. We are now an established staff team with a variety of experiences and knowledge. Staff are keen and committed to further training and learning, effectively contributing to daily practice.

Our shared vision, values and aims:

Our Vision

Meadowburn is a motivating, challenging, inclusive & nurturing community where we learn, achieve and grow.

Our Values

Respect, Co-operation, fairness, kindness, responsibility & honesty.

Aims - We aim to:

- Provide a safe and stimulating environment in which our children will feel happy and secure.
- Encourage the emotional, social, physical, creative and intellectual development of our children.
- Promote the welfare of our children.
- Encourage positive attitudes to self and others, and develop confidence and self-esteem.
- Create opportunities for play.
- Encourage children to explore, appreciate and respect their environment.
- Provide opportunities which will stimulate interest and imagination.
- Extend our children's abilities to communicate ideas and feelings.

Centre Priority 1: Planning & Tracking - focus on child-initiated learning, Gaelic emmersion

NIF Priority - Attainment - Gaelic immersion

HGIOELC QIs

NIF Driver - Assessment of children's progress

3.2 - Securing Children's Progress

2.3 - Learning, Teaching and Assessment

Progress:

- Staff have shown commitment to developing their use of Gaelic language by participating in further training.
- Supported by EYC Teacher, staff are now using new literacy, numeracy & well-being tracking system. ***Gaelic Teacher shared this at recent learning festival. This is now being used in 3 Gaelic Nurseries in Glasgow.**
- Challenge and support needs are identified through observations, parental consultation and care plans.
- Children have individual support/action plans when additional support needs are identified. Referral process is actioned when necessary.
- Staff have moved towards a child-centred approach to learning and have attended training to support this throughout this year.
- The majority of children are developing a good understanding of Gaelic at different levels. During moderation process it was identified that most children are on track with regards to literacy, with identified gaps in numeracy.
- Staff have effectively used learning journals to show learning and progress of skills. We use Twitter and journals to communicate news and events within the nursery.
- Gaelic language is more evident throughout the nursery, with all staff having a good or developing level of fluency.

Next Steps:

- To continue to develop confidence in all staff with regards to new planning and tracking system. Particularly in relation to Gaelic emersion.
- To continue using provocations and loose parts in developing children's skills, particularly outdoors.
- Children's Rights focus - To continue to involve children more in talking about their learning and recording it.
- To carry out regular environmental audits indoors and outdoors with Gaelic immersion, literacy and numeracy focus.
- To introduce planning boards within the playroom.

Centre Priority 2: To implement online learning journals - documenting learning	
NIF Priority - Attainment	HGIOELC QI 1.3 - leadership of change
NIF Driver - Improvement	3.2 - Securing Children's Progress 2.3 - Learning, Teaching and Assessment
<p>Progress:</p> <ul style="list-style-type: none"> • Learning journals are now used effectively to share learning and progress of skills. All staff now have more awareness of individual achievements. • Journals are also used as effective communication method between home and nursery. • Staff have attended further training sessions and in-service to continue the development and update skills. • Nursery Teacher monitors and support staff when required. • Nursery Teacher liaising with EYC teacher - guidance and support offered. • Recent feedback from parents suggests that most are happy with the level of journal input with some wanting a little more. <p>Next Steps:</p> <ul style="list-style-type: none"> • Staff will complete Gaelic language course and discuss next steps in practice. • Staff will use feedback from parents and stakeholders to inform good practice and next steps • Staff will continue to utilise learning journals as an effective communication method between home and nursery 	

Key priorities for improvement planning 2022-2023

- **Family Engagement & Partnerships (1)**
- **Continue with planning & tracking progress - with focus on numeracy (2)**
- Continue to focus on Gaelic immersion throughout
- **Well-being of all - GIRFEC, Children's Rights & Nurture (3)**
- Key priority throughout the school and both nurseries is writing - implementing Talk for Writing programme

What is our capacity for continuous improvement?

At Meadowburn Gaelic Early Years Centre we have a highly motivated and enthusiastic Teacher and staff team, with a wealth of knowledge and experiences that will assist in the continual improvement process.

We are confident that with a whole centre approach, we will continue to make progress in all areas of identified improvement priorities.

NIF quality indicators

Quality indicator	Centre self-evaluation	Inspection / Authority evaluation
1.3 Leadership of change	4-5	4 (HMIE 2019)
2.3 Learning, teaching and assessment	4-5	4
3.1 Ensuring wellbeing, equity and inclusion	5	4
3.2 Securing Children's Progress	4-5	4

Appendix 1

