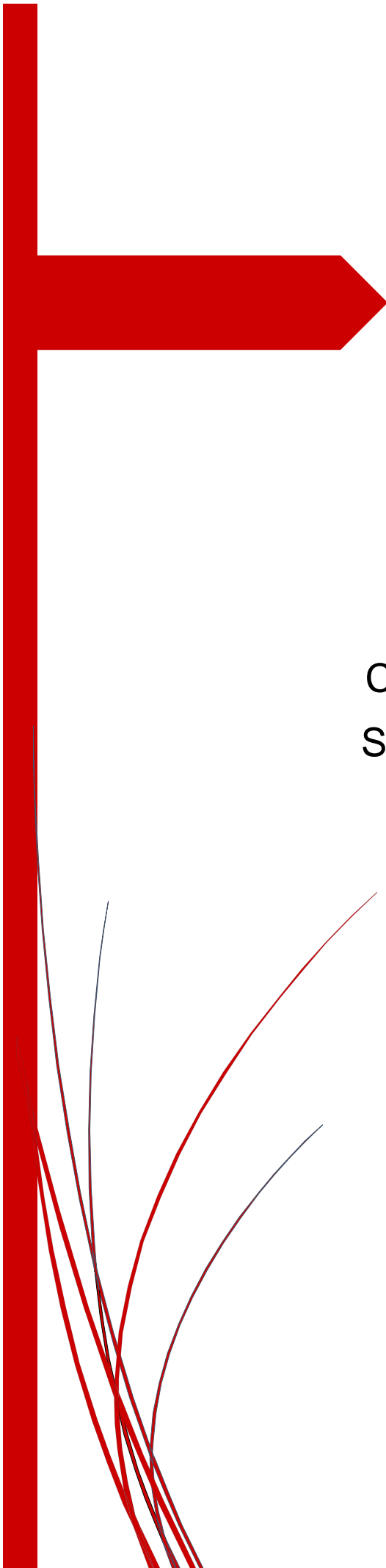




Cleddens Early Years Centre
Standards and Quality Report
2021/22



Context of the Centre

Cleddens Early Years Centre is situated within the Woodhill area of Bishopbriggs South. Although most children live nearby we do have children from other areas throughout East Dunbartonshire. 90% of families attending the centre sit within decile bands 6-10 in the Scottish Index of Multiple Deprivation. The Centre was established in 2003. In April 2017, we moved premises to a new purpose built establishment on the same campus as the Thomas Muir Primary school.

We provide care and education for children 50 weeks per year, from 8am to 6pm. We have capacity for 9 babies, 20 2-3 year olds and 114 3-5 year olds at any one time. All 3-5 years olds and eligible 2 year olds are provided with 1140 Hours of funded childcare and education and since August 21 children are also provided with a free meal during their session. Parent can also choose to purchase additional hours when available.

During the Covid-19 pandemic the 3-5 playroom was divided into 4 separate areas to create smaller bubbles with smaller numbers of children and staff in each, however in the last term we opened the playroom back up as one large area for all 3-5 year olds with direct access to extensive outdoor play areas. The 2-3 room is one playroom with direct access to dedicated outdoor space and a sleep room. The baby room is one playroom with sleep room and direct access to their own outdoor space.

Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Health and Wellbeing	
<p>NIF Priority •Improvement in children and young people's health and wellbeing</p> <p>NIF Driver assessment of children's progress</p> <p style="text-align: center;">parental engagement</p>	<p>HGIOELC QIs</p> <p style="text-align: center;">Q! 2.1 Safeguarding and Child protection</p> <p style="text-align: center;">QI 3.1 Ensuring wellbeing, equality & inclusion</p>
<p>Progress and impact:</p> <p>Children were identified that would benefit from PATHS (promoting alternative thinking strategies) program however due to restrictions as a result of Covid-19 it was decided that staff would implement part of the program around emotions with all children. Almost all children were able to build positive relationships within their bubbles initially and then develop wider friendships/relationships as restrictions eased and bubble were removed. Most children can identify their own emotions and those of others and can manage these well. A few children have sought help from staff when their peers are upset or struggling to manage their emotions.</p> <p>All staff have completed child protection training either at August in-service days or as part of the induction process for new staff. This has ensured consistency of understanding the implementation of the procedures for safeguarding children. Nurture principles were shared with all staff during the August in-service day and we have 5 staff members across the centre with accredited nurture training. Although absence due to Covid-19 restrictions prevented the setup of dedicated nurture cocoon room, trained staff supported their colleagues in implementing nurturing principles throughout the centre which is continuing to benefit all children.</p> <p>Ferre Laevers observations were used for all children and this highlighted levels of engagement and well-being which informed planning and next steps for learning and development. A minority of children were supported through regular support for all meetings with a few further supported through the team around the child process with targeted support for their wellbeing and progress in learning. Local authority panel met regularly to discuss children requiring support through request for assistance from other agencies and this allowed us to provide supported places for few children across the centre.</p> <p>Initially each bubble in the 3-5 room had 2 lunch sittings but there are now 3 sittings. Almost all children have lunch in the Centre with the majority taking the nursery lunch, providing them with a healthy, balanced meal and additional healthy snacks meaning most are developing positive eating habits and benefit from the social interactions with their peers and staff.</p> <p>The nursery website was updated with room and zone videos prior to the new term in August. Learning Journals were also updated with these videos and also messages and pictures of keyworkers. Most children had prior knowledge of their playroom and staff before starting which supported relationship building and therefore children settled much quicker than previously. New updated care plans were sent</p>	

to all new children's parents and to parents of children transitioning between rooms. All parents completed these either independently or with support from staff. All parents were given the opportunity for telephone consultation to update care plans. All children have an online learning journal with almost all families accessing this on a regular basis. This ensures staff and families share information regularly and timely with regard to children's learning or development needs. This was in direct response to a parent questionnaire where the majority of responses indicated that information was being shared in too many different ways. We also introduced daily diaries for all children in the baby room and 2-3 room and for a few children in the 3-5 room. This supports communication between staff and families and supports children and families to communicate about their day in nursery. We have recently started in person first visits for a few children and families and all who have been able attended have express the positive impact this has had for them.

Almost all staff have engaged in PDR (professional development review) and well-being meetings, ensuring staff well-being has positively impacted on their ability to support all children and families.

Questionnaires were issued to all parents, staff and almost all children prior to changing procedures due to easing restrictions. The majority of parents and staff responded and of these responses the majority felt that ensuring safety was paramount. Most children expressed a desire to have more contact with their peers, staff and less restricted access to all areas especially outdoors. No changes were made to drop off or collection and the bubbles were removed from the 3-5 room and transition between playrooms re-established resulting in all 3-5 children being able to interact freely, increasing levels of wellbeing. Children transitioning between rooms were able to develop positive relationships with staff and children resulting in smooth transitions. Higher levels of engagement have been observed by most staff. There has also been a decrease in the numbers of incidents of children struggling with their emotions. The majority of children expressed that they were happy to return to one area and liked playing with all their friends.

Next Steps:

Paths to be fully implemented across the 3-5 room

Set up a Nurture area in 3-5 Room

Nurture training for additional staff

Re-introduce self-service at snack and lunch

Regular staff wellbeing meetings to be established.

Centre priority 2: Parental Involvement

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

NIF Driver parental engagement

HGIOELC QIs

QI 2.7 Partnerships

QI 3.1 Ensuring wellbeing, equality & inclusion

Progress and impact:

Learning Journals have been utilised more as a communication tool with parents over the past year with the number of messages doubling. The number of parent interaction on Learning Journals has remained consistently high despite parents having other ways of communicating directly with the centre. This is a positive indicator of increased parental use of Learning Journals which means the majority of families are able to share the children's experiences. Parents are receiving regular communication which means that they are aware of special events, able to arrange consultations, raise concerns or highlight achievements at home, linked to their child's experience in nursery. Children are sharing their learning in nursery with their parents and staff are also able to include learning from home in planning next steps for the majority of children.

Learning Journals were also updated with videos and also messages and pictures of keyworker prior to children starting, almost all parents accessed these and a minority responded with written comments and a few made verbal comments on how these helped to support positive transitions for their children. Individual room handbooks were issued to all new parents, this meant almost all children have the resources such as spare clothing, outdoor clothing, indoor shoes meaning they could access all areas of the nursery environment.

Questionnaires were sent to all parents and staff about in person visits after restrictions eased with the minority responding. Of these the minority felt they would like to be able to have in person visits for special events and settling, although when discussing verbally with parents the majority wanted this. All parents of

children 2-5 years old were given the opportunity to attend in person stay and play sessions and the majority attend with a few expressing interest but unable to attend due to work schedules. More sessions will be arranged during the summer. All parents were asked for feedback and a majority completed this with all comments being positive. All children were happy to share their learning and families were able to discuss their children's learning in more detail after visits. The majority of children liked having their parents in the playroom and confidently shared their likes.

Prior to easing of restrictions the baby room staff had virtual coffee and chat sessions with parents, all were invited and a few attended. All of those attending commented on the positive impact this had on their child's nursery experience.

Next Steps:

- Update centre website
- Updated parent handbook
- Stay and play visits for 0-2
- Family learning visits for all age groups
- Families connect
- Family champion – parent workshops
- Home links in all playrooms

Centre priority 3: Excellence Through Raising Attainment

NIF Priority •Closing the attainment gap

HGIOELC QIs

NIF Driver parental engagement
assessment of children's progress

QI 2.3 Learning, Teaching & Assessment

QI 3.2 Ensuring children's progress

Progress and impact:

In the moment planning was introduced across the centre with focus child in the 3-5 room. All 3-5 year old children have been a focus child on at least 2 occasions over the year. This worked well when the zones were in place with most children making clear progress in literacy and numeracy across the year. Staff shared positive feedback within the zones in terms of being able to expand on the learning and next steps for children as they were working in close proximity to the child. Covid-19 and staff absence had an impact on the numbers of observations being recorded on Learning Journals out with the focus child observations. When the playroom returned to a single area, focus child observations became more difficult and Learning Journals were utilised to ensure all children's progress was tracked more consistently. This ensured all staff, parents and children were aware of next steps and could contribute to future learning and development. The majority of children can confidently share their likes, dislikes and learning when consulted.

In the 3-5 room the maths recovery programme was implemented across the playroom. Almost all children have benefited from this with a few showing an aptitude and specific interest in maths.

We have increased the numbers of children accessing eligible 2-3 places, this has had a positive impacted as we have been able to support children and families sooner. A few children have moved on to the 3-5 room and already have their support plans in place which ensures consistency in the learning and secures their progress moving forward. A few children who initially required support no longer required this when moving to 3-5 room. Learning Journals have been used consistently for all to track children's learning and share this with parents.

A few children were discussed at support for all and/or team around the child meetings to identify any barriers to learning and support required. Agreed interventions and targeted supports were implemented and all children making progress in their learning. Further assistance was requested for a few children through EYCAT (early years community assessment team) or GLG (GIRFEC liaison group) and specialist nursery and school placements were granted for almost all these children. Our support for all process remains active and support is in place for all children when required.

A few children moving to Primary 1 have been supported by enhanced transitions and additional professional dialogue between school and nursery. All have benefited from this additional support.

Next Steps:

Improve planning process
 Ensure robust tracking system record children's progress and next steps in learning
 Further develop links with feeder primary schools
 Math recovery
 Word aware

Progress in National Improvement Framework (NIF) priorities

Almost all children have made good progress in both literacy and numeracy with a few children securing better than expected progress.

Through increased engagement with other professionals we increased the uptake in eligible 2 yr old places and also supported places within the baby room. This has allowed us to identified children who may require additional supports at an early stage.

Covid-19 restrictions have had a significant impact on wellbeing of children over the past few years. Nurturing principals and other interventions have been used when working with all children within the centre. As we are moving out of the restrictions children are becoming more settled and their levels of wellbeing are increasing (evident in Ferre Laevers observations). Being able to allow parents in to the building to support transitions from home is ensuring children settle quicker and therefore are more ready to learn. The introduction of free nursery lunches for all 3-5 year olds and eligible 2 year olds is encouraging healthy eating habits and positive social interaction daily for children with their peers and staff.

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	Choose an item.
2.3 Learning, teaching and assessment	Good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	Very good	Choose an item.
3.2 Securing Children's Progress	Good	Choose an item.

Summary of Centre Improvement priorities for Session 2022/23

- 1. Health and wellbeing
- 2. Parental Involvement
- 3. Develop communication, language and literacy for all

What is our capacity for continuous improvement?

Due to easing Covid-19 restrictions we will be able to secure progress in the identified priorities for improvement. We have had a lot of changes to staffing over the past few years. We are currently working with all stakeholders to finalise a joint vision, values and aims. This will ensure a clear direction for the Centre moving forward and will be reflected in our improvement planning. We are keen to re-establish and further expand our links with all families the wider community.

