

## Baljaffray EYC



## Standards and Quality Report 2022/23

## Baljaffray EYC

### Context of the Centre

Baljaffray Early Years Centre is set in the grounds of Baljaffray Primary School. Since 2021 the centre has been providing 1140 hours for all 3-5-year-old children. The Early Years Centre offers extended day and year provision supporting an extended day model for children and families. The centre has capacity for 63 children per session. The centre has three indoor areas that children can freely access throughout their day. We are fortunate enough to have a large outdoor space that is open all day, in all weathers for children to explore. We have strong links to our school, and the children have opportunities to join in school events such as assemblies, and fun days. We have regular access to school facilities such as the gym hall and pitch area. At Baljaffray EYC we ensure that the children's wellbeing is at the heart of everything we do. Staff have developed a strong nurturing approach and are committed to embedding the nurturing principles into their practice. We have a newly established rainbow room in place that offers the children a quiet, calm, relaxing space. The staffing model consists of Head Teacher, two Depute Heads of Centre, two Senior Early Years Workers, two Early Years Teachers, 15 Early Years Workers, one Early Years Support Worker, two House Keepers, two Clerical Assistants, and one Building Manager

### Vision, Values & Aims

#### Our Vision

Our staff team is committed to deliver high quality learning experiences for our children, and to build positive relationships with our families ensuring their children will achieve their full potential.

#### Our Values

- Be happy
- Be kind
- Be caring
- Be responsible
- Be respectful

#### Our Aims

We aim to support our children's wellbeing and place great value on their views, opinions, listening to them and acting upon them, whilst embedding the nurture principles throughout our practice.

We aim to provide child centred play, promoting equity and equality, with a balance of curricular learning both indoors and outdoors.

We aim to provide a safe, secure, fun environment while being responsive to children's needs and interests.

We aim to maintain local community links and encourage our stakeholders to become part of our community.

## Progress in Centre Improvement Plan (CIP) priorities

| Centre priority 1: Enabling Environment  |   |
|--|---|
| Care Inspectorate Quality Framework QIs<br>2.2 Children experience high quality facilities<br>3.3 Leadership and management of staff and resources   |   |
| NIF Priority      • Improvement in children and young people's health and wellbeing;<br>• Improvement in attainment, particularly in Literacy and Numeracy.<br>NIF Driver      Curriculum and assessment<br>School and ELC improvement   | HGIOELC QIs<br>QI 2.1 Safeguarding and Child protection<br>QI 1.5 Management of resources to promote equity |
| Progress and impact: <ul style="list-style-type: none"> <li>• Environment and Quality Assurance audits highlighted the improvements to be made and supported the staff through these changes. Working alongside Early Level Support teacher we were able to reconfigure room layouts and create more softer areas throughout the environment. Progress made was reflected within our recent care inspectorate inspection, where it was reported that "positive changes had been made to the environment, which allowed children to maximise opportunities for play".</li> <li>• During August in service training all staff shared individual provocations sharing knowledge, skills, and peer support. During Professional Development Reviews (PDR) all staff members discussed and chose a leadership role for them to develop throughout the year. Staff have been responsible to develop and resource their areas, offering varied learning experiences for all children. Staff have been supported through mentoring systems when required, and there has been access to the many varied CPL opportunities on offer. Staff evaluate and share any training they have attended with the wider team this allows staff to learn from one another and provide quality learning experiences for our children. Staff have been supported by the nursery budget to resource and replenish areas. All staff are responsible for gathering evidence within their iPad folders to support and monitor the impact and progress, this has been working well. Staff regularly share progress with one another, with SMT using a robust monitoring system to evaluate progress. Some staff have been involved in PDSA. This has been successful within Nurture, Literacy and LCFE providing us with meaningful evidence of progress and future actions; staff shared their experience of using PDSA and will mentor others as we continue to use this in future initiatives.</li> <li>• All staff attended child protection training ensuring all children have keyworkers who are able to keep them safe, creating an environment that is safe to learning for children and families. Staff provide a rich play-based approach to the environment following children's interests and giving them opportunities to have their voice heard. For example, children were given the chance to purchase resources and name our new nurture room. Through training, all staff have developed a nurturing approach, working on each nurturing principle in an organised and coherent manner. The centre's nurture lead has shared her knowledge making staff feel supported and through regular consultation staff have shared positive updates of feeling more knowledgeable and able to support children's wellbeing and implement a range of supportive strategies.</li> <li>• Through reflection and consultation with staff, families, and other centres we have amended our care plans adding in further key information, including more home links, and regular</li> </ul> |   |

progress updates to support the holistic picture of the child. Our care plans are a robust working document that parents/carers complete providing staff with information that is important to both parent/carer and child. Care plans allow staff the opportunity to get to know the child as they start their nursery transition. Staff add to them throughout the child's nursery journey as and when required through discussions with parents/carers. Having robust care plans in place ensures children's needs are being met and any issues identified resulting in prompt action (if required). All families update their child's care plans regularly. We have reviewed our process around care plan updates, and this is recorded on our monitoring calendar to ensure that this is actioned each term.

- Literacy & Numeracy audits have taken place throughout the year. Our lead champions were able to identify any gaps within Literacy and Numeracy and implement support and challenge groups. Almost all children have shown progression within their Maths journey. Maths through stories has been a big focus, alongside routines linked to time. The Literacy Focus of phonics and rhyme has been supported with Word Aware, Concept Cat, and talking boxes. Using the triangulation approach children's learning is tracked and recorded through learning journals and Learning walls, sharing learning experiences with families.
- Loose Parts is an area that has been developed both inside and out. Our lead worked with staff, and consulted the children to create areas for them to confidently investigate and explore.

Next Steps:

- Continue to improve and monitor the environment regularly using the environmental audit tool kit.
- Through the next PDR process leadership roles will be discussed and agreed on, and staff will be supported to develop these roles leading to improved outcomes for children, families and staff.
- Source training opportunities either internally or externally to help support staff's awareness, knowledge and use of PDSA.

## Centre priority 2: Family Engagement

NIF Priority .Placing human rights and needs of every child and young person at the centre of education

- Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver Parent/carer involvement and engagement

Choose an item.

HGIOELC QIs

QI 2.5 Family Learning  
QI 2.7 Partnerships

Care Inspectorate Quality Framework QIs

1.4 Family engagement  
1.5 effective transitions

Progress and impact:

- In August we consulted with our families via questionnaires to gather views, thoughts, and concerns about access to the centre now that Covid restrictions have eased. Almost all responded that they would welcome the opportunity to be back in the nursery environment. We introduced this as drop off 8-9am and pick up 4-6pm. This has allowed us to establish very good links with our families and there has been many positive responses that families now feel more involved within the centre and have benefitted from having the opportunity to get to know the staff team better.
- We have in place two family champions who can offer bespoke support to our families. This has been shared with families and so far, support has been given in a more informal manner with advice given regarding progress, bedtimes, behaviour, and toilet training. This has been mostly positive with strategies being put in place to support them and their children. These involved Triple P parenting advice which resulted in a positive change for the families involved, for example a parent implemented positive bedtime strategies suggested and feedback that she was seeing encouraging changes in the home from her daughter.
- Our Family champions reached out to our families to gauge interest in establishing a parents committee group. 24 parents & carers responded, telling us "Happy to help with anything you need" and "we would welcome any opportunity". We have had our first meeting which was attended well by a small group of parents. Parents/ carers were able to share fundraising ideas, and support in the reviewing of our settling in policy.
- Our families have had more opportunities to be actively involved in the life of the centre. Through questionnaires our families told us that they would like to have more access for stay and play sessions. We have incorporated these throughout this year, alongside our mystery readers, curriculum evenings, tea parties and progress updates. Throughout the year, almost all of our children had a parent/grandparent attend an event at the nursery. After each event we consulted with our families and gathered feedback on what worked well, and any future suggestions they may have. After our recent trip to Rouken Glen park, parents told us "Despite the weather it was really enjoyable. The nursery teachers made lots of effort to make it fun, "Fantastic day, great for all the kids to be together. The boys really enjoyed it!! It was lovely to meet the parents too. Thank you for organising the trip !
- We regularly share updates with our families via questionnaires, forms, group call and our closed Facebook group. To help support parents further with their time we have begun introducing QR codes to allow for instant access to updates. Most families have engaged with this, and we have saw an increase in responses. This positively impacts on how we as a staff team can respond to parents/carers quickly and resolve any issues and make any changes that may be required.
- Through discussions with parents, they suggested they would like to celebrate the end of the year with a 'fun interactive activity' for families and children. The decision made was to have a trip with parents/carers accompanying children to the park. Most parents can accompany their child to the park and are looking forward to being part of the nursery trip. The children are excited about going on a bus to the park with their parents and staff are looking forward to having time with parents/carers outside of the nursery environment helping to build relationships.

### Next Steps

- Continue to engage and communicate with parents using a range of platforms.
- Continue to raise awareness of Families Connect and promote the benefits of this at our Curriculum Evening, where we will have all if not almost all families in attendance.

- Reach out to our new families joining us in August and encourage them to join our Parents Committee
- Create further events such as stay and play, baking days, mystery readers, gardening days etc.
- Regular Consultation with parents and gather any suggestions/ ideas they may have for future planning.

### Centre priority 3: Nurture & ASN

NIF Priority .Placing human rights and needs of every child and young person at the centre of education

NIF Driver Choose an item.  
School and ELC improvement  
Choose an item.

HGIOELC QIs

QI 2.4 Personalised Support  
QI 3.1 Ensuring wellbeing, equality & inclusion

Care Inspectorate Quality Framework QIs

1.1nurturing care and support  
4.1 Staff skills, knowledge and values

Progress and impact:

- Nurture Champions have undertaken PDSA to support our nurture journey. This was a successful process in supporting us to reflect and monitor the progress and impact of our Nurture journey. This process is still ongoing and will remain as an active cycle.
- Through initial questionnaires with staff, most responded with having some knowledge on nurture and approaches but would like more information and support. Staff were supported through in house training and have gained knowledge and a shared understanding of the importance of nurture and our approach to supporting children in our centre.
- Staff, parents, and children collaborated to create a nurture policy for our centre, this has been shared and implemented. Parents are kept well informed of priorities and vision for the centre through newsletters, updates, and end of term evaluations.
- We have created a quiet space to support children's emotional wellbeing, and the children have named this space the rainbow room. Using voting systems, the children were fully involved in choosing resources and furnishings for this space. The use of this space is still very much in the initial stages, with lead staff continually evaluating the progress. A structure is in place for children to access this space. Ferre leavers helped with the identifying of children for our nurture group, with some parents also requesting the use of this space for their child. The children tell us that "the rainbow room makes me feel happy," "it is quiet and cosy in the rainbow room." Since the introduction of this space, children are observed to be more in tune with their emotions and will seek this space of their own accord at times needed. Access to this space is supportive in times of transition in the day and is responsive to the needs of the children.

- We continue to support children using the Colour monster, and PATHs is in place to support resilience. Conversations through puppets and stories and visuals are also used successfully.
- Some staff have access CPD such Autism, LCFE, Makaton which has strong links to our Nurture practices. Our Autism advisor is a key support to the wider staff team and will guide the implementation of strategies to support children.
- There have been more opportunities for keyworkers to be involved in multi-agency working alongside SMT. Staff have shared that this helps them feel empowered and supported in their own professional learning and systems within multi agency working.
- Nurture leads shared their work with other colleagues at a recent training; this was a great place to show case the work that had been done and to share with others. Staff from partnership nurseries have since visited the centre building relationships and sharing professional dialogue.
- SMT have attended CLPL focused on The Promise - Supporting Care Experienced Children and Young People. To raise awareness and knowledge, this was cascaded throughout the staff team at our February In Service Day. Staff are now more aware of the actions and priorities within the promise, and the impact on care experienced children.

#### Next Steps:

- Continue to drive the improvement and the nurture principles, using the PDSA as an effective tool for planning, monitoring, and evaluating.
- Buddy systems for staff to have the opportunity to take part in class screenings using Ferre Leavers.
- Continually monitoring the progress/use of the rainbow room and the outcomes for children.
- Access PLC to support staff knowledge, development, skills and outcomes for children.

### **Progress in National Improvement Framework (NIF) priorities**

- Placing the human rights and needs of every child and young person at the central of education;
- Improvement in children and young people's health and wellbeing; were able to confidently identify and discuss their emotion in relation to going to school
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and Improvement in attainment, particularly in Literacy and Numeracy.

Children's health and wellbeing has improved due to our streamlined nurturing approach and the implementation of our Rainbow Room, which offers a safe space for children to access at any time. Children are supported to share their feelings and emotions about going to school using the colour monster, which has given them the skills to regulate their emotions and describe how they are feeling. Transition planning is effective and well thought out. All children have had the opportunity to be part of our own school environment at different times of the day, and experience what school will be like first hand. Enhanced transition planning is also proving to be successful and effective for children who require

this. All children are treated fairly with their individual needs being met, we have individual care plans that are completed with parents and added to throughout the year.

Ensuring we create an environment that is accessible for all children through our use of LCFE strategies, we can see the attainment gap close for our children. All children are encouraged and supported to make choices when choosing resources that suit their age and stage of development. Staff provide a rich learning environment that has high quality learning experiences across both indoors and out, with additional planning for children who may require additional support. Literacy and Numeracy outcomes for our children has increased through positive modelling from our 'lead roles' for these area's and through professional dialogue between 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                   | Good                             |
| 2.3 Learning, teaching and assessment        | Good                   | Good                             |
| 3.1 Ensuring wellbeing, equity and inclusion | Good                   | Good                             |
| 3.2 Securing Children's Progress             | Good                   | Good                             |

### Summary of Centre Improvement priorities for Session 2023/2024

- 1.STEM
- 2.Family Learning
- 3.Wellbeing/ASN

### What is our capacity for continuous improvement?

All staff at Baljaffray EYC are continuing to ensure that high quality learning experiences will be provided for all children. Staff, parents/carers will work together to achieve this. We are confident that our self-evaluation procedures and reflections are robust and reflect the values of the centre leading to continued improvement.

Staff will continue to be encouraged to engage in continuous professional learning and development opportunities to ensure their knowledge and skills are kept up to date with current theory and practice. We will continue to utilise the PDSA as a tool to support the changes we have begun and plan to do in the future.