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| **WESTFIELD FAMILY NURTURE CENTRE**  **Beanstalk_FNC_logo**  **Standards and Quality Report 2020 – 2021**  **\\preastnas\WestfieldNS\Administration\2018-2019\Admin\Values Logo\Westfield Family Nurture Centre Star round copy.jpg**  **Achieving Excellence and Equity** |

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| **Context**   |  |  | | --- | --- | | **Setting roll** | 102 (at September 2020 census) |   Westfield Family Nurture Centre is situated in the historic burgh and market town of Cupar in North East Fife. The site of a Cistercian abbey, the town developed in relationship to the agricultural development of the Howe of Fife and has a population of 7,500. Today the rural market town tradition continues. Grain milling, food processing and animal feeds are produced with the Quaker Oats factory and Kettle Produce being two of the bigger employers in the area.  Cupar is extremely mixed in terms of demographics. There is a particularly wide range of people, housing and activities. The number of older couples with no children is higher than average. There is a mix of professional and non-professional jobs, and part-time and self-employment are both important for a significant proportion of residents. Socio-economic status is higher than in other kinds of town and there is a mix of professionals and non-professionals and those with higher and lower educational attainment. Housing is a mix of local authority, private tenancies and privately-owned homes. The main high street offers a variety of shops, bus and train links and a library which the children access regularly to support learning.  Cupar is an independent to interdependent town. Towns similar to Cupar in terms of profile include [Steornabhagh (Stornoway)](https://www.usp.scot/Town?mainTownName=Steornabhagh+(Stornoway)), [Kirkcudbright](https://www.usp.scot/Town?mainTownName=Kirkcudbright), [Buckie](https://www.usp.scot/Town?mainTownName=Buckie) and [Auchterarder](https://www.usp.scot/Town?mainTownName=Auchterarder). Cupar can present challenges by way of its rurality and access to services as stated in the NE Fife Local Community Plan.  The following table shows the SIMD profile of families using our service:   |  |  | | --- | --- | | SIMD Decile | % of children | | 1 | 0 | | 2 | 22 | | 3 | 0 | | 4 | 17 | | 5 | 10.5 | | 6 | 1.5 | | 7 | 5 | | 8 | 24 | | 9 | 1.5 | | 10 | 13.5 | | Unknown | 5 | | Total SIMD 1 - 5 | 49.5 | | Total SIMD 6 -10 | 45.5 |   Westfield Family Nurture Centre, formerly a primary school, is located in an affluent residential area of Cupar. Westfield is open 52 weeks of the year and is able to provide early learning and childcare from 8am to 6pm.  Following the 1140 hours expansion plan, the nursery this year provided 3 models of attendance for parents/carers:   * Five full days per week during term time from 8.45am – 2.45pm for 3 to 5 year olds * A choice of two and a half day sessions over 46 weeks for 3 – 5 year olds ( Mon, Tues & Wed, 8am – 6pm & 8am – 12.48pm and Wed, Thurs & Fri, 8am – 6pm & 1.12pm – 6pm) * Five morning (8.35am – 11.45am) or afternoon (12.15pm – 3.25pm) sessions for 2 year olds   Early entrants are admitted through an inter-agency referral process. As well as eligible two year-olds, children and families who would benefit from an early entrant placement are also referred to us by health visitors, pre-school home visiting service or social work.  At Westfield we have a current role of 131 which includes 23 children in our under three provision. We have three playrooms for 3 – 5 year olds in our main building and one for the under threes in our annexe. In addition to these areas we have a multi-purpose/kitchen area which is used to engage with parents and deliver parenting programmes, resources/library area, a parent/family room, a sensory room, a large gym hall and a dining room. All playroom areas have access to secure and extensive outdoor play provision which have been adapted this year to ensure children remain in their COVID compliant bubbles. Children may stay for lunch which is prepared by our in-house cook and served in our dining room. Almost all children transition to Castlehill or St Columba’s Primary Schools which are in Cupar although a few children transfer to some of the smaller schools in the surrounding villages.  As a nurture centre we service the vast area of North East Fife from the Tay Bridgehead to the East Neuk. We provide support to those families from the surrounding towns and villages who may benefit from additional support through our family learning delivery, partnership working and provision of ELC places during holiday periods.  Westfield Family Nurture Centre works in close partnership with our sister setting St Andrews Nursery and is jointly managed by a shared Head Teacher. Our Extended Leadership Team at Westfield consists of a Depute Head of Centre, a Principal Teacher, a SEYO/Family Worker and four Senior EYOs. Our wider staff team increased by 20% this year as a result of the additional staff needed to support our new 1140 hours models. Our larger team this year consists of one 0.5 teacher (shared with St Andrews Nursery), 10 fulltime EYOs, 8 part-time EYOs, three apprentice EYOs, three PSAs, one fulltime clerical assistant, two part-time clerical assistants and one janitor/cleaner and two part-time cleaners. Our catering team of cook and two catering assistants are based in our refurbished kitchen.  Westfield has well-established links with a wide range of agencies which helps provide high quality support to children and families and addresses potential barriers to learning and development. In 2019 Fife Council redesigned systems supports to allow for greater integration of Children’s Services. This includes our setting continuing to develop links with partners and the community through Learning Improvement Forums and Locality Networks. The aim of these forums and networks is to strengthen partnership working and collaboration to better meet outcomes for children and families.  The Westfield team have been working together with the current Headteacher for four and a half years. We work hard to ensure our values permeate all our work with children and families. We take pride in promoting confidence and independence in our children as we support them to develop their skills for learning, life and work.  **Our service during the second COVID-19 lockdown In January/February 2021**   * Westfield Family Nurture Centre remained open throughout the January/February period of the lockdown to support vulnerable children and the children of keyworkers. * A weekly “Keeping in Touch” email and family learning leaflet was sent to all parents from the Headteacher throughout the lockdown period which detailed the learning opportunities for children and families * Practitioners supported children and families by creating learning opportunities which they shared on our closed Facebook page * Parents and carers were encouraged to send the nursery photos and observations of learning at home for including in PLJs * Practitioners telephoned families weekly to maintain connections and offer support. Practitioners also shared children’s next steps in their learning and provided parents with ideas on how they could support their child. * Practitioners ran “live learning” sessions with children and parents and carers which provided and opportunity to sustain relationships * We provided a range of learning packs for parents and carers to pick up from the front door of the nursery with parents and carers encouraged to share photos and observations with keyworkers * Practitioners participated in virtual meetings to discuss on-going support for children and families * A range of SWAYs were sent to parents to support them to support the wellbeing and learning of their children * Our Family Worker undertook weekly telephone calls to our most vulnerable families providing practical support and in a number of cases food deliveries. * The transition of our January intake children was supported by SWAY documents which offered a virtual tour of the setting and introductions to nursery staff and keyworkers.   **\\preastnas\WestfieldNS\Administration\2018-2019\Admin\Values Logo\Westfield Family Nurture Centre Star round copy.jpg**  We reviewed and updated our vision, values & aims in November 2018 through consultation with staff, parents, children and partners.  **OUR VISION**  Support, succeed, shine - by creating a safe, welcoming, nurturing and inspiring environment where children, parents and staff can be the best they can be by developing skills for life and learning.  **OUR VALUES**   * Safe * Healthy * Achieving * Nurtured * Active * Responsible * Respected * Included   **OUR AIMS**   * We aim to create a positive ethos which is welcoming, inclusive, caring and stimulating. * We aim to be an enthusiastic, reflective, supportive and well qualified team who are committed to on-going professional training and development. * We aim to establish and build positive partnerships with our parents and carers, outside agencies and members of the local community. * We aim to support our families through trusting relationships while ensuring the wellbeing of all is at the heart of our practice. * We aim to “get it right” for every child by providing a safe, nurturing, supportive and inclusive environment where the rights of children are promoted. * We aim to provide a broad balanced and child centred curriculum, providing children with engaging opportunities for learning through play so they can develop skills for learning and life. * We aim to provide high quality resources in a stimulating environment which develop, extend and challenge individual children’s needs and help them develop a thirst for learning. |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | |
| **Improvement Priority 1**: Children and families will be supported through changes in ELC as result of the impact of increased ELC hours and COVID-19 (QI 1.2 Leadership of change)  **AIMS:**   * Embed a shared understanding of our Vision, Values and Aims and Curriculum Rationale * Revisit roles & responsibilities * Review standards and expectations in core areas of practice (core provision, interactions, PLJs, planning and learning walls) * Develop our communication strategy to include SWAY newsletters and social media to share changes and support learning at home | | |
| NIF Priority   * School improvement * School leadership * Practitioner professionalism * Assessment of children’s progress | HGIOELC Quality Indicators   * 1.2 Leadership of learning * 1.4 Leadership and management of practitioners * 2.2 Curriculum * 2.3 Learning, teaching and assessment * 2.4 Personalised support * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Securing children’s progress | |
| **Progress:**   * CLPL refresher on Vision, Values and Aims and Curriculum Rationale at collegiate meeting w/c 28/9/20 * HGIOELC challenge questions on QI 1.3 Leadership of change on November INSET * CLPL refresher on planning at collegiate meeting w/c 26/10/20 * CLPL refresher on Learning Walls at collegiate meeting w/c 2/11/20 & 16/11/20 * PLJ moderation at collegiate meeting w/c 7/12/20 * Learning wall moderation at collegiate meeting w/c 14/12/20 * Planning moderation at collegiate meeting w/c 21/12/20 * Communication plan finalised by 5/10/20 * SWAY training for Dawn Fraser, SEYO & Family Worker completed by 19/10/20 * Parent questionnaire on adapting service to 1140 hrs and compliance with COVID 19 restrictions | | |
| **Impact:**   * Most practitioners are able to talk confidently about our Vision, Values and Aims and have a sound understanding of our context * Almost all practitioners’ interactions are of a very good quality and support children to make very good progress * Most practitioners understand why our curriculum rationale (drivers are communication, outdoor learning & leadership) supports the needs of children and parents in our setting. * Almost all practitioners in a significantly changed team (20% of staff were new to team In August 2021) are confident of the roles and responsibilities undertaken by all colleagues across the setting and have a shared understanding of core areas of practice and how these have had to be adapted in light of COVID-19 restrictions * Almost all practitioners’ observations of children are of a very good standard * All practitioners have been responsive and are skilled in identifying parents who need support and have been able to support and signpost or refer to other agencies * Almost all children are happy, nurtured, confident and independent learners * All children are supported appropriately * Almost all children engage in a range of opportunities to develop communication, curiosity, problem-solving and leadership skills * Almost all children have access to experiences that extend learning and provide challenge * Almost all children are making very good progress in learning * Almost all parents responding to our surveys stated communication about 1140 hours and our COVID 19 compliant service has been well communicated | | |
| **Next Steps:**   * Further develop our communication strategy to extend our range of SWAYs to support parents to support their child’s learning at home * Revisit our pre-COVID plans for introducing Seesaw across the setting | | |
| **Improvement Priority 2:** Children and families will have improved understanding of how to support wellbeing during this time of change (QI 3.1 Ensuring wellbeing, equality and inclusion)  **AIMS:**   * Embed a consistent approach to Leuven Scales across the setting. * Embed a consistent approach to the use of Emotion Works. * Refresher on Our Minds Matter (during COVID-19) for staff and parents * Implement a full wellbeing toolkit of yoga and Teddy Time mindfulness techniques for children and families. * Organise family learning experiences to support emotional wellbeing and mindfulness. * Embed success of Play on Pedals programme (unable to proceed due to operational challenges) | | |
| NIF Priority   * School leadership * Practitioner professionalism * Parental involvement * Assessment of children’s progress * Performance information | HGIOELC Quality Indicators   * 1.2 Leadership of change * 1.4 Leadership and management of practitioners * 2.2 Curriculum * 2.3 Learning, teaching and assessment * 2.5 Family learning * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Securing children’s progress | |
| **Progress:**   * Leuven evidence gathered and analysed for Sept ‘20, Mar ’21 & May ‘21 * Leuven CLPL refresher for all staff at collegiate meeting w/c 21/9/20 * Emotions Works CLPL refresher at collegiate meeting w/c 21/9/20 * Emotion Works SWAY developed and sent to all parents in first term to support parents to support their child’s wellbeing * Our Minds Matter CLPL refresher on Nov INSET for all staff * Our Minds Matter approaches shared with parents in Health and Wellbeing SWAY in November 2020 * Termly focus used in playrooms to support children’s wellbeing: term 1 – Connect; term 2- Be active; term 3 – Take notice and learn and term 4 – Give * Wellbeing Toolkit CLPL refresher at collegiate time w/c 21/9/20 * SeeSaw trial completed by Dec 2020 and feedback from parents through questionnaire * Parental involvement V’s parental engagement CLPL for all staff at collegiate time w/c 9/11/20 * Termly Play on Pedal sessions for all N5 children was unable to proceed this year as a result of operational challenges caused by COVID | | |
| **Impact:**   * All practitioners have a shared understanding of the importance of emotional regulation in developing successful and confident learners * Almost all practitioners have a consistent approach to Emotion Works in supporting learners develop emotional literacy and self-regulation * Majority of practitioners are confident at engaging children in our toolkit of mindfulness techniques which include Teddy Time and yoga * Almost all learner’s wellbeing and involvement in learning is well supported through analysis of evidence gathered through Leuven Scales and development of support plans * Almost all children are settled, happy and engaging in their learning * The majority of children are able to describe and manage their emotions with increasing effectiveness * A few children can talk about the importance of yoga and Teddy Time mindfulness techniques and how these approaches benefit their health * Almost all children are making very good progress in their learning * A few parents responding to our surveys stated they have an understanding of supporting emotional wellbeing and using mindfulness techniques with their children * Almost all parents responding to our surveys stated the nursery supported the wellbeing of their child very well * Almost all parents responding to our surveys stated the nursery supported their wellbeing very well | | |
| **Next steps:**   * Support a greater number of parents to develop an understanding of supporting emotional wellbeing and using mindfulness techniques with their child | | |
| **Improvement priority 3:** Learners will be supported to ensure they are making very good progress (QI 3.2 Securing children’s progress)  **AIMS:**   * Revisit staff training on Growth Mindset and praise, mistakes and feedback. * Revisit staff training on High Five communication strategies. * Revisit COVID-19 compliant Kodaly and storytelling * Organise family learning experiences to support early language. * Review core provision for supporting STEM learning opportunities. | | |
| NIF Priority   * School improvement * School leadership * Practitioner professionalism * Assessment of children’s progress | HGIOELC Quality Indicators | |
| **Progress:**   * Refresher CLPL on Growth Mindset and praise, mistakes and feedback in collegiate time w/c 2/11/20 * Refresher CLPL on High Five communication strategies on November INSET * Refresher CLPL on Kodaly and storytelling in collegiate time w/c 16/11/20 * Bookbug sessions delivered on Facebook during T1, T2, T3 & T4 * SeeSaw trial completed by Dec 2020 * Roll out Seesaw across setting from March 2021 (unable to proceed due to operational challenges) * Refresher CLPL on STEM in collegiate time w/c 16/11/20 | | |
| **Impact:**   * A few practitioners are confident in using SeeSaw as a mechanism to support parents as equal stakeholders in children’s learning * The majority of practitioners are confident in using revised approaches to Kodaly to support children’s language * Almost all children are supported and encouraged with the appropriate use of praise and feedback * Almost all children are supported by practitioners to learn through the exploration of mistakes * The language development of almost all children is supported through practitioners’ application of High Five communication strategies * Almost all children have the opportunity to engage with a range of storytelling approaches * The majority of children have developed resilience when faced with challenge * Almost all children are making very good progress in their language development * Almost all children are making very good progress in their literacy * All children have access to a range of challenging tasks linked to STEM and are making good progress in STEM subjects * Almost all parents responding to our surveys stated feeling well supported with strategies to support their child’s language development | | |
| **Next steps:**   * Support parents to support child with the development of a growth mindset * Roll out Seesaw across the setting to support all parents as equal stakeholders in their child’s learning | | |
| **Achievement of Children**   * Observation and evidence in PLJs show that almost all children continue to make very good progress in their learning despite periods of not being present in nursery. * Practitioners have used professional judgement to discern from learning at home evidence whether this is significant learning.   **CfE data for N5 leavers for 2019/20 and 2020/2021**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | May 20  73/126 children | May 21  55/128 children | May 20  73/126 children | May 21  55/128 children | May 20  73/126 children | May 21  55/128 children | | Early Initial Engagement | Early Initial Engagement | Early Progressing | Early Progressing | 1st Initial Engagement | 1st Initial Engagement | | Reading | 12% | 2 % | 88% | 96 % |  | 2% | | Writing | 10% | 16% | 90% | 84% |  |  | | Talking | 10% | 5% | 90% | 95% |  |  | | Number | 4% | 4% | 96% | 96% |  |  | | Shape | 11% | 2% | 89% | 98% |  |  | | Information | 18% | 2% | 82% | 98% |  |  |   Our CfE data shows an increase in the number of children working within early progressing for reading, talking, number, shape and information compared with last year. There is a slight decrease this year in writing.  **ELIPs Data for N5 leavers for 2021**   |  |  |  | | --- | --- | --- | |  | % N5 children Oct 2020 | % N5 children June 2021 | | Doing | 12 | 14 | | Understanding | 13 | 7 | | Saying | 28 | 21 | | Doing | 28 | 26 | | Understanding | 17 | 23 | | Saying | 18 | 25 | | Doing | 60 | 60 | | Understanding | 70 | 70 | | Saying | 54 | 54 | | | |
| **Evidence of significant wider achievements**     * Story time – listening, prediction, recounting and creating own stories * Storytelling lockdown learning pack - creativity and imagination * Sunshine soup lockdown learning pack - measuring * Big Bird Watch lockdown learning packs - observation and recording skills, collecting data to collate and compare * DYW day – talking about parent/carer’s work and developing an understanding of the world of work and the many people who help us * Garden group – understanding of people who help us, planting, nurturing, understanding of “field to fork” cycle * Orchard harvest – understanding of the life cycle of our trees, harvesting, cooking and baking with apples and plums, enterprise through bagging and selling fruit to parents and carers * Weekly Forest Kindergarten visits – looking after our environment, passing of the seasons, curiosity, investigating and problem-solving, cooperative play * Paint and craft lockdown learning packs – creativity and imagination, fine motor skills * Science day – prediction, listening and following instructions | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)**  **SUCCESSES DURING THE CLOSURE PERIOD**   * Planning approaches * Developing and refining our home learning offer * Communication and engagement with all stakeholders * Sustaining existing relationships and establishing new ones at transition * Use of data to evaluate our service * Upskilling of the team to deliver home learning activities and connect with families   **Planning approaches**   * SLT utilised elements of Fife’s Supporting Practitioners with Remote Learning guidance to support practitioners in ensuring that children had the opportunity to access remote learning of a high quality to ensure progress during the period of physical nursery closure * Expectations of engagement were shared with all practitioners * Approaches were devised for tracking and monitoring engagement in learning regularly to ensure all engaging * A procedure was devised for identifying and contacting parents who were not engaging to understand barriers and offer alternative approaches * Previous experience of lockdown was built upon to better support children and families   **Developing and refining our home learning and family support offer**   * Home learning opportunities accessed through Facebook with a few parents using SeeSaw * Story of the week read every Monday on closed Facebook page * Two daily curricular activities themed around the story of the week and day of the week e.g. Marvellous Maths Monday, Toe Tapping Tuesday, etc * Daily story and rhyme time * Live learning sessions – Together Time * Weekly learning pack available from front door of nursery (birdwatch, stationery, craft, story puppets, soup, paint) * Themed SWAYs to support parents support their children’s learning – Health and Wellbeing, Storytelling, Snow Play, Learning through Play, Being Active, Numeracy and DYW * Weekly parent chats (support of parents and supporting child’s next steps and learning through play) * Staff were on rota in centre for a week and working from home with clear expectations and focus (undertaking parent chats and recording relevant information/next steps, etc, developing activities for posting on Facebook/Seesaw, progressing Learning Leader role, CLPL linked to PRD or requirements of room, making resources, etc)   **Communication and engagement**   * With staff   + Weekly virtual SLT meetings through TEAMs   + Weekly virtual ELT meetings through TEAMs   + Weekly virtual room meetings held by SEYOs and their room teams   + Weekly email from HT to all staff   + SLT daily check-ins with staff on rota * With parents   + Weekly HT email sent to all parents on a Friday with story of week for following week   + Weekly parent chats (a few chats were fortnightly and a few parents chose to maintain contact via email). Next steps in child’s learning discussed and ideas talked through with parent to support   + SWAYs shared with parents on Health and Wellbeing, Storytelling, Snow Play, Learning through Play, Being Active, Numeracy and DYW   + Parents sharing learning at home via Facebook, SeeSaw or email. Important as this gives other parents ideas.   + Family Workers engaging with vulnerable parents or parents flagged up by staff during parent chats * From parents   + Very good engagement from parents through parent chats, drop-off chats and emails - average of 86% over lockdown period   + Regular postings from parents on Facebook and Seesaw providing learning at home contributions   **Sustaining existing relationships and establishing new ones at transition**   * Recognition of importance of sustaining relationships at all levels of the setting during a time of crisis   **Use of data to evaluate our service – key data for Westfield**   * Average parent engagement (by phone/drop off) for Jan/Feb lockdown period – 86% * Parent chats – 96% of parents found these helpful * Children’s next steps – 90% of parents found discussions on their child’s next steps and how to support these helpful * Facebook – 11% of parents looked at every post; 58% looked daily and 20% looked weekly * Facebook Activities – 0% completed the 10 weekly activities; 11% completed 5-9; 23% completed 1-4 and 62% did what they could. * 88% of parents felt the nursery supported the wellbeing of their child well * 85% of parents felt the nursery contributed to supporting the wellbeing of parents well * 81% of parents felt SWAYS were helpful in supporting child’s learning at home * 70% of parents feel the nursery have valued and followed up learning that has been done at home by parents * 70% of parents said their child has at times talked about emotions, Teddy Time and yoga * 65% of parents said their child uses growth mindset phrases such as “I’ll keep trying.”; “I cannot do that yet.” and “I’m learning.”   **Skills and attributes of team to deliver a high-quality service during this period of lockdown**   * Creativity and solution focussed approach * Flexibility of staff to engage * Resilience of staff in face of change and uncertainty * Commitment, dedication and compassion of staff in supporting families and each other   **CHALLENGES OF THE CLOSURE PERIOD**   * Non-engaging parents – procedure developed to contact and support * Pressure on parents to support learning at home when they were working from home and supporting other children learning at home. Why some requested fortnightly chats or contact by email. Engagement with activities underlines this with many parents effectively doing what they could when they had time – staff reassured and reminded parents that they were doing a good job during this time of turmoil * Issues with some parents’ devices and WIFI connection - Signposted to CIC (Care in Community) for application to BT WIFI vouchers * Anxiety of some staff in relation to the new variant – revisiting guidance and regular SLT check-ins with all staff * Anxiety of a few staff in relation to using technology and own devices – CLPL sessions set up and staff with more confidence supporting less confident   **CHANGES TO PREVIOUS PRACTICE AS THE RESULT FROM LEARNING/ENGAGEMENT THAT WILL BE SUSTAINED**   * Increase parent chats to share progress and agree next steps in learning to termly * Increase learning consultations between SLT and practitioners to termly so next steps in learning can be shared with parents termly * Develop our SWAYs as a tool to inform parents on how they can support learning and progression at home * Develop a plan of virtual meetings/programmes for parents * Roll out Seesaw to all parents | |

**School/Setting Name: WESTFIELD FAMILY NURTURE CENTRE**

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | 4  Good | 5  Very good | 4  Very good | 4  Good |
| **2.3 Learning, teaching and assessment** | 4  Good | 5  Very good | 4  Very good | 4  Good |
| **3.1 Ensuring wellbeing, equity and inclusion** | 4  Good | 5  Very good | 4  Very good | 4  Good |
| **3.2 Securing children’s progress** | 4  Good | 5  Very good | 4  Good | 4  Good |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2018 - 2019** | **2019 - 2020** | **2020-2021** |
| **Quality of care and support** |  | **Very good** |  |
| **Quality of environment** |  | **Not assessed** |  |
| **Quality of staffing** |  | **Excellent** |  |
| **Quality of leadership and management** |  | **Not assessed** |  |