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**STANDARDS AND QUALITY REPORT 2020/21**

****STANDARDS AND QUALITY REPORT 2020 – 21**

***Achieving Excellence and Equity***

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| **CONTEXT** |
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| **Setting/School Roll (including ELC/ASC)** | **Capacity – 64 (3-5 yr old places)** **30 (Under 3s places)** |

**INTRODUCTION**This session there has been the continued challenge of the Covid-19 global pandemic which led to the second lockdown of the country, closing school and nurseries from January 2021 – April 2021 to all but children of Keyworkers and our most vulnerable children. As a result, it has been challenging to report on progress with our improvement targets across the whole academic year within this document which were focussed on a recovery approach following the disruption to education last year. We have effectively used the lessons we learned from the first lockdown to improve on how we engaged with families and tracked, recorded and evidenced children’s progress during the second lockdown. Our most vulnerable children were given targeted, additional support and attended nursery for their full sessions during the lockdown to ensure that their education was not further impacted. Children of Keyworkers were also provided with regular nursery sessions to support their parent’s working hours. All other children were supported through virtual platforms – See-saw and Facebook with daily activities being posted including regular live lessons from their keyworkers. Feedback was regularly sought from parents on the appropriateness of the activities and live lessons and they were encouraged to share children’s learning at home which was added to Learner’s PLJs as evidence and allowed staff to record each individual’s progress, identify next steps and set personalised targeted work ensuring progression for learners. Our progress with remote learning was tracked and recorded in the form of an Improvement Methodology approach showing levels of engagement and impact.We continued to provide ongoing practical support in the form of food/care packages as well as emotional support and advice/signposting to other agencies for our most vulnerable families. We also used Improvement Methodology approach to measure the success and impact of our virtual Solihull Parenting Course which was rolled out to parents requiring some support with parenting during the difficult time in lockdown.**SETTINGS**Beanstalk Family Nurture Centre, Fergus Place is a welcoming, bright and attractive single storey purpose-built Family Nurture Centre (one of 7 in Fife) which serves the local Dunfermline area. It is situated in the heart of the Abbeyview Community and is open 52 weeks of the year. Following the introduction of 1140 hours at the start of the session, the nursery offers for 3-5-year-old children to attend 9am – 3pm over the school term and these children benefit from a cooked lunch made in the centre’s kitchen. Our Under 3s service continued to provide only 600 hours ELC this session due to delays in the openings of New Builds and lack of available spaces in our local area. Am & pm sessions offered were as follows – 8.35 – 11.45am & 12.45 – 3.55pm. During the school holidays there is provision for the most vulnerable children attending term-time provisions across the whole Dunfermline area, to benefit from a Protected Place following a referral from their term-time nursery. There is capacity to offer extended day places/ extended care in the form of wraparound provision where there is a need for individual children/families to support in certain circumstances. **CAPACITY**Beanstalk Family Nurture Centre’s capacity will be significantly increasing in August 2021 to provide a service for 256 3- 5-year olds and 40 Under 3 year olds over 2 buildings as part of the 1140 hours ELC expansion. A new build (Aberdour Road Annex) is nearing completion and will be ready to open at the start of next session. Children are already enrolled and transition arrangements for these new children are currently taking place. The new build will deliver the full year model where children will attend for a half-day session (8am – 12.40am or 1.20pm – 6pm) providing parents with support throughout school holidays. Beanstalk FNC Fergus Place provides quality education and care for children within the local area aged 2-5. There is capacity for 64 children aged 3-5 years attending full day sessions during school term time. These are divided across 2 playrooms sharing a large secure outdoor area. There are 20 Under 3s places available for children and families who meet the criteria from the wider area of Dunfermline. Early entrants are admitted through an inter-agency referral process. Children and families who would benefit from an early entrant placement are also referred to us by health visitors, Pre-school Home Visitor or Social Work Services. In addition, a crèche service is available over 4 days to support the development of parenting skills through appropriately planned groups and bespoke programmes. The Crèche has capacity for up to 9 children aged from 6 weeks to 2 years each session. Universal programmes such as Parent & Toddler, Baby Massage sessions etc. are part of the weekly programme as well as more targeted groups e.g. Mellow programmes, Incredible Years, Teen parent Groups. However due to Covid restrictions the creche service has not been in operation this session although support to families and the wider community has been provided via virtual platforms and our remote Solihull Programme.The Education Service provides transport to and from the Fergus Place nursery for up to 16 children to support vulnerable families and children with additional support needs. The nursery philosophy is based on a multi-agency response towards families in need, together with early intervention strategies to support young children. The vision, values and aims were recently revised as part of this year’s Improvement Plan for the service with the aim of “Learning through Play – allowing children to flourish”.**CATCHMENT/ DEMOGRAPHIC**The majority of our children come from the local Abbeyview area which consists mainly of local authority housing stock and has a large proportion of temporary/emergency accommodation. 56% of the 3-5 year old children we receive reside in SIMD 1, 2 & 3 as outlined in the graph below and this has been a consistent figure over the last few years:*\*(due the fact that only 2 services including ours provides places for Under 3s in the Dunfermline Area we have not included this data)*

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| SIMD Decile | % of children |
| 1 | 9% |
| 2 | 28% |
| 3 | 19% |
| 4 | 11% |
| 5 | 8% |
| 6 | 5% |
| 7 | 5% |
| 8 | 3% |
| 9 | 6% |
| 10 | 5% |

The centre is situated within the Dunfermline Area Locality and has formed strong links with partners, community and local educational establishments through Learning Improvement Forums and Locality Networks. These strong partnerships within the locality network fully utilise the wealth of skills and expertise that exist at all levels of the organisation, supporting strong partnership working and outcomes focussed collaborations. Beanstalk is involved with and supports the “Vision for the Dunfermline Area” in that we provide opportunities for families in our community to feel empowered and valued, feeling that they have the ability to bring about change in their area.**PARENTAL ENGAGEMENT** In terms of National Improvement Framework Priorities, Parental Engagement is promoted well within Beanstalk improving outcomes for children and families. Our Family Learning Strategy promotes a range of programmes – Universal, Additional and Intensive to suit the needs of the community attendance at these programmes has been suspended for the whole of this year due to Covid-19 restrictions but we have been able to engage to some extent with the wider community through a range of virtual events and we ran a successful Solihull Parenting course virtually. We used Improvement Methodology to measure the success and impact of this course, which is now being rolled out across the rest of Fife, and recently heard that we have been nominated for a Quality Improvement Award for the work on this.Beanstalk FNC has well-established links with a wide range of other agencies, including Health and Educational Psychologist helping provide high quality support to children and families, assisting in the removal of barriers to potential learning and development. **TRANSITIONS**Children transfer to a number of different Primary Schools, as we do not have a local catchment area school. This can be problematic and a great deal of individualised work with each school has to be carried out to ensure a smooth transition to primary for all our children and this is an area that we have developed over the last few years. In particular this year due to the Covid -19 restrictions all transitions to Primary schools has had to be done virtually. We worked in collaboration with school staff to create videos/SWAYs and held virtual meetings with Management Staff within individual schools to pass on details of where children were in terms of their learning. Enhanced transitions were discussed and planned within a multi-agency meeting for children with ASN and bespoke packages arranged with the school these individuals were moving to in terms of visits (within guidelines permitted) and passing on of information. We used video clips of staff working with individuals to show the strategies outlined within their Pupil Profiles in action to be shared with school staff to aid transition.**STAFFING**The staff team at Fergus Place consists of:Head Teacher Depute Head of Centre, 1 Full-Time Principal Teacher, 1 Part-Time Teacher,1 Full-Time Early Years Lead Officer, 1 Full-Time Senior Early Years Officer/Family Worker2 Full-Time Senior Early Years Officers,6 Full -Time Early Years Officers, 10 Part -Time Early Years Officers,2 Part-Time Pupil Support Assistants, 1 Full -Time Clerical Assistant and 1 Part -Time Clerical Assistant,3 Part-Time Childcare Practitioners who work in the Crèche facility The Beanstalk team 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 establish them on their learning journey to develop skills for learning, life and work. |
| **VISION, VALUES & AIMS** |
| We reviewed and updated our vision, values & aims in May 2021. Parents/Carers, Learners and partners were fully consulted about this. **Our Vision****Our vision is to create a welcoming, safe, nurturing, inspiring environment for all. A respectful, inclusive community where everyone can learn, achieve and reach their full potential together.****Mission Statement****Learning through play – allowing children to flourish****Our Values*** **B – Broad & balanced curriculum where learners are empowered**
* **E – Ensuring equity not just equality**
* **A – Accepting and inclusive culture**
* **N – Nurturing for all in a safe, supportive, environment**
* **S – Sharing of skills & expertise among staff to further develop practice**
* **T – Trusting respectful relationships & an ethos where diversity is**

 **celebrated*** **A – Aspirations for all**
* **L – Learning and education to build skills for life**
* **K – Keeping connections growing, collaborating with partners & wider**

 **community****Our Aims*** **We aim to get it right for every child by providing a welcoming, caring, stimulating, inclusive learning environment indoors and outdoors where children feel safe, nurtured and are engaging in meaningful learning opportunities.**
* **We aim to respect and value individuals providing equity for all**
* **We aim to support and prepare children for transitions in learning in a range of contexts.**
* **We aim to ensure that our workforce are highly skilled and motivated to develop their own skills through training opportunities and are committed to do the best for each individual child/family.**
* **We aim to nurture families through embedding the Wellbeing Indicators into our practice.**
* **We aim to provide a broad balanced and child centered curriculum, providing children with skills for life and learning.**
* **We aim to increase opportunities to support children and families by working in partnership with other agencies in our community.**
* **We aim to give children/families a voice to take ownership of their own learning.**
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IMPROVEMENT FOR RECOVERY PRIORITY WORK 2020-21

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| **IMPROVEMENT PRIORITY 1:** Leadership of Change – Devise a shared working framework, curriculum rationale and establish core values across the 2 Beanstalk Centres |
| **Links to GIRFEC** | Achieving, Nurtured, Respected, Included |
| **Links to Fife Council Children Services Plan** | Priority 6 – Broad General Education Attainment GapPriority 14 – Participation of Children and Young PeoplePriority 16 – Child Poverty |
| **Aims** | * Create a shared working framework for both Beanstalk centres (when fully operational).
* Review the Vision, values and aims for the Beanstalk brand in collaboration with all stakeholders
* In collaboration with all stakeholders devise a Curriculum Rationale unique to the Beanstalk.
* Ensure all new staff complete a staff induction programme and use a peer-mentoring model with all staff to ensure a shared approach across both Beanstalk centres.
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| **NIF Priority:*** School Leadership
* Parental Engagement
* School Improvement
 | **HGIOELC Quality Indicators:**1.1, 1.2, 1.3, 2.2, 3.2 |
| **Progress and Impact****Impact on Pedagogy:*** Vision, values and aims were fully reviewed with all stakeholders and shared with everyone in the final term of last session. These have been adapted into a visual format for ease of understanding for all stakeholders and have been displayed in both services and on our website.
* The National Induction Resource has been used effectively to support new members of staff.

New less experienced staff were paired with more established peers in a mentoring capacity and through ongoing professional dialogue, a shared working framework for pedagogy in keeping with the ethos of Beanstalk was developed for both services. This culminated in the development of shared teaching and learning strategies across both sites for Health & wellbeing, Language & Communication and Conceptual Numeracy & Maths. The impact of this approach resulted in cohesive teaching and learning strategies for all children.* The Curriculum Rationale was reviewed with all stakeholders taking into consideration the new dispersed service model and ensuring shared approaches across both sites. Impact of this is a curriculum which is child-led both indoors and outdoors that develops the knowledge and understanding, skills, attributes and capabilities which contribute to the four capacities of the Curriculum for Excellence with a particular focus on developing skills in literacy, numeracy and health and well-being, through play-based approaches. From evidence provided in feedback from staff it is clear what their understanding of this rationale is.

**Impact on Learners and Families/Learner’s Achievement:*** Through the revised Curriculum Rationale children are enabled to develop the skills they will use throughout their life - key skills in communication, critical thinking, problem solving and enquiry, social and personal awareness and interaction. This curriculum provides personal support to enable all to achieve their full potential across the curriculum, and to develop as a healthy, balanced and self-confident individual.
* The development of language and communication skills for our learners continue to be a key driver in Beanstalk’s Curriculum Rationale. We are making very good progress with this as evidenced in our data from tracking progress through the Early Level of Curriculum for Excellence. This showed that in March 2020 47% of children in their pre-school year were still at the “Initial Engagement” stage within the Early Level with only 53% “Progressing”. This session however there was a significant improvement in these figures with 75% of pre-school children within “Progressing” and only 25% at the “Initial Engagement” stage. The targeted intervention work with groups/individuals during the second lockdown (from January 2021 – April 2021) also contributed to this outcome.
* Levels of engagement from families with children learning from home during the second lockdown were high (85% – 90%), with many parents taking time to share children’s learning and interests from home. Staff could skilfully suggest ways to extend and develop this learning and with support from parents/carers all children were set personal targets for progression. 40% of our 3-5 year old Learners were accessing full nursery provision as they were classed as vulnerable. All Under 3s Learners, again due to their vulnerability, were offered their full entitlement and all except one family attended regularly. Although we have a shared ethos for engaging with all families we were aware that at times a bespoke approach is needed for individual families. A variety of ways were successfully used to engage with parents to ensure continued learning for children especially during the challenge of the second lockdown. See-saw was used highly effectively to share learning activities as well as providing regular “live lessons” for groups of keyworkers children. We also used Facebook to share activity ideas, arranged garden drop off visits for distribution of activity packs, keyworkers made regular phone calls to families and in some cases allocated places within our service for our most vulnerable individuals. The number of children attending our service from this vulnerable group was high but was necessary to ensure they continued to make progress and thrive. A test of change using Improvement Methodology approach was used to measure levels of parental engagement throughout the lockdown and to ensure high levels of parental engagement were sustained throughout.
* A group of parents/carers engaged in Solihull training online championed by staff to support them with their parenting skills. Feedback showed that parents used the skills strategies gained to improve and understand their children’s behaviours and improve relationships at home.
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| **Next Steps:*** Ensure that the updated Vision, Values and Aims for the service and new Curriculum Rationale are visible and clear for all stakeholders. New staff will receive training and guidance on this through the Staff Induction Training Programme in place.
* Following the latest government guidelines and with a robust risk assessment in place, find creative ways to re-establish our Family Learning Programme across our 2 sites e.g. meeting outdoors in the first instance and finding out the types of support that parents/carers with babies/toddlers would like/need.
* Target the most vulnerable/isolated parents for intensive support from Family Worker Team.
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| **IMPROVEMENT PRIORITY 2:** Recovery Curriculum – Using a Trauma Informed Approach to returning to nursery in order to build Relationships, Reconnection and Resilience |
| **LINKS TO GIRFEC** | Safe, Healthy, Achieving, Nurtured, Respected and Responsible |
| **LINKS TO FIFE COUNCIL CHILDREN’S SERVICES PLAN** | Priority 1 – Child ProtectionPriority 8 – Emotional WellbeingPriority 16 – Child Poverty |
| **AIMS** | * To support learners to return to nursery, feel settled and ready to take on new experiences.
* To create a sense of security for learners through predictable routines, reduced number of transitions and provision of safe spaces.
* Learners will be more able to use appropriate strategies to support their self-regulation
* Learners will be able to label their emotions and link these to behaviour
* Practitioners will be more confident in supporting children develop strategies to support self-regulation
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| **NIF Priority:**Parental EngagementAssessment of Children’s ProgressSchool Improvement | **HGIOELC Quality Indicators:**1.2, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1 |
| **Progress and Impact:****Impact on Pedagogy:*** Staff devised creative new ways using technology available increasing their own skill set/technical knowledge and understanding, to engage and connect with parents to build relationships, find out key information about individuals and ease learner’s transitions back to nursery. Videos, SWAYs, virtual tours of the buildings, Teams meetings, phone calls and garden visits were all very effectively used to support transitions and from feedback received through the settling in questionnaires, most parents reported that they had enough information about the nursery and were reassured about their child starting at Beanstalk. Positive and trusting relationships were effectively built by staff with learners and parents/carers. A highly informative new nursery website was also created to share information and all aspects of practice with all stakeholders.
* Staff supported learners who were both returners and new starts to settle in through offering staggered start times and shorter sessions depending on the needs of the individuals in agreement with parents/carers.
* The 5 Key Principles from a Trauma-Informed Approach were used with all learners. Staff focussed on these principles following training, to support all learners to self-regulate using approaches such as Solihull, Emotion Works, Mindfulness and Yoga. These approaches were embedded in practice and allowed learners to develop resilience, a positive sense of self and allowed them to be more able to cope with change. This was evidenced in data collated from learner’s Leuven’s Scores.
* Shared playroom experiences allowed the senior leadership team to observe excellent practices when promoting self-regulation and social development along with socio-emotional development. These practices included supporting children to resolve conflict, identify emotions and appropriate regulation strategies while promoting growth mindset with praise focused on efforts.
* Staff collaborated to develop a Health & Wellbeing Strategy for Beanstalk outlining the strategies for supporting the development of confident, self-regulated learners.
* Feedback from parents via questionnaires showed that parents were confident engaging with staff and understood our approach and practice with Health & wellbeing

**Impact on Learners /Learner’s Achievements:*** Evidence from data gathered using Leuven’s Scores showed that most learners settled very well back into nursery supported by the strategies in place, were well engaged with their learning and most were making very good progress.
* Most learners are able to talk about their feelings in an age appropriate way and can identify emotions in pictures and through storybooks.
* Individuals who struggled to settle were discussed at multi-disciplinary meetings through the review system with appropriate partner agencies. Multi-disciplinary plans were developed, and bespoke support packages delivered to allow them to successfully access the curriculum. Over the session their progress was monitored and all learners who required a bespoke support package made very good progress.
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| **Next Steps:*** Self-regulation is key to successful learning so the approaches at Beanstalk will continue to be reviewed and evaluated moving forward. All new staff will be required to be trained in these approaches as they are at the heart of all we do at Beanstalk.
* The longer session required to be delivered as a result of 1140hrs provided some significant challenges for staff, in particular for providing a structure to the nursery day – providing times where learners could rest and recuperate Also due to Covid restrictions in place it was a challenge to provide an effective lunch and snack provision ensuring the nutritional needs of all learners were being effectively met over the course of the day. This will be something we will urgently need to address moving forward and will be on our improvement plan for next session.
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| **IMPROVEMENT PRIORITY 3:** Providing high quality pedagogical approaches in literacy & numeracy to ensure the progress of all learners |
| **LINKS TO GIRFEC** | Achieving, Respected, Responsible |
| **LINKS TO FIFE COUNCIL CHILDREN’S SERVICES PLAN** | Priority 6 – Broad General Education Attainment GapPriority 14 – Participation of Children and Young People |
| **AIMS** | * Practitioners will more confidently implement good language and communication strategies to support and progress learner’s literacy development.
* Both indoors and outdoors there will be rich open-ended language/literacy experiences to develop learner’s skills.
* Practitioners will be more confident and knowledgeable about numerical and mathematical development and are able to extend learners using the maths conceptual development tables and progression pathway.
* There will be more stimulating and motivating experiences for children inside and outside which are open ended and develop mathematical skills, attributes and capabilities.

Parents/carers will be more aware of their role in supporting their child’s literacy/numeracy development. |
| **NIF Priority:**Assessment of Children’s ProgressSchool Improvement | **HGIOELC Quality Indicators:**1.2, 2.2, 2.3, 3.2 & 3.3 |
| **Progress and Impact:****Impact on Pedagogy*** All staff are confidently and consistently using Signalong and Boardmaker signs across all playrooms. This consistent approach ensures a robust total communication approach to benefit all learners. Following training staff are regularly working to extend their signalong vocabulary and new staff are brought on board with this approach through regular peer training. From monitoring evidence in playrooms, Signalong and Boardmaker are consistently used by staff to support learning activities, stories and in everyday communications with the children.
* Training on Significant Observations challenged staff to build their skills and confidence to allow them to identify core learning happening for individuals. Through professional dialogue within the team and analysis of observations they were better able to plan appropriate next steps for their Key group children. Monitoring of PLJs through the PT’s Learning Consultations with all staff showed that all PLJs observations were of a high standard and appropriate next steps were identified for each Learner. This ensured that all learners were being challenged and the curriculum was providing appropriate pace and challenge.
* Mistakes, Praise & Feedback training allowed staff to broaden their understanding of how to support learners in the way that is best for them. Staff were better equipped to understand the variety of ways learners respond and the importance of using the right approach for each individual in order to support them to achieve their best.
* Although restrictions prevented us achieving the relaunch of our Home Lending library/Together Time Tubs to promote “Bedtime-reading” and maths games/activities at home. Staff did record and share over See-Saw, regular story reading and bookbug sessions which many parents reported sharing with children at home making an impact on their interest in books and reading.

**Impact on Learners & Families/Learner’s Achievements** * Parents/carers are supporting their children’s communication skills with copies of boardmaker symbols being used within nursery to reinforce their child’s language understanding at home.

  * The tables above detail part of our data gathered from Curriculum for Excellence tracking through the Early level, this shows that our learners are more confident in their communication and language development with 75% of the learners at “Progressing” which is an improvement from last year when only 53% were at “Progressing”.
* Again, while there has been progress in Early Level Reading targets (52% in Progressing) & Writing targets (60% in Progressing) compared to last year, this could be improved through a richer learning environment and more literacy rich resources being available for learners.
* Progress has been made with Numeracy & Maths results – 69% in Early Level “Progressing” in comparison to 45% last year (although this was after the first lockdown so was difficult to record reliable figures as the children were not in nursery at all in the last term). More focus on resources & opportunities within the learning environment/core provision to support numeracy/maths will be a focus of the Improvement Plan for next session.
* EYLO has worked with staff members to support identified learners to overcome barriers to their learning and work towards ‘closing the gap’ in their achievements. This has resulted in positive outcomes as shown in these examples of literacy development tracking:

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| **Next Steps:*** Strict Covid restrictions and requirement to restrict resources due to cleaning has impacted on the core provision available in playrooms this session and has impacted on the richness of the learning environment we provide. This has impacted on literacy and numeracy opportunities within the playrooms and has affected Learner’s achievements within these areas and will need to be considered as an improvement priority next session.
* Due to the second lockdown and Covid restrictions, staff were unable to engage in the peer moderation programme looking at the quality of staff interactions with children and their questioning skills /interventions. This will need to be carried into the Improvement Plan for next session.
* The strict Covid restrictions (being unable to take children out on a minibus) has prevented us from progressing with our Beach/Forest Kindergarten Outdoor Learning Programme which previously was a core part of our provision. We hope to reinstate this referencing the new CI documentation “Out to Play” once restrictions lift and ensure all new staff are effectively trained to deliver this across both sites.
* Sharing learning resources to promote children’s learning at home with parents other than virtually has not been permitted but as restrictions are lifting we will endeavour to relaunch core literacy and numeracy lending resources with parents in the form of our rich “Book Lending Library” and “Together Time Tubs”.
* Due to other priorities the Conceptual maths training sessions did not go ahead as planned and this will be addressed within the Improvement Plan for next session.
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| **EVIDENCE OF SIGNIFICANT WIDER ACHIEVEMENTS** |
| * Despite lockdown restrictions the nursery staff and children worked very hard to continue with our Eco work and following considerable work over the whole session on embedding the sustainability aspect of eco-schools into our curriculum learning we were successfully awarded our 8th Eco Flag.
* Our Improvement Methodology project on sustaining parental engagement throughout lockdown was submitted by Fife for an award at the annual Early Years Improvement Collaborative Conference.
* Our highly effective practice on Personalised planning was recognised by the Care Inspectorate and featured as an example of excellent practice within their latest guidance materials.
* We successfully used Improvement Methodology and tests of change to pilot a Solihull online course for parent/carers to support their parenting skills. The results were monitored and after consideration this project will be rolled out across the authority next session.
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| **WHAT HAVE BEEN THE SUCCESSES AND CHALLENGES OF SETTING’S CLOSURE PERIOD (PLAYROOM ISOLATION, REMOTE LEARNING BETWEEN JANUARY – MARCH 2021)** |
| **Successes*** We were able to support 65 of our most vulnerable families with weekly food and care packages from Fare Share which helped support them in a time of financial crisis.
* Daily learning activities, including live lessons across a range of curricular areas were posted on our main communication platform, See-Saw, accessed by all our families and other activities shared via Facebook. Staff were able to effectively measure the level of engagement with these as families were engaging with the posts, commenting and shared photographs of their children engaging with the activities. Staff were able to track children’s learning using this information, update PLJs and set targets for individuals ensuring pace, challenge and progression in learning.
* Where families were unwilling or unable to engage in the virtual learning experience and there were concerns around the individual’s progress, some sessions in nursery were made available to ensure that the child continued to access learning.
* “Learning Bags” were created across several curriculum areas. These were given out to targeted families who would struggle to provide resources to support their child’s learning at home.
* Contact over the telephone or e-mail was made with all parent/carers on a weekly/fortnightly basis determined by needs. Where issues/concerns arose for the family involved the SMT was quick to involve other agencies where appropriate or create an individual support plan. Our most vulnerable learners were allocated a full-time place in nursery to ensure continuity of care and learning.
* Staff utilised the lockdown period to engage in quality professional learning. A programme of training sessions looking at “A Trauma Informed Approach to Supporting Learning” was attended by all staff and action plans on how this would impact on pedagogy for recovery. Many other topics covered related to the Recovery Curriculum and Trauma Informed Practice and were attended virtually by all staff in preparation for a re-return to nursery following the pandemic.
* Transitions of pre-school children to Primary 1 and for our new cohort of children starting Beanstalk, were carefully planned and carried out. Transition to local schools involved staff meeting virtually with key staff at each school. Information regarding the child’s learning and progress was passed on at this point as well as any key information to support that child settling in their new environment. Schools shared their own transitional videos/virtual tours of the school with parents/carers and children. Where it was possible nursery staff attended P1 visits to support children. New Beanstalk children’s transition were supported with information via SWAY/videos and they were invited to meet staff in small groups at “Garden Visits”. Enrolment and relationship building with parents/carers were carried out with several telephone meetings prior to the children starting.
* Bespoke transition packages were devised for individuals with significant additional support needs moving into P1. In the absence of actual visits to allow new staff to observe the child in nursery we created video clips of our staff using effective strategies for managing the individuals as outlined on their Pupil Profiles and support plans and talking through how to de-escalate situations to allow the individual to self-regulate. In the case of another child with mobility/physical difficulties we took video of staff moving & handling him between his various pieces of equipment along with support from the physiotherapy team. We also arranged for his PSA to accompany him into his new P1 setting for the first week of school to support the new staff with his transition.
* A huge effort was made to check in with staff in the form of sending out regular Wellbeing Questionnaires to find out if staff felt safe at work with the Covid Risk Assessments and restrictions in place. Senior Management also regularly checked in with each member of their team and escalated any concerns they had about an individual to the HT. Feedback from staff was very positive in terms of feeling safe, valued and supported.

**Challenges*** Feedback came from many families that using their devices and data to access learning for their child was challenging and at times not possible due to financial constraints. Older siblings in school were prioritised by parents to access data but families at times were choosing between buying food and having to buy top ups for their phones to access learning platforms.
* Care and welfare concerns for families significantly increased throughout the lockdown as some family’s personal circumstances became more challenging through the pressure of being thrown together/financial worries etc. Staff checking in with families through phone calls/making garden visits or offering full-time sessions for some children became a critical part of our work to safeguard many of our children
* Maintaining a steady level of staffing became very tricky when individuals were in contact with a positive case and were required to self-isolate for a 10-day period and could not come into work. Availability of supply EYOs and PSAs was non-existent and often required senior management staff to provide cover in playrooms where ratios for staffing were not being met.
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|  | **NATIONAL IMPROVEMENT FRAMEWORK** **QUALITY INDICATORS** |
| **HGIOELC Quality Indicator** | **2018/19** | **2019/20** | **2020/21** | **Inspection Evaluation****(Where Applicable)** |
| 1.3 Leadership of Change | 5Very Good | 5Very Good | 5Very Good | n/a |
| 2.3 Learning, teaching andassessment | 5Very Good | 5Very Good | 5Very Good | n/a |
| 3.1 Ensuring wellbeing,equality and inclusion | 5Very Good | 5Very Good | 5Very Good | n/a |
| 3.2 Securing Learners’progress | 5Very Good | 5Very Good | 5Very Good | n/a |

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|  | **CARE INSPECTORATE** **QUALITY THEME EVALUATIONS** |
| **Quality Theme** | **September 2012** | **July** **2014** | **June** **2016**  | **Feb** **2019** |
| Care and Support | 5 Very Good | 5Very Good | 5 Very Good | 6Excellent |
| Environment | 5 Very Good | 6Excellent | 5 Very Good | Not assessed |
| Staffing | 6 Excellent | 6Excellent | 5 Very Good | 6Excellent |
| Leadership & Management | 6Excellent | 6Excellent | 5 Very Good | Not Assessed |