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| **ST ANDREWS NURSERY**  **HORSE_nobackground**  **Standards and Quality Report 2020/2021**    **Achieving Excellence and Equity** |

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| **Context**   |  |  | | --- | --- | | **Setting Roll** | 40 (at September 2020 census) |   St Andrews, located in North East Fife, is an historic town with an ecclesiastical history stretching back to pre-reformation times. The university was founded in 1411. Post- reformation times saw the town decline. Today it is known as a tourist town popular with both local and international visitors. It is also the home of golf and the Royal and Ancient are a governing body for the sport. The university has expanded its student numbers over the last 40 years with new building in and on the outskirts of the town.  St Andrews has a mixed demographic with a large student population, many of whom live in privately rented accommodation with other students. A sizeable number of residents are in part time work in the accommodation and food service sectors. This shows that a significant part of the workforce is likely to be made up of those working alongside their studies. Many are reliant on walking, cycling, or public transport to move around, with a comparably small proportion of the population owning cars.  St Andrews is an interdependent town and the university characterises it in a way that uniquely sets it apart from all other Scottish towns (according to Understanding Scotland’s Places). St Andrews and the surrounding area can present challenges by way of its rurality and access to services as stated in NE Fife Local Community Plan.  The following table shows the SIMD profile of families using our service:   |  |  | | --- | --- | | SIMD Decile | % of children | | 1 | 0 | | 2 | 0 | | 3 | 0 | | 4 | 0 | | 5 | 20 | | 6 | 31 | | 7 | 14 | | 8 | 6 | | 9 | 18 | | 10 | 11 | | Unknown | 0 | | Total SIMD 1 - 5 | 20 | | Total SIMD 6 -10 | 80 |   St Andrews Nursery is a standalone nursery attached to Greyfriars Primary School. The nursery is open 52 weeks per year. It is bright, well maintained and welcoming. St Andrews accommodates, when full, 85 children at any one time, from 2 years of age to those not yet attending primary school. No more than 10 children may be aged from 15 months to 3 years of age. We are able to provide extended care where needed for children and families.  St Andrews Nursery aligned with Westfield Family Nurture Centre in August 2016 as part of Fife Council’s Family Nurture model, of which there are seven in Fife. The leadership team consists of a shared Headteacher, a shared Depute Head of Centre and a shared Principal Teacher. Our wider staff team increased by 25% this year as a result of the additional staff needed to support our new 1140 hours models. The team consists of a 0.5 nursery teacher shared with Westfield Family Nurture Centre, two Senior Early Years Officers, one Senior Early Years Officer/Family Worker, 3 full-time Early Years Officers, 5 part-time Early Years Officers, one Pupil Support Assistant, and one Clerical Assistant. We also had one EYO apprentice on our staff team who left to take up a post at another nursery in April 2021 after qualifying. Our janitor, cleaners and catering staff are shared with Greyfriars Primary School.  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. We provide support to those families from the surrounding towns and villages who may benefit from additional support through our family learning delivery and provision of ELC places during holiday periods at our sister setting Westfield.  At St Andrews Nursery we have a current pupil roll of 63, which includes 21 children in our under three provision. We have four playrooms: three for 3 – 5 years and one for our under 3 years. All playroom areas have access to secure outdoor play provision which has been adapted to ensure children stay in their separate bubbles. Children would normally have lunch in the school dining room but lunch has been served in the nursery this year to comply with COVID restrictions.  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 * Five extended morning (8am – 12.40pm) or afternoon (1.20pm – 6pm) sessions over 49 weeks for 3 – 5 year olds * Five morning (8.35am – 11.45am) or afternoon (12.15pm – 3.25pm) sessions for 2 year olds   St Andrews Nursery 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 St Andrews Nursery 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**   * St Andrews Nursery 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.     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 Lynne Napier, 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 * 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’ interactions are of a very good quality and support children to make very good progress * Almost all practitioners’ observations are of a very good standard * Almost all practitioners in a significantly changed team (25% 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 * All practitioners have been responsive and are skilled in identifying parents who need support and have been able to support, 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 tasks and opportunities 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 and progression at home | | |
| **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 * 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:**   * Almost all practitioners are able to support individual learner’s wellbeing and involvement in learning through analysis of evidence gathered and development of support plans * All practitioners have a shared understanding of the importance of emotional regulation in developing successful and confident learners * 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 (Teddy Time and yoga) * All children are settled, happy and engaging in their learning * A few children can talk about the importance of yoga and Teddy Time mindfulness techniques and how these approaches benefit their health * The majority of children are able to describe and manage their emotions with increasing effectiveness * Almost all children are making very good progress * 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 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:**   * Almost all practitioners support children with the appropriate use of praise and feedback * Almost all practitioners understand the learning opportunities presented through exploring mistakes * The majority of practitioners are confident in using the High Five communication strategies to support children’s language development * The majority of practitioners are confident in using revised approaches to Kodaly to support children’s language * The majority of practitioners are confident in engaging children in stories with a range of storytelling approaches * Almost all practitioners are confident in providing STEM learning opportunities * A few practitioners are confident in using Seesaw as a mechanism to support parents as equal stakeholders in children’s learning * 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**  **CfE data for N5 leavers for 2019/20 and 2020/2021**   * 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.  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Jun 20 | Jun 21 | Jun 20 | Jun 21 | Jun 20 | Jun 21 | | Early Initial Engagement | Early Initial Engagement | Early Progressing | Early Progressing | 1st Initial Engagement | 1st Initial Engagement | | Reading | 10% | 8% | 90% | 92% |  |  | | Writing | 17% | 17% | 83% | 83% |  |  | | Talking | 7% | 17% | 93% | 83% |  |  | | Number | 10% | 12% | 90% | 88% |  |  | | Shape | 7% | 8% | 93% | 92% |  |  | | Information | 17% | 21% | 83% | 79% |  |  |  * Our CfE data shows the same percentage of children working within Early Progressing for writing as last year. There has been a decrease in the percentage of children working within Early Progressing for reading, talking, number, shape and information compared to last year.     **Elips data for St Andrews N5 children session 2020-21**   |  |  |  | | --- | --- | --- | |  | % N5 children October 2020 | % N5 children June 2021 | | Doing | 14 | 13 | | Understanding | 14 | 4 | | Saying | 24 | 8 | | Doing | 14 | 13 | | Understanding | 10 | 8 | | Saying | 29 | 4 | | Doing | 71 | 74 | | Understanding | 76 | 88 | | Saying | 48 | 96 | | | |
| **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 * Weekly Beach 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   **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 plan how 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 * 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 wellbeing, snow play, storytelling, literacy, numeracy   + Parents sharing learning at home via Facebook, SeeSaw or email. Important as this gives other parents ideas.   + Family Worker 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 St Andrews Nursery**   * Average parent engagement (by phone/drop off) for Jan/Feb lockdown period – 87% * Parent chats – 100% of parents found these helpful * Children’s next steps – 91% of parents found discussions on their child’s next steps and how to support these helpful * Facebook – 18% of parents looked at every post; 55% looked daily and 27% looked weekly * Facebook Activities – 9% completed the 10 weekly activities; 9% completed 5-9; 0% completed 1-4 and 64% did what they could; 18% had no time. * 100% of parents felt nursery supported wellbeing of their child well * 91% of parents felt nursery contributed to supporting wellbeing of parents well * 91% of parents felt SWAYS useful in supporting child’s learning at home * 91% of parents feel the nursery have valued and followed up learning that has been done at home by parents * 64% of parents said their child has at times talked about emotions, Teddy Time and yoga * 73% of parents said their child uses growth mindset phrases such as “I’ll keep trying.”; “I cannot do that yet.” and “I’m still learning.” * 82% of parents said they felt they had been well supported with concerns over their child’s general development * 64% of parents with concerns over their child’s language development said they felt they had been well supported   **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 report on progression and 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: St Andrews Nursery**

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| **NIF Quality Indicators (HGIOELC Early Years Self- Evaluation )** | | | | |
| **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  Good | N/A |
| **2.3 Learning, teaching and assessment** | 4  Good | 5  Very good | 4  Good | N/A |
| **3.1 Ensuring wellbeing, equity and inclusion** | 4  Good | 5  Very good | 4  Very good | N/A |
| **3.2 Securing children’s progress** | 4  Good | 5  Very good | 4  Good | N/A |

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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** |  |  |