**TREETOP FAMILY NURTURE CENTRE**

**

**STANDARDS AND QUALITY REPORT 2020/21**



**Context**

**Vision, Values and Aims**

**Review of Progress 2020/21**

**Attainment**

**Evidence of significant wider achievements**

**Remote Learning**

**Key priorities**

**National Improvement Framework Quality Indicator Grades**

**Care Inspectorate Evaluation Grades**

****STANDARDS AND QUALITY REPORT 2019/20**

***Achieving Excellence and Equity***

|  |
| --- |
| **CONTEXT** |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Treetop Family Nurture Centre: Setting Roll: 135  Session 2020-21 has continued to be an exceptionally challenging year for all due firstly to the COVID 19 pandemic, with ongoing COVID restrictions continuing to challenge everyone and requiring us to be reflective, flexible and creative in our practices. Within ELC there has also been the additional challenge around the implementation of the 1140 expansion with the resulting significant staff managing change processes. For Treetop FNC our challenges have also included the starting up of a new dispersed service and the opening up of a new building.  These two highly significant factors have directly affected our improvement journey and the delivery of our service.  COVID  During session 2020/21 COVID restrictions led to a change in service delivery at Treetop. In January 2021 until mid-February 2021 when we entered a second lockdown both settings were open and continued to support our keyworker and vulnerable children and families. Staff achieved this on a rota basis within the centre and our contingency planning enabled us to continue to support our families at home also. This work is outlined in the relevant sections within this report.  However, this second lockdown had a significant impact on wellbeing, for all stakeholders. As improving wellbeing leads to more positive outcomes for children this will continue to be a high priority in our future improvement journey.  Outside of the lockdowns and since our return in August 2020 we have had to implement and work within COVID restrictions and these mitigations have resulted in significant changes to daily practice and processes.  Restrictions have impacted upon the operational aspects of service delivery with the creation of room cohorts, staggered starts, finishes and lunches and the dividing up of the garden area.  Working within bubbles/room cohorts has limited staff movement and collaborative practices which would normally support peer moderation. It has also meant that SLT could not move around the building or across both settings as they would normally when monitoring practice.  Our environment has had to adapt with reduced resources across the learning environment, split garden areas with differing opportunities and resources, plus the suspension of singing. These mitigations have had an impact on learning experiences, particularly in relation to language and communication development and mathematical skills.  Restrictions centred on families entering nursery has been a further challenge as relationships are key to our work at Treetop. However, we have found alternative and creative ways of building positive and successful relationships with families. In fact, parental engagement with home learning on our closed facebook pages has increased and is a positive aspect we will take forward.  1140  Implementing 1140 hours and the opening of a new dispersed service brought about significant changes to the staffing and also to operational practices at Treetop. We started the session with 60% new staff in the team, all with varying experiences and skills. The new dispersed service in Rosyth opened with a full complement of new staff including 2, new to post, SEYOs. Taking this into account establishing pedagogical practices, expectations and revising our vision, values and aims was a key focus for staff development.  This will again be a focus for this coming academic year due to the continued staffing changes, expansion of our staff team in Treetop Rosyth will see us doubling staff numbers there and Inverkeithing will also see 6 new members of staff joining us. Overall, across both centres, new staff will account for 40% of the EYO team, plus two new clerical and two new PSA posts.  Despite these significant staff changes across both Treetop settings, we have continued working hard to ensure we have provided quality experiences and interactions with our children and families. This year we worked together in partnership with children and families to re-evaluate and create new Vision, Values and Aims. Embedding these values and ensuring they permeate our practice will be an area for continuous improvement. We take pride in promoting confidence and independence in our children, as we support and establish them on their learning journey to develop skills for learning, life and work.  **Treetop FNC Inverkeithing**  Treetop Family Nurture Centre is situated on the north east side of the historic burgh of Inverkeithing in Fife. Inverkeithing is primarily a commuting town but current industrial activity includes quarrying, engineering and ship breaking. The town has a population of approximately 5280 residents and is very mixed in terms of demographics. There is a particularly wide range of people and housing in the town, and the number of older couples with no children is higher than average. Although new development in the area may impact upon this data in the future. Part-time work and self-employment are both important for a significant proportion of residents and the socioeconomic status is higher than in other kinds of town. Amongst residents there is a mix of professionals and non-professionals, and those with higher and lower educational attainment. Comparable towns are Dunoon, Callander, Thornliebank and Anstruther.  The housing stock is a mix of local authority, private tenancies and privately-owned homes. Over the last few years, the town has been undergoing regeneration with new social housing being built. The first phase of social housing regeneration was completed in early 2019, more phases have now been completed with construction work totalling around 295 private homes once complete, affordable tenancies are continuing to be built in the field opposite our centre alongside this private housing. As building works are only being completed now due to a delay (COVID) we have seen only a few additions and requests for nursery places. However, as more houses are completed this may begin to have an impact on our demographic.  Within Inverkeithing, prior to COVID 19, the high school offered a range of community activities including swimming, sports, music lessons and dance classes. The main high street affords a variety of shops, a library, a civic centre and a sheltered housing complex. Bus links, including a park and ride and a train station, on a main line, are also a key feature for the town. These facilities are accessed regularly to support children’s learning, using real life contexts. Due to the COVID-19 pandemic the services and activities on offer are subject to change as we respond to and ensure the centre follows both current council and government guidance.   |  |  |  | | --- | --- | --- | | **SIMD Decile** | **% of children**  **2020-21** | **% of children**  **2021-22** | | 1 | 0 % | 0% | | 2 | 32.5 % | 29% | | 3 | 2.5 % | 3% | | 4 | 20 % | 21% | | 5 | 14 % | 12% | | 6 | 1 % | 1.5% | | 7 | 12.5 % | 18% | | 8 | 15 % | 11% | | 9 | 2.5% | 4.5% | | 10 | 0 % | 0% | | **AVERAGE**  **SIM**D | **4.59** | **4.74** |   **SIMD Data**  Our SIMD profiling shows that there is a fairly even spread across the SIMD levels with around a 1/3 of our children residing in each band of SIMD 1-3, 4-6 and 7-10.  Looking further at the profiling and trend over time however shows that the number of children residing in SIMD 1-3 has increased from below a ¼ to around a 1/3.  Conversely the number of children residing in SIMD 7-10 has also increased to just under 1/3. These changes mean that % in SIMD 4-6 has fallen by just under ½.  Overall, this presents us with a fairly balanced demographic across the SIMD levels. This change would suggest that we now have more children at either end of the scale than previously. The increase in the number of children in high bands could be explained by the new development and regeneration programme, it may also take into account the increased numbers of families from surrounding villages who are now accessing childcare at Inverkeithing. However, more concerning is the increasing trend of our learners residing in SIMD 2.  Data for session 2021/22 currently suggests that these figures will remain fairly stable and there will no significant changes to our current demographic.  Treetop Family Nurture Centre is a large, purpose built, stand-alone early learning and childcare centre. It is situated on the north east edge of Inverkeithing town and is in the same grounds as both Inverkeithing Primary and Inverkeithing High School. Within the centre there are 4 playrooms – three for our 3-5-year olds and one room for our Early Entrants provision. An extension to the old building was completed in October 2016 and contains the Early Entrants playroom, a family learning lounge, an office and new entrance foyer. Our family learning lounge is currently being used as an additional staffroom space whilst COVID 19 increased mitigations are in place. All nursery rooms have access to secure outdoor play provision – currently divided into separate areas. Children stay for lunch, which is delivered to nursery and children eat with their own room cohort within their own playroom space. Prior to COVID this was usually served at the local primary school.  Treetop FNC is open 52 weeks per year and from August 2020 it has been offering families 1140 hours of Early Learning and Childcare. The operational model for our 3-5-year olds is 0900-1500, on a term time basis. We are also able to provide extended wraparound care from 8.00am to 5.00pm for families who may require this.  As well as providing quality education and care for local catchment children aged three to five, we also provide early learning and childcare for eligible two-year olds. Children and families who would benefit from an early entrant placement can also be referred to the centre by health visitors, pre-school home visitors and/or social workers. They are admitted through an inter-agency referral process. These spaces are now offered on a 0900-1500, term-time basis also.  As a nurture centre, outside of term time we service the whole of the South West Fife area from Aberdour to Kincardine. We provide services and care to families from surrounding towns/villages who may benefit from additional support by offering places in our centre during holiday periods. Rurality can be a major challenge for families accessing services in the South West Fife area and to help overcome this we provide outreach support through our family learning delivery and partnership working, currently virtual.  Many of our Family Learning Programmes have previously been delivered in collaboration with other agencies. Treetop FNC has well-established links with a wide range of agencies, helping provide high quality support to children and families, assisting in the removal of barriers to potential learning and development. Prior to COVID, we had created an under threes South West Fife Staff network to support the quality delivery of the pre-birth to three Framework through practitioner training and mentoring opportunities. There is potential for opportunities to restart this work next year, initially this may be realised by virtual means. It will also be particularly key when supporting our dispersed service at Treetop Rosyth, which is due to open its provision for Early Entrants in August 2021.  As of June 2021, Treetop Inverkeithing currently has a pupil roll of 83 for our 3-5-year-old provision, with capacity for 85 and 10 children in our Early Entrants provision. Throughout the year we have been at capacity across the 3-5 rooms and due to the number of private lets and the expanding regeneration project we expect to meet our total capacity of 100 again this coming session 2021-22.  The majority of our children transfer to Inverkeithing Primary School, our local catchment area school. A couple transfer to St. John's R.C. Primary School in Rosyth and a few children now also transfer to other schools within both the N. Queensferry and Dalgety Bay areas.  Treetop staffing consists of a Senior leadership Team:  Head Teacher (currently an Acting HT),  Depute Head of Centre,  Principal Teacher  Part time Nursery Teacher (this post is being removed for session 21-22)  3 Senior Early Years Officers  Other staffing:  10 Full Time Early Years Officers,  8 Part Time Early Years Officers,  1 Full time and 1 part-time Pupil Support Assistant  1 Full Time Clerical Assistant.  **Treetop Rosyth (dispersed service)**  Treetop Rosyth is our dispersed service currently operating at Granville Way, Rosyth. This is a new service created as part of the 1140 expansion in August 2020. Due to the COVID-19 pandemic the service began as a satellite service based within a separate room at Camdean PS. In May 2021 the renovation at the Rosyth Resources Centre was completed, and both staff and children then moved into the new building creating Treetop FNC Rosyth.  Initially Treetop Rosyth was contained in a room within the Camdean Nursery wing. The room had capacity for up to 21 children, at any one time, and we were allocated a separate outside space which could be accessed directly from the nursery room. This outdoor space acted as an entry point for parents at drop off and pick up. An additional space at the entrance to the room was used as a separate dining area for the children.  Since moving to our new centre at Granville Way, Rosyth, the staff and children have remained as a cohort bubble. They are using one of the new playroom spaces and have direct access to a large purpose-built outdoor garden. There is also a separate dining area where the children are served their lunch. During COVID restrictions the garden continues to serve as an entrance point for drop-off and pick up.  The building is a refurbishment and comprises of a large, bright and airy entrance hall with office space, 2 playrooms (3-5) with direct access out to a large shared garden, an Early Entrants playroom with access to a secure garden area. A meeting room, dining room, kitchen, staffroom and management office. Beyond the garden fenced area, we also have access to a large grassy field housed within the fencing perimeter of the site.  Rosyth is dominated by the Royal Dockyard and cruise ship and freight port. It originated as a garden city and port for Dunfermline in 1909. Housing was built for dockyard workers. A naval base operated until 1994. The dockyard was privatised and operated by Babcock International. A recent business park Rosyth Europarc is attracting new business to Rosyth (including intelligent Finance and Royal Bank of Scotland).  The town has a population of approximately 13440 and is extremely mixed in terms of demographics. There is a particularly wide range of people, housing and activities. 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. There is a mix of professionals and non-professionals, those with higher and lower educational attainment.  Its most similar towns are [Cambuslang](https://www.usp.scot/Town?mainTownName=Cambuslang), [Tranent](https://www.usp.scot/Town?mainTownName=Tranent), [Musselburgh](https://www.usp.scot/Town?mainTownName=Musselburgh), and [Penicuik](https://www.usp.scot/Town?mainTownName=Penicuik).  Treetop Rosyth supports two models of ELC provision, 49-week and 46-week models of delivery, offering Early Learning and Childcare between 0800-1800, on an AM/PM or split week basis across the South West Fife area.  As of June 2021, Treetop Rosyth has a pupil roll of 42 for our 3-5 provision. When fully operational it will have the capacity for 128 in our 3-5 provision across the week. Our Early Entrants provision will also be operational in August 2021 and can offer spaces for up to 10 children AM/PM. This takes our total potential capacity to 148.  The demographic of children attending is varied but the majority of children attending live in the Rosyth area and will transfer across the 4 primary schools in Rosyth, with a few children intending to transfer to schools in other areas.   |  |  |  | | --- | --- | --- | | **SIMD Decile** | **% of children**  **2020-21** | **% of children**  **2021-22** | | 1 | 0 % | 0 % | | 2 | 0 % | 7 % | | 3 | 8 % | 3 % | | 4 | 22 % | 10 % | | 5 | 22 % | 34 % | | 6 | 5 % | 14 % | | 7 | 27 % | 17 % | | 8 | 8 % | 10 % | | 9 | 3 % | 0 % | | 10 | 5 % | 3 % | | **AVERAGE**  **SIM**D | **5.83** | **Projected**  **5.59** |   The SIMD profiling for Rosyth shows a peak in the middle around SIMD 5 with an average score of 5.83.  The projected SIMD data for next session shows a slight decrease in the average score with 20% of children residing in SIMD 4 and below. The average and highest spike again sits around SIMD 5. However, our roll is not static and we are expecting figures to fluctuate significantly over time.  Staffing at Treetop Rosyth  AM/PM 49 week model 46 week model  2 SEYOs 2 36 hour (Pattern 1 and 3 1 part time PSA  1 36 hour AM 2 30 hour 1 Fulltime clerical  1 20 hour pm 2 25 hour    Staffing for August 2021 will support our increased service. This will mean 9 additional new staff members joining the current team. | |  |      |  | | --- | | **VISION, VALUES & AIMS** | | Families, children and staff were asked in November 2020 to revise and reflect on our vision, values and aims. The staff team worked collegiately to really tease out the values they hold, and this work was linked to Brene Brown’s Dare to Lead professional reading. Our previous poll highlighted the words Fun, Caring and Learning which would exemplify and confirm our aspirations for all. This year’s wordles and key words from staff, children and families highlighted the main themes which are important to all stakeholders moving forward.  C:\Users\swestwater-gr1\Pictures\wordle.JPGhttps://static.mentimeter.com/screenshot/1-share-your-2-chosen-core-values.jpg?url=https%3A%2F%2Fwww.mentimeter.com%2Fs%2F858a5ff67842ca3b12cf870955effbb0%2Fbeac6ca27638%2Fpreview&maxage=600&w=1920&h=1080&cache_buster=7  **TREETOP FAMILY NURTURE CENTRE**  **OUR VISION, VALUES AND AIMS**    **OUR VISION**  To create a caring, supportive, safe and respectful environment where everyone can learn and grow together.  **OUR MISSION STATEMENT**  “Families are our focus; children are our future.”  **OUR VALUES**    **C**onnection  **A**spiration  **R**esilience  **E**mpowerment  **OUR AIMS**  In a child centred, loving, inclusive and fun environment we aim to:   * Build positive, respectful and nurturing relationships, working together in partnership with children, families and the wider community. * Inspire, support and challenge everyone to reach their full potential, celebrating achievement for all. * Support and promote self-regulation, wellbeing and resilience, developing skills for lifelong learning. * Empower and motivate others to take ownership of their learning, promoting confidence, creativity and curiosity as we learn and grow together. | |

**REVIEW OF PROGRESS 2020/21**

|  |  |
| --- | --- |
| **IMPROVEMENT PRIORITY 1:** **WELLBEING**  **Practitioners, learners and families will have an improved understanding of how to support wellbeing.** | |
| **NIF Priority:**   * Parental Engagement * Teacher Professionalism * Assessment of Children’s Progress | **HGIOELC Quality Indicators:**   * QI 2.5 – Family Learning * QI 3.1- Ensuring Wellbeing, Equity and Inclusion * QI 1.4 – Leadership of management and practitioners |
| AIMS   * Practitioners will be consistent and confident in supporting the wellbeing of learners. * Positive and nurturing relationships will be evident across all stakeholders. * All learners will have opportunities to share and reflect on wellbeing experiences at an age and stage appropriate level. * Ethos across the nursery has established expectations and aspirations for all children and staff. * Families, learners and practitioners will be supported through recovery from COVID 19. * Families will have improved understanding of how to support wellbeing at home. | |
| **Progress:**   * Revised pedagogical approach to self-regulation and Solihull practices through staff development sessions, majority of staff Solihull trained. Experienced practitioners modelling behaviour and strategies within playroom supporting others and ensuring consistent use of appropriate Solihull practices and ethos. * Practitioner training and ongoing support centred on using Leuven’s scale to measure learner wellbeing and involvement. Processes in place to collate and analyse data, leading to early identification of individual needs for planned action and interventions which are reviewed and evaluated regularly.   Specific time given for practitioner discussions regarding support needs and strategies, ensuring consistent approaches and clear, shared action plans for interventions.   * Development sessions providing training for practitioners on use of Emotionworks as a toolkit to support self-regulation. Experienced staff taking on leadership roles to disseminate training to all staff and ensuring consistency in practice within playrooms.   Creation of interactive Emotionworks folders and displays using boardmaker symbols. Families are supported with Emotionworks at home for specific individuals.  Use of identified stories to provide context and stimulus for exploring emotions and Emotionworks materials with learners.   * Trained practitioners continue to offer and demonstrate yoga and mindfulness sessions within room cohorts, supporting use of relaxation techniques for increased wellbeing. Practitioners building confidence in delivering sessions both within their room and online with a view to developing and expanding this next session. * Five ways to Wellbeing (Our Minds Matter) was used as framework to support families and learners both in nursery and at home, particularly during lockdown. Each of the five ways were introduced on a weekly basis, learning opportunities were then shared with families under each heading. Family engagement was monitored and responded to, informing future learning experiences planned and offered to specific room cohorts. * Termly focus on SHANARRI indicators used in playrooms with learners improving their understanding and knowledge of wellbeing through play. Indicators shared on our main facebook page and used on a weekly basis with specific focus, engaging and informing families of ways in which they can support wellbeing through everyday play opportunities at home. Creation of displays for Our Minds Matter and SHANARRI within each playroom to use in supportive conversations with learners, enabling learners to talk about their wellbeing and revisit their learning experiences. * Development work introduced with practitioners using improvement methodology practices with a focus on wellbeing during transitions. Creation of ‘What Matters to Me’ forms and processes following evaluation of current practice and identification of improvement needs. Collaborative discussions to create aim, drivers, methods and measurement tools for improvement. Initial test of change for transition in term 4 for both transition into nursery and transition to school. This also included staff completing ‘What Matters to Me’ sheets as part of a sharing and establishing effective two-way communication channels. * Wellbeing Questionnaires created for practitioners, families and learners. Results analysed to support and inform practice and processes at time and moving forward. * Termly self evaluation using CI Key Question 5. Engagement in a successful and very positive virtual inspection with Care Inspectorate in February centred around this QI.   **Impact on Pedagogy, Learners and Families**:   * Almost all practitioners have a deeper knowledge of how children learn and an improved understanding of the link between emotion and behaviours. This was evident when monitoring PLJs, HWB trackers and in learning consultations.   Most practitioners are more confident and skilled when supporting learners with wellbeing and self-regulation, developing restorative approaches and conversations with learners. All practitioners respond and support children in a sensitive and consistent way.  This was evidenced through both informal and planned observations using SSTEW scales1 & 2 focussing on high-quality interactions and ensuring consistent approaches are used across the playroom. Positive, nurturing relationships were clearly visible in playrooms with staff demonstrating understanding of Solihull practices through their high quality interactions and effective use of strategies with learners.   * Almost all practitioners are more confident in using Leuven’s scale as a measurement tool to effectively plan interventions which will support individual learner’s wellbeing and involvement. Staff expressed greater confidence in understanding purpose of Leuven’s data and how to use it to support learner wellbeing and involvement.   All Practitioners moderate data in collaborative discussions to ensure accurate and reflective assessments are made. Data evidence is then analysed, and clear interventions are planned to support development of identified individual learners.  Learners are fully supported in their wellbeing and involvement through timely active action planning in response to Leuven’s data.  A tracking matrix is used to evidence Leuven’s data and learner progress. Action plans are recorded and reviewed with impact measured, ensuring interventions are relevant and effective. Individual child focus sheets are shared and moderated by practitioners.  This year wellbeing and involvement progress data around interventions has been more complex to analyse and review, due to the disrupted time spent in nursery for most of our learners.  All practitioners are more confident engaging in termly learning consultations using Leuven’s data, in conjunction with individual PLJ observations and trackers, to identify a focus for HWB. This is supported termly with parent progress updates (parent chats) informing next steps for learning.   * Almost all practitioners have shared understanding of the importance of emotional regulation as part of being a successful learner.   Almost all practitioners confidently use Emotionworks materials to support emotional regulation in a consistent manner across the setting, using interactive folders, displays and stories effectively with learners. Use of Emotionworks is evidenced in PLJs, and on displays. Positive and responsive interactions between practitioners and learners are visible and monitored through planned observations by SLT.  The majority of learners are able to talk about and name their emotions at an age appropriate level, enabling them to reflect on, and begin to manage their emotional wellbeing and behaviours. Learners are increasingly able to communicate their feelings and emotions and will identify these throughout the day. Engagement with stories as a stimulus for exploring emotions is high and this is further supported with extension materials. Informal daily observations and learner conversations provides evidence of the embedding of practice. Learners have been observed using Emotionworks folders independently with peers, displaying a secure understanding of how to use this toolkit to support self-regulation. Through feedback from reviews and wellbeing questionnaires families feel supported in use of Emotionwork strategies at home for individual children.   * Almost all practitioners are more skilled in planning and providing learners with varied experiences to support wellbeing. Trained practitioners are more confident when modelling and supporting use of yoga and mindfulness techniques for wellbeing. Due to restrictions this has mostly been confined to room cohorts within the nursery, although techniques have also been shared online to support learners at home. Evidence of experiences are recorded in PLJs and discussions with learners have demonstrated their interest and understanding.   Some learners are more confident with techniques in mindfulness/yoga and are at the early stages of understanding the impact it has on their emotional wellbeing. There is some awareness of different techniques to support their wellbeing. Learner engagement with offered opportunities is high and learners request and initiate sessions, using previous knowledge and displays as stimulus and as a guide.  Some families have an increased understanding of the positive benefits that relaxation techniques have on emotional health, with positive feedback from parents and learners.   * Almost all practitioners are more skilled in planning for and supporting the use of wellbeing indicators in everyday play.   All practitioners have a greater understanding of Our Minds Matter – Five Ways - and were able to use this as a framework to support families and learners’ wellbeing, both at home and within nursery. Evidence of work with Our Minds Matter and SHANARRI indicators is included in displays, planning, PLJs and home learning sheets.  Most practitioners are more confident in supporting families with wellbeing at home and some are confident in signposting them to other services for support or advice.  Most learners are beginning to apply the vocabulary of wellbeing indicators in their everyday play and learning conversations.  The majority of families are beginning to share and link achievements from both nursery and home in relation to the wellbeing themes – Five ways, Our Minds Matter. Personal and wider achievements shared between home and nursery are celebrated and tracked. Family engagement was high online for each theme and feedback was very positive in parent wellbeing questionnaires, on feedback sheets and through dialogue with families throughout the year.  All practitioners have an increased understanding and participation in supporting wellbeing during transition. Evaluation of current practice, looking inwards, and evaluation of good practice examples, looking outwards, led to an initial small test of change in practices to further support wellbeing at key points with 100% practitioner participation.   * Almost all families felt supported by the nursery with their wellbeing across the year with few concerns or anxieties related to nursery. Our wellbeing questionnaires and annual parent questionnaire support this statement with data confirming that 100% parents strongly agreed that their child was happy in nursery and that they felt comfortable and able to approach staff with any concerns and anxieties they may have. These results demonstrate the positive relationships, the nursery has built up with families despite ongoing restrictions and lockdown.   Additionally, our Learning Partnership Feedback based on remote learning for families, including wellbeing, was very positive highlighting our responsiveness to the families within our own context and meeting the needs of our learners.   * All practitioners engage with continuous self-evaluation for Key Question 5 with termly targets set and reviewed ensuring practitioners feel more confident, safe and valued. Feedback from virtual inspection in February was highly positive from Care Inspectorate around Key Question 5 with Wellbeing a focus. | |
| **Next Steps:**  **Wellbeing remains a high priority for all stakeholders and forms the basis for our improvement journey.**   * Ongoing continuous professional learning to embed practices and deepen understanding of our pedagogical approaches to self-regulation and wellbeing ensuring effective and consistent use of strategies and toolkits are in place. E.g. Emotionworks, Leuvens, Solihull, GIRFEC, Our Minds Matter, Mindfulness and Yoga - achieved through modelling of good practice, peer support and a robust monitoring programme. * Further promote practitioner wellbeing with planned and comprehensive programme of processes and supports. Wellbeing Champions to be re-established and use of supportive resources e.g. Educational Psychology department, to be explored further. * Extend support for families with ongoing wellbeing activities and techniques – Solihull for Parents, Seasons for Growth, SWAYS, virtual consultations, Families Connect. Build up Family Learning programme and Learning at Home support materials with continued use of digital technologies and virtual means supporting parental involvement and participation. * Enhance transition support through introduction of ‘What Matters to Me’ improvement methodology promoting family and learner voice and participation, taking a more holistic view of the child as a unique learner and valuing parents as the first educator. | |
| **IMPROVEMENT PRIORITY 2: RECOVERY**  **Learner development will be supported through high quality learning, teaching and assessment** | |
| **NIF Priority:**   * School Leadership * Performance Information * Teacher Professionalism * Assessment of Children’s Progress * School Improvement | **HGIOELC Quality Indicators:**   * QI 2.2 Curriculum * QI 2.3 Learning, teaching and assessment * QI 3.2 Securing children’s progress * QI 3.3 Developing creativity and skills for life and learning |
| **Aims:**   * Practitioners have improved understanding of child development and child centred pedagogy. * Practitioners provide learners with high quality spaces, sensitive interactions and rich experiences. * Learners will have improved skills in communication and language. * Learners are developing the appropriate knowledge and skills for learning, life and work. * Learners journeys are progressive and build on prior learning through a holistic approach. * Learners will have opportunities to build confidence, creativity & curiosity, in indoor and outdoor spaces. * Learners will have the opportunity to develop STEM skills in science through ‘Roots to Success’. * Practitioners and learners will have improved skills & knowledge of digital technologies to support learning. | |
| **PROGRESS:**   * Practitioner CPL opportunities based on child development and child centred pedagogy provided throughout the year. Initial training delivered at fortnightly development sessions with weekly staff TEAMS and room TEAMS during lockdown to support practitioner development and engagement with Realising the Ambition documentation. CPL padlet created and shared with all practitioners to support practitioner development. * Creation of high-quality learning environments providing rich experiences for learners. Including reconfiguration of playrooms and garden area to ensure restrictions are adhered to and follows guidance. Establishment of high quality learning environment in both the dispersed service and the newly refurbished building creating spaces which support rich learning experiences. Core provision used as audit document for continued self-reflection. * Training delivered to all practitioners in use of Treetop Top 5 strategies, signalong and boardmaker to support language and communication development. Peer modelling of good practice, planned formal observations and video analysis of practitioner practice were completed and used to support and monitor practice across settings. * ELIPS data used to identify individual needs in language development with interventions planned, reviewed and tracked. Progress in language and communication over time is measured and used to inform Learning Consultations, Parent Chats and creation of next steps in learning. * Initial improvement work undertaken around Quality Storytelling to support literacy and language skills. Professional reading and reflecting on good practice examples undertaken as a team before evaluating current practice and establishing improvement ideas. Aims for improvement methodology were explored and resources gathered to support next stage in improvement journey. * Our ‘Roots to Success’ programme in conjunction with the ecology centre was postponed due to restrictions and lockdown, as a result, practitioners reconfigured garden areas to accommodate and support STEM opportunities. Planters have been installed and a growing programme planned alongside learners. * Practitioners have engaged with new digital skills to support remote learning on return to nursery and during lockdown. Practices and processes have been revised, taking account of restrictions, to maintain two-way communication with families. The use of TEAMS for reviews, SWAYs for sharing information and closed facebook pages to safely share learning both at home and in nursery. Digital technology was used to support learners share their learning.   **Impact on Pedagogy, Learners and Families:**   * Almost all practitioners have greater understanding of how children learn and child centred pedagogy, engaging in professional development related to Realising the Ambition documentation. Continuous Professional Learning records reflect practitioner engagement. * High quality learning environments provide rich experiences, sensitive interactions and flexible spaces for learners and the use of core provision to enable self reflection has supported this work. Practitioners have ensured that the environment meets the needs of the learners. Planned observations from SLT using HGIOELC 2.3, 3.2 evidence this and next steps are discussed with teams. Planning is monitored and reflect children’s interests and voice. Floorbooks and Learning Walls reflect current learning which is shared with families and evaluated by learners and practitioners using 7 principles of curriculum design. High quality learning environments support learner engagement and wellbeing, which is tracked using Leuven’s data. Provision of rich experiences is reflected in significant observations in PLJs and progress measured in trackers.   The majority of practitioners are more knowledgeable about stages of language development and all practitioners effectively use contextual assessment to gather data to measure progress across time. Learners show progression in learning across the curriculum. Interactions with learners are high quality and support language and communication development with an increased % of pre-school children now on track to meet literacy milestones. Through observations and sensitive interactions practitioners are able to provide the required support for individual learner’s stage of development.  Almost all practitioners effectively use Treetop Top 5 communication strategies within everyday practice to support and extend learner’s use of language. Most practitioners use signalong and symbols with increased confidence and improved consistency. Planned observations using HGIOELC 2.3, 3.2, practitioner video analysis and peer support evidences consistency and quality of interactions.  Most learners are using increased vocabulary and sentence structure in everyday communication and have increased confidence when communicating with others.  ELIPS data is recorded in a tracking matrix, action plans for individual interventions are moderated and data is measured over time. Progress is recorded in learning consultations and PLJ literacy trackers.   * Practitioners have improved practices when recording and planning for storytelling sessions and the Book of the Moment. There is more effective use of props and interactive displays, as restrictions have eased.   Most learners displayed an increased interest in stories and are able to talk about stories they have heard, recalling key events, offering predictions and expressing likes and dislikes. Most learners can retell stories in a variety of ways and have increased opportunities to make choices. Observations, literacy trackers and dialogue with learners evidence this increased interest in stories, alongside creation of own stories and scribing opportunities.  Practitioners have more confidence in delivering quality storytelling opportunities and took turns sharing stories online during lockdown for each room cohort. Families had increased awareness of the importance of shared reading and literacy experiences in the home. Family engagement online was monitored and responded to in a tailored way, meeting the needs and interests of learners.  CPL records on professional reading and improvement methodology demonstrates participation and engagement in initial improvement journey supporting Quality Storytelling. Due to COVID restrictions robust work on songs, rhymes and Kodaly has been limited.   * Almost all practitioners are more consistent in effective use of PLJ trackers to inform planning, observations and next steps in STEM areas. Practitioners are aware of varied opportunities to develop STEM skills with a focus on growing and planting activities. Planning reflects the variety of experiences and link to skill sets with significant observations recorded in PLJ and recorded in trackers, demonstrating increased understanding and effective use of trackers for progression.   Learners have increased understanding of the link between plants grown and food on the plate. They have experienced the responsibility of caring for and nurturing living things.  Positive engagement and feedback from families in response to STEM based home learning activities both prior to and during lockdown. E.g. planting, baking, woodwork, craft, loose parts informed further planning of experiences.   * Almost all practitioners have improved confidence in their own skills using digital technology to support family engagement.   Families and learners have benefitted from increased use of digital technology to engage with learning and as means of communication and sharing information – SWAYS, closed facebook pages, glowblog website, messenger. This is an improved two-way communication system supporting the sharing of learning between nursery and home. It takes a more holistic view of the learner and enables achievements to be celebrated and responded to. Family engagement was high, and evidence of home learning was added to PLJs and updated on trackers. Feedback from parent questionnaires was very positive and this work on remote learning was shared at a Learning Partnership with very positive feedback given.  Learners benefited from increased use and understanding of technology to support learning and communication, e.g. choice buttons, talking pegs. This was documented in planned formal observations by SLT using HIGOELC 2.3, 3.2. | |
| **Next Steps:**   * Further embed implementation of strategies supporting language and communication development with all practitioners. Ensuring understanding and consistent use of TT5, singalong and boardmaker across all playrooms. Revisit family learning opportunities to share strategies used. * Implement quality storytelling improvement methodology to support language development, supported by further training and creation of programme to meet aims. This work reflects need for improvement in reading and concepts of print after analysis of P1 baseline data. Build staff confidence and skills in storytelling, scribing, role-play and quality questioning in a literacy rich environment. * Ensure continued opportunities for promoting confidence, creativity and curiosity are planned and offered to learners through high quality spaces, interactions and experiences. Practitioners to be supported with training and development on STEM activities including conceptual numeracy, mathematics and science. * Build on use of digital technology to support learning and maintain two-way communication and connection with families. Improve knowledge and skills of practitioners and learners. Improve family involvement and engagement through virtual means. | |
| **IMPROVEMENT PRIORITY 3:** **RESILIENCE**  Practitioners and learners leading learning through change | |
| **NIF Priority:**   * School Leadership * School Improvement * Parental Engagement | **HGIOELC Quality Indicators:**   * QI 1.2 Leadership of learning * QI 1.3 Leadership of change * QI 2.2 Curriculum |
| **Aims:**   * Review Curriculum Rationale for shared vision, values and aims with all stakeholders. * Create positive, nurturing and supporting ethos and culture. * Ensure opportunities are planned and implemented for continuous professional learning. * Use self-reflection and self-evaluation as tool for improvement. * Build staff capacity for leadership of change. * Set standards and expectations through revising roles and responsibilities. * Plan and provide high quality environments for motivating and engaging learners. * Learners are involved in the planning cycle; their interests are supported, and their voice is valued as they lead their learning. * Celebrate individual achievements and build upon prior learning. | |
| **Progress:**   * Development sessions with all practitioners across both settings, engaging with Brene Brown’s book ‘Dare to Lead’ establishing personal and core values. All stakeholders involved in reviewing current vision, values and aims. Collation of feedback from all stakeholders with further development work undertaken to define new agreed vision, values and aims. New VVA will be shared and embedded into practice. * Regular CPL for all practitioners was delivered throughout the year and supported during lockdown through creation of padlet and regular supportive collegiate team meetings. Management shared professional reading, courses and links encouraging further learning and development. PRDs are completed annually and support learning opportunities for future careers. New induction support materials were used with all new practitioners to support professional dialogue and set expectations. * Development sessions were planned and delivered engaging with Realising the Ambition documentation, engaging in self-evaluation and analysis of current practice using the guidance. Focus on supporting Wellbeing and Transitions, and Play Pedagogy linked to literacy, numeracy and promoting confidence, creativity and curiosity. * Embedding consistent practitioner engagement with responsive planning. Senior practitioners taking on leadership opportunities to monitor and support planning ensuring learner voice is evident and the golden thread is visible between planning and learning experiences offered. Practitioners used learning shared from home to inform planning of experiences both during lockdown and when back in nursery.   **Impact on Pedagogy, Learners and Families:**   * All practitioners felt involved in reviewing and shaping the vision, values and aims for the settings. Family and learner voice have been taken into account and our new vision, values and aims have been agreed. Next session these will be embedded into practice improving outcomes for learners as we create caring, connected, aspirational, respectful, empowering and fun learning environments. * The majority of practitioners take on leadership roles which allows for new learning and responsibilities. The majority of practitioners take ownership of their professional learning and support each other to succeed and advance. This has created an ethos and culture of continuous self-improvement where CPL records, Professional Learning Plans and induction materials are completed and supported by SLT. Staff development and self-evaluation exercises are recorded and collated as evidence. Planned observations ensure that improvement ideas and best practice is evident in learning environments and all learners have improved experiences which are based on their needs and interests. All practitioners feel more empowered and more confident in their development and skills. * All practitioners have engaged with Realising the Ambition using it to reflect on their practice. Professional dialogue is consistent with knowledge of RtA and used regularly as part of CPL reading, allowing for sharing of thoughts and responding to talking point questions. Observations focussed on high quality spaces, experiences and interactions monitor provision and provide practitioners with feedback and agreed next steps for continuous improvement. Learners therefore have improved experiences which are based on their needs and interests. * All practitioners value learner voice and plan experiences which build upon prior knowledge and skills. The majority of practitioners make significant observations in PLJs, these are monitored, and feedback given. PLJ trackers record progressions in learning and inform next steps. The majority of practitioners have embedded skills in listening to learners to fully understand what they know and what they want to learn. This is evidenced in planning, on Learning Walls, in floorbooks and mindmaps and informs future learning opportunities. All learners are given opportunities to talk about their learning and are given choices. Their voice informs future learning. All families are kept up to date with learning and are involved in creating next steps. This is documented on progress sheets within the PLJ and shared with parents at termly progress chats. | |
| **Next Steps:**   * Launch and embed new values, vision and aims, with all stakeholders. Ensuring agreed expectations and building a positive, respectful and supportive ethos and culture. * Continue to build and support staff capacity for change and leadership by providing opportunities for continuous professional learning and mentoring roles. * Develop responsive planning to ensure learner voice is reflected and opportunities for decision making supports learners to lead their learning. | |
| **IMPROVEMENT PRIORITY 4:** **Reconnection**  **Learning is visible and supported by strong connections with families** | |
| **NIF Priority:**   * Parental Engagement * School Improvement | **HGIOELC Quality Indicators:**   * QI 2.5 Family learning * QI 2.6 Transitions * QI 2.7 Partnerships * QI 1.3 Leadership of change |
| **Aims:**   * Re-connect with families using increased and creative means of communication. * Practitioners understand their role in supporting and engaging families with learning. * Families will have a clear understanding of their child’s progress in learning. * Learners use Learning Walls, displays, digital technologies and PLJs to talk about their learning * Practitioners will use quality interactions with learners to support the learning process and extend learning. * Re-establish language of learning across the nursery. * Learners view themselves as learning. | |
| **PROGRESS:**   * Established two-way communication systems involving families in the learning process and encouraging them to share achievements. Through virtual consultations, check ins and updates on progress, in parent chats, families co-created next steps in learning and shared achievements from home. Digital technology was used to create SWAYs for sharing information with families and FORMS created to gather feedback from parents informing future experiences and supporting our improvement journey. * Creation of closed facebook pages for room cohorts and transition. These secure platforms supported family engagement and learning at home in a responsive and tailored way, building a community feel between families and learners. * Learning made visible through consultations, quality interactions and PLJs which use the language of learning. Displays, learning Walls and floorbooks reflect learner voice and support learners to talk about their learning.   **Impact on Pedagogy, Learners and Families:**   * All practitioners document learning and celebrate wider achievements from home in playroom displays and tracked in PLJs. All practitioners build on learner’s interests and experiences ensuring progression in learning. All learners have more opportunities to share their prior learning and achievements from home through discussions and sharing of achievements. * Virtual reviews to support specific learners have ensured that all professionals are more readily available and have higher attendance. For specific families virtual reviews offer more scope for both parents to attend and was seen as a real positive outcome. * Virtual parent chats enabled all practitioners to update families on learner progress and co create next steps, recorded in PLJs. Almost all learners and families have increased involvement in learning and families view themselves as first educators. All practitioners connected with families through welcome phonecalls and weekly check in calls during lockdown. Parent questionnaires reflected this with 100% strongly agreeing that they felt comfortable approaching and contacting practitioners if they had any worries or concerns. * The majority of practitioners had increased confidence in using digital skills to share information with families, creating SWAYs, transition videos, virtual tours, photos and videos. Family feedback was positive sharing how they used the virtual tours to support transitions. FORMS were used to collect feedback from families and used to inform next steps and future improvements. Learners had improved transitions and felt connected to nursery. Learner wellbeing questionnaires reflect lack of anxiety or concerns from children on return to nursery both in August and February. * Almost all practitioners supported learning at home during lockdown via closed Facebook pages, sways, videos and virtual events. Family engagement was monitored, and practitioners were responsive to interests of room cohort, tailoring experiences to needs of learners and families. Feedback from wellbeing questionnaires was very positive in relation to support and learning during lockdown – detailed in learning partnership report. * Almost all practitioners have increased confidence and skills in developing learning walls to record and display learning journeys. The majority of learners have increased involvement in revisiting learning and are increasingly able to talk about their learning. * All practitioners use the language of learning in consultations with learners and when recording observations in PLJs. All practitioners ensure positive relationships with all stakeholders through nurturing and responsive interactions. Most learners are more confident in talking about their learning, expressing their interests and taking part in decision making opportunities. Learners voice is visible in planning, displays and mindmaps. | |
| **Next Steps:**   * Further develop learner participation through supporting practitioners to have a clearer understanding of learner participation and the 4 arenas, promoting learner voice and decision making. Link to UNCRC. * Continue to involve families in the learning process by maintaining two-way communication systems to support family engagement and involvement in learning. Sharing learning and achievements between nursery and home, building on prior knowledge to support progression in learning. * Support and upskill new practitioners when using language of learning in observations, PLJs and in their interactions with learners. Supporting learners to talk about their learning. | |
| **ATTAINMENT OF CHILDREN** | |
| * Curriculum for Excellence – Early Level.  |  |  | | --- | --- | | Early Level | Progressing | |  |  | | Reading | 94% | | Writing | 94% | | Listening & Talking | 95% | |  |  | | Number, Money, Measurement | 95% | | Shape, Position, Movement | 98% | | Information Handling | 97% |  * Reporting levels have remained high for % of learners who are on track to meet their milestones in early level. * Our ELIPS data below measures the % of children who are on target - green level -for each area within ELIPS. For Doing 70% of children are on target, 82% are on target for Understanding and 66% are on target for saying. Overall, the % of learners on target at exit has risen, showing progress over the last two years, rising fairly evenly across all areas - 14%,13% and 17%. * Due to lockdown last year’s cohort have no exit data for comparison. Looking back to ELIPS data over time, the trend is suggesting that entry levels are lower and resulting exit levels are also lower overall. Despite two lockdowns progress can be seen. However, it is evident that SAYING is an area to be identified for improvement and can be explained by the reduced time spent in nursery on a face to face basis developing communication skills. Ensuring consistent use of our TT5 language and communication strategies will be part of our improvement journey as we upskill new practitioners and embed practices.  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ELIPS DATA | 2016-2018 | |  | 2017-2019 | |  | 2018 | 2020 |  | 2019-2021 | |  | | DOING | 65 | 67 | 3 | 73 | 77 | 4 | 48 | / | / | 56 | 70 | 14 | | UNDERSTANDING | 71 | 88 | 17 | 84 | 91 | 7 | 52 | / | / | 69 | 82 | 13 | | SAYING | 54 | 53 | -1 | 57 | 86 | 29 | 44 | / | / | 49 | 66 | 17 |  |  |  | | --- | --- | | Sept - March |  | | Lower Wellbeing | 15% | | Higher Wellbeing | 36% | | No change to Wellbeing | 49% |  * Leuvens data 2020-21 below measured learner wellbeing on return to nursery after lockdown 1 and then lockdown 2.   The data would suggest that 85% of our learner wellbeing remained the same or improved once back in the nursery and would fit with the learner questionnaire for wellbeing where few learners were feeling anxious about returning to nursery. Further analysis of those with lower wellbeing after the second lockdown were found to be learners who had previously needed support with self-regulation strategies and were finding the disruption to routines even more challenging.  Continuing to support wellbeing for learners and consistent use of strategies to support self-regulation will be key in our improvement plan 21-22.   * P1 base data from the previous two years was shared from Inverkeithing Primary and this informed our initial development work on Quality Storytelling to improve language development, with a focus on reading and concepts of print. These were consistently the areas where progress was notably lower on entry. Quality Storytelling will be a driver for improvement moving forward. * Using data collated alongside qualitative data there will be a focus on wellbeing and providing quality language and literacy experiences. The embedding of strategies to support language and communication development, and self -regulation will inform our improvement plan next session. | |

|  |
| --- |
| **EVIDENCE OF SIGNIFICANT WIDER ACHIEVEMENTS** |
| * Padlet for Continued Professional Learning was shared across Early Learning settings. * Involvement in PLJ working party, trialling new PLJs, now rolled out across Fife. * Working with improvement team to promote good practice around Learning Conversations/consultations. Input to session and become advocates for support across ELC. * New glowblog website used as example to support settings. * Collaboration with host nursery sharing planning formats and processes from our centre to support improvement. * Initial change idea for improvement around wellbeing shared with EM and then implemented in another cluster supporting transition - what matters to me. |

|  |
| --- |
| **WHAT have been the successes and challenges of setting closure period? Remote Learning between Jan-Mar 2021** |
| **Remote Learning**  AIM: Support Wellbeing and Ensure Progression in Learning  Context: During lockdown we provided in-house support for keyworker and identified vulnerable children: 29% of total roll at time.  Staff used planning format on weekly basis linked to overarching focus for nursery. Learning journeys were recorded through PLJs and room Floorbooks using mind maps, photographs, observations. Evidence of learning was tracked using E’s and O’s. We also provided support to children and families through our remote learning plan detailed below.  **SUCCESSES**   1. High Quality Learning Opportunities   (Achieved using our Nursery Facebook platform – Main Nursery page open to public and closed Facebook pages/groups for each cohort room at both centres.)  Shared overarching plan/weekly focus for Treetop FNC as a whole –   * Providing coherence and consistency across rooms and across both settings. * Allowed for tracking of wider learning experiences offered – ensuring breadth and coherence. * Monitored and tracked by SLT –gaps etc. identified and discussed at weekly meetings. Added to Planning Folders as record/evidence. * Week 1-3: Daily story, rhyme and activity planned – scheduled daily, covered all curricular areas providing learning in context. Stories & activities were tailored to room cohort – following interests shared by families via Facebook/Conversations. * Week 4- 6: SHANARRI focus - each indicator introduced and explained (linked to NIP and continued post lockdown learning).   Responsive Planning –   * Each room planned for and tracked learning experiences; these were targeted at own room cohort. Familiar staff read stories, modelled activities and provided encouragement and support - taking account of the feedback, shared interests and engagement of children and families. Continued to be responsive to needs and interests of their specific children – ensuring relevance, personalisation and choice. Through following and being responsive to these interests, rooms were able to provide and ensure depth, challenge and enjoyment in learning.   Engagement/Motivational dispositions -   * Children and families shared learning and events/interests within safe space on closed fb group, creating a sense of community and connection. Children were able to see their friends participating in learning which in turn motivated them, achievements were celebrated building self-esteem and confidence. * Room staff were delivering and responding to learning experiences. These were familiar faces for both families and the children, which encouraged participation and was motivating and engaging. It also provided a feeling of connectedness and community. Supported transition for the January new starts.   Focus on Learning through Play – play pedagogy   * Model age and stage appropriate learning through play. * Inform and support understanding of importance of play. * Provided reassurance and support to parents.   Wider Achievements/Experiences   * Home Learning Packs – Big Bird Watch, soup, craft, cooking/pancake - supported learning across curriculum. * Links to seasonal, regional, national and community events/programmes – e.g. LEGO challenge, Bookbug * Weekly Sign-a-long  1. **Progression – tracking and recording/evidence**   Planning, monitoring and tracking learning experiences for:   * Nursery overarching focus – tracking wider achievements, monitored by SLT. * Cohort Rooms – responsive planning ensuring 7 principles of learning. * Individuals – Learning at Home sheets and PLJs. * All staff had access to server. Created folder for recording and evidencing home learning. Each room and every child had a folder which KW was responsible for updating – recording home learning and achievements through photographs, comments, observations, discussions. * KW used tracker to code home learning. Pages created could then be printed, added to PLJ and codes used to track learning, using system/highlight to indicate home learning.  1. **Wellbeing**   Wellbeing focus on main Facebook Page-   * Our Minds Matter – 5 ways to Wellbeing: weekly introduction – shared videos, power point, activities related to focus for week. * Yoga, mindfulness, cooking offered * Link to other support pages: SaLT, Fife Families, Parent Club, Bookbug, baby massage. Sharing information – applications for nursery, school, finance, wellbeing support, massage   Connection -   * KW – weekly phone calls to all children/families. These were recorded by KW and used to support learning conversations and inform planning. * Issues or concerns raised were highlighted to be actioned by SLT – including monitoring of engagement with learning. * New January starts – all contacted by KW who promoted engagement with remote learning. This supported transition as connections made with staff, children and families prior to starting in nursery.   Staff Wellbeing–   * Staff check ins – weekly, calls or check-ins on rota. Recorded calls. * Weekly Teams with both settings – info share, updates, supportive conversations * Ongoing CPL – ensuring knowledge and understanding of effective learning * Staff Questionnaire and Wellbeing Champion.   **Evidence- How do we know it went well?**  Engagement was extremely high. Evidenced through   * PLJ pages – collation and tracking of home learning * Parent conversations – recorded and monitored * Engagement and response to Facebook posts * Parent Questionnaire on Wellbeing and Remote Learning   Summary of Feedback Results from Questionnaire on Wellbeing and Learning:  **Parents’ Anxiety** – over ¾ (77%) felt they were coping well or feeling confident - 10% confident and 67% coping. 18% a little anxious and only 3 (5%) parents felt very anxious.  **Children’s Anxiety** – similar pattern to parents almost ¾ (72%) felt settled and confident or not anxious –37% settled and confident 35% not anxious. 28% were a little anxious and 0% were very anxious.  **Main Anxiety** - Family and COVID.  **Additional Shared Information** - main thread was that children were missing social aspects of nursery.  **Ability to engage**– 33% parents regularly join in with **all** activities, a further 43% of parents engaged with learning but didn’t always have time to do **all** activities. Only 3 parents stated that they didn’t engage – reasons given were that one created own activities, another worked with P1 sibling instead and the third explained that as their child was attending nursery every day (in house support) they chose not to engage with home learning.  **Comments** - Support was only a phone call away, regular contact, gave us a routine, lots of learning and a good mix, loved seeing staff and friends, quality time as a family doing activities, new ideas for learning and supporting child, liked the summary of what they had learned at end of week, children liked seeing their friend doing same activities - motivating, activities were fun and engaging, liked the stories and videos, supported transition, information was good, parent confidence increased with positive feedback from nursery.  **Suggestions for Improvements** – would like video calls. Other comments were - faultless, outstanding, perfect for age group, no improvements needed.  **What we could do to support now** – Transition to school, continue what we are doing as feel supported. “Please be ready for me to throw and go!”  **CHALLENGES and how we managed them**  Initial stage of planning and organisation due to time constraints-   * SLT contingency plan for learning and organising rota/roles, systems and communication, identified vulnerable families and children. * Drew on feedback from previous lockdown – positives: home learning bags, Facebook page engagement which had continued and then extended to create closed page/groups.   How to measure engagement – ensuring data accuracy and relevance/purpose of Quantitative and Qualitive Data:   * Began counting views/likes for Facebook page but this could be inaccurate. E.g. numerous views for 1 person. Instead, we looked at the overall picture/trends. * KW were collating learning for each child in their folders but data around how many photos, observations etc. for each child would not always be a true reflection or full picture of what was actually happening. Instead, staff used this evidence to inform conversations with families regarding engagement and learning. * Parent Questionnaire highlighted that some families engaged with remote learning but didn’t always do follow ups, some families created and followed their own interests and activities from initial stimulus, or others engaged with learning tasks but didn’t always record and share.   Ensuring age and stage appropriate learning and sharing information online to address any competition or feelings of anxiety for parents   * Transition page created with focus on learning through PLAY * Links and videos to inform parents around learning and development – e.g. play pedagogy, conceptual numeracy, workshop for literacy, storytelling & scribing. * Continuing aspiration - ensuring progress, high expectations - children & staff   Communication and wellbeing of staff   * Weekly whole staff/staff-staff/cohort room meetings * Computers reconfigured to support staff with IT issues * Staff Wellbeing Champions, Staff Questionnaire, Wellbeing Wednesday * Keeping in contact calls and check ins * Staff CPL – support and guidance, padlet   Maintaining relationships with families and learners.   * Continued connection with families, community, staff – weekly phone calls * Supporting Wellbeing – calls, questionnaires, messenger * Being responsive and meeting needs – knowing community and families * Communication – all stakeholders, keeping updated and abreast of changes |

|  |
| --- |
| **Strengths identified:**   * Real focus on high quality learning * Tracking and Progression of learning * Responsive to interests and needs of children and families * Connection * Range of evidence |
| **Planned next steps:**   * **Family Engagement** – continued use of facebook closed groups   Support with sharing and tracking home learning.  Strengthen links between home and nursery – celebrating achievements.  Parental Involvement – consultation using Forms, being responsive to feedback  Information sharing around learning  Supporting transition - improved understanding of play pedagogy  Virtual transition and familiarisation   * **Progressions in Learning and Reviews** – blended approach   Improved access for all – time management and attendance   * **Staff CPL** – improved IT skills   Professional learning padlet  Collaboration across settings  Use of improved IT skills to communicate and share information  Learning and development – better access to staff training |

|  |
| --- |
| **KEY PRIORITIES FOR IMPROVEMENT PLANNING 2021/22** |
| 1. Wellbeing - supporting practitioners, learners and families with strategies for emotional regulation and good Wellbeing. Engage with UNCRC with focus on wellbeing. 2. High quality provision - learner development supported through high quality learning, teaching and assessment. Environments have sensitive interactions, rich experiences and quality spaces. 3. Learning is visible - the language of learning is evident, learner voice – link to UNRC. Shared vision, values and aims. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **NATIONAL IMPROVEMENT FRAMEWORK**  **QUALITY INDICATORS** | | | | | |
| **HGIOELC**  **Quality Indicator** | | **2018/19** | **2019/20** | **2020/21** | **2020/21** | **Inspection Evaluation**  **(Where Applicable)** |
| 1.3 Leadership of Change | | 5  Very Good | 5  Very Good | 5  Very Good | 5  Very Good | n/a |
| 2.3 Learning, teaching and assessment | | 5  Very Good | 5  Very Good | 5  Very Good | 5  Very Good | n/a |
| 3.1Ensuring wellbeing, equality and inclusion | | 5  Very Good | 5  Very Good | 5  Very Good | 5  Very Good | n/a |
| 3.2 Securing Children’s  progress | | 5  Very Good | 5  Very Good | 5  Very Good | 5  Very Good | n/a |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CARE INSPECTORATE**  **QUALITY THEME EVALUATIONS** | | | | |
| **Quality Theme** | **January**  **2013** | **December 2015** | **October 2017** | **February 2021 (virtual)** |
| Care and Support | 5  Very Good | 5  Very Good | 6  Excellent | **6**  **Excellent** |
| Environment | 5  Very Good | 5  Very Good | 6  Excellent | **6**  **Excellent** |
| Staffing | 5  Very Good | 5  Very Good | Not assessed | Not assessed |
| Management and Leadership | 5  Very Good | 5  Very Good | Not assessed | Not assessed |

Treetop FNC had a virtual inspection centred on Key Question 5. Feedback was highly positive and were able to retain scores from previous inspection.



**“Families are our focus; children are our future.”**