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| **VIEWFORTH ELCC**  **Standards and Quality Report**  ***Achieving Excellence and Equity***  ***June 2021*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | **40 children am 3-5 Year olds/15 children am-Under 3s**  **30 children pm 3-5 Year Olds** | | | | | **FME** | *N/A* | | | | | **Attendance (%)** | **Authorised** |  | **Unauthorised** |  | | **Exclusion (%)** | *0* | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | N/A | | | |   Viewforth ELCC’s vision is to provide a calm and nurturing environment in which all children can Play-Learn-Succeed.  Viewforth became a 52 weeks nursery in August 2020. 11 out of 14 EYOs were new to setting. |

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| **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  **PRIORITY 1 Supporting the Health and Wellbeing of children and staff on return to nursery.**  RECOVERY-RECONNECT-RESILIENCE. | | |
| NIF Priority  Improvement of pupils’ health and wellbeing  NIF Driver  School Improvement | HGIOELC Quality Indicators  QI 1.3 Leadership of Change  QI 3.1 Ensuring Wellbeing, Equality and Inclusion | |
| Progress:   * All staff have developed cooperative skills in working as a team. * All staff familiarised themselves with new routines that needed establishing to comply with COVID restrictions/bubbles. * All pupils were welcomed back to nursery or started nursery with new routines. * All parents were informed of changes to practice. * Two SEYOs developed working practice to create consistency in approach with all staff. * Creative solutions devised for Settling In Chats-using garden gazebo, phone calls, email, Teams calls. * Staff used Leuven Scales to measure/monitor wellbeing and engagement. * New resources to aid emotional literacy were added to playrooms-books, stickers, resources promoting expressive language. * Twitter and online activities used to promote opportunities for families and illustrate good learning in nursery. Facebook pages also created. * Virtual Meetings and phone calls replaced some face-to-face meetings. | | |
| Impact:   * Staff established new routines for bubbles. * Most children felt secure in new routines and practices. * Staff created opportunities to use outdoor environments beyond nursery-more opportunities to take the children out into the wider community. This has given the children the opportunity to have more risky play and learn more about their environment. * Individual plans were devised for children scoring low on Leuven Scale. Children benefit from a proactive plan to deal with emotions and be nurtured/listened to. * Increased parental engagement using Social Media in Early Entrants. Parents appreciated advice and guidance given. * Most parents felt at ease using technology during meetings and aided convenience for some. * Parents were able to access videos of keyworker using Boardmaker with their child to model its use. | | |
| **Next Steps:**   * Further develop staff working as a team * Continue to use Leuven Scales to measure and monitor engagement and wellbeing. * Further develop needs expressed by parents through social media. * Continue to use virtual meetings as a tool to communicate, where appropriate. | | |
| **PRIORITY 2 Using Outdoor Environments to play and learn** | | |
| NIF Priority  Improvement in pupils’ attainment in literacy and numeracy.  Improvement of pupils’ health and wellbeing  NIF Driver  School Improvement | HGIOELC Quality Indicators  QI 1.3 Leadership of change | |
| Progress:   * Garden area has been constantly adapted throughout year. Areas changed to allow better use of all the core provision. * A construction area with weighing scales provides opportunity for imaginative small world play. A stage and dress up with props created and used for singing and dancing outdoors. * A speaker used to facilitate more musical play outdoors. * Grass on promenade, beach, enclosed play park and Festival Gardens used as outdoor contexts in which to learn. * Walks in local streets have allowed children to talk about literacy and numeracy in environment. * Use is still made of Lidl next door to plan, purchase ingredients for cooking and baking or learn about new foods. | | |
| Impact:   * Covid has meant that children kept in bubbles have not had free flow to all indoor and outdoor areas. Keyworkers have been able to be in close proximity to their children for whole session which has allowed more focussed observations. In some cases, children have benefitted from increased opportunities to develop strong relationship with keyworker. * Staff have had to be very creative and use every inch of the outdoor garden-longer hours 8-6pm. Very dark early and late in winter so have requested outdoor lighting which should help. * Bubbles not mixing has not aided flexible use of staffing but staff have used local areas. | | |
| **Next Steps:**  -further develop outdoor activities in garden in winter now that there will be some lit area.  -further develop use of local areas/beach when staffing allows.  -when Covid restrictions allow use Lidl as an everyday learning context for shopping/cooking.  -further develop staff confidence in writing quality observations. | | |
| **Attainment of Children and Young People** | | |
| Keyworkers have had increased adult guided activity time when in bubbles due to necessity. Children have increased 1140 hours. Not all children could access all core provision at once. This resulted in more opportunities for structured games, mark making, stories. More children securing progress in Early Level in literacy and numeracy.  *% achieving Early P* | | |
| **Evidence of significant wider achievements** | |
| SALT High 5 Communication Tips were shared with Under 3 parents through Facebook page. Parents report that the techniques described have improved the communication between children and parents eg getting down to child level, gaining eye contact prior to talking, getting rid of a dummy.  Staff used presentations delivered by Area EYDO, Teacher and Headteacher to further professional learning and facilitate dialogues through Teams. The ELC Pedagogical Leadership inputs were received well. Evaluations were 100% positive. All staff, experienced and new, agreed they learned from these.  Staff, together with children planned a Christmas party afternoon -still adhering to Covid measures. Party. This allowed fun and enjoyment and cheer at a difficult time.  Children took part in Red Nose Day -dressing in red, taking part in fun activities and donating to Comic Relief. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| **Successes**  All staff reported that regular phone calls and emails strengthened the partnership of school and home. HT/DHT and Support for Learning staff also developed regular rapport with some families requiring specific supports. Parents felt supported and were responding in surveys issued that there was nothing else they needed from EYOs during lockdown. All were satisfied with level of contact and activities provided.  Floorbooks were created from evidence of home learning-photos, emails from parents, writing. Children enjoy looking at these and remembering their learning at home.  Parent survey allowed staff to target parents who required more support or learning activities.  All staff shared rotas to staff the Keyworker/Vulnerable bubbles. All parents appreciated this daily support.  Social media has continued to be useful communication tool.  **Challenges**  Staff Covid illness/isolation had impact.  Children missed time with peers and learning.  Children had to be separated from natural friendships due to bubbles.  Parents did not get to visit inside nursery or have face to face times with keyworker except for quick handovers at gate. | |
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**School/Setting Name \_\_\_Viewforth ELCC\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | - | - | - |  |
| **2.3 Learning, teaching and assessment** | - | - | - |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | - | - | - |  |
| **3.2 Raising attainment and achievement** | - | - | - |  |

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

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2018 - 2019** | **2019 - 2020** | **2020-2021** |
| **Quality of care and support** | Very Good | Good | **-** |
| **Quality of environment** | Very Good | - | **-** |
| **Quality of staffing** | - | - | **-** |
| **Quality of leadership and management** | - | Good | **-** |

**Appendix B**

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  IMPROVEMENT IN ATTAINMENT PARTICULARLY NUMERACY AND LITERACY | | | | | |
| **Focused Priority 1 Further develop Language of Learning with all staff to ensure all children have rich learning conversations with adults in nursery.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| N/A | | | 2.3 Learning, Teaching and Assessment  3.2 Securing Children’s Progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Improve quality of learning conversations staff have with children.  All learners speak confidently about their strengths and needs.  All children aware of their next steps in learning. | -reflect on guidance  -collegiate agreement of good practice  -develop positive relationships-staff/families/children | SEYOs lead professional input and guidance.  SEYOS foster a team approach.  HT with EYDO and SEYO deliver presentations/guidance to support all staff. | | Evidence in PLJs, Daily Responsive Planning, reflections from staff.  Confident children focussed on learning. |  |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **National Improvement Framework Priority:**  IMPROVEMENT IN HEALTH AND WELLBEING | | | | | | | **Focused Priority 2 Further develop Emotional Wellbeing and Relationships** | | | | | | | **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | | | N/A | | | 3.1 Improving wellbeing, equality and inclusion. | | | | **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** | | Develop/Improve staff relationships so they work as a team.  Revisit Vision Values and Aims | All staff agree common working practices.  Foster closer family communication after Covid restrictions.  Develop adult led activities to promote physical and emotional wellbeing-mindfulness, yoga, reading, emotional literacy.  A fresh look at these with a new team is required. | SEYOs model good practice.  SEYOs build teamwork.  New HT lead team to review.  EYDO and Area PT support new team. | | Observations, PLJs, Daily Responsive Planning, surveys of parent/partner views.  Professional dialogues, surveys of stakeholders-partners and parents as well as children’s voice. | **Term 1**  **Term 2** | | **Ongoing Evaluation** | | | | | | | **This should be updated as part of on-going cycle of self-evaluation** | | | | | | | | | | | |
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| **Ongoing Evaluation**  **This should be updated as part of on-going cycle of self-evaluation** | | | | | |