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| **BROOM NURSERY** |
| Standards and Quality Report 2018/2019 |
| Submitted to East Renfrewshire Council |
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| **June 2019** |
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**Broom Nursery, Broom Church, Mearns Road, Glasgow, G77 5HN**

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**Broom Nursery** **Standards and Quality Report 2018/19**

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| **Context of the School** |
| * A statement on the context of the school including some or all of the following: * vision, value and aims; * cluster schools; * links with parents and the community; and, * factors affecting progress.   Further contextual information, for example, catchment areas, school roll and staffing could be provided by linking to the establishment handbook.  Broom Nursery is a voluntary group located within the Newton Mearns area of East Renfrewshire. The nursery operates term time morning sessions, 9.00am-12.10pm from the Ninian hall of Broom Church, forming good community links with local residents, playgroup and the wider community. This includes monthly visits to Clarkston House Care Home, visits to the library, local walks, public transport, various groups and professionals visiting the nursery to talk and share skills with the children. Many parents, grandparents and families have participated in various events through ‘helping hands’, organising and supporting fundraisers, making crafts, baking, reading and sharing skills and knowledge with the children.  The nursery is registered to enroll a maximum of 28 children. Currently we have 17 children attending. The nursery employs 4 members of staff, Michelle Quigley – Manager, Lorna Cation – Depute, Cat Graham – Practitioner, and Rita Powell – Practitioner. Our committee is made up of 7 parents as well as an elder from the Church. Their role is to oversee nursery business and work together to establish good links and relationships for parental and community involvement throughout our service. This reinforces our vision, values and aims:  **Our Vision is that**  We have a bright, appealing and welcoming environment for children, parents and carers.  Our children learn in a safe, secure and stimulating environment, enabling them to reach their full potential.  We ensure that each child is treated fairly and is accepted as an individual in their development and learning.  Our staff work effectively as a team based on mutual respect. They are professional, enthusiastic, kind, considerate and are good role models to children and adults.  Our parents are actively involved in their children’s learning. We strive to create excellent relationships between staff, children, parents and carers.  **We Value**  Respect, Responsibility, Trust, Caring and Understanding  **We aim to**   * Deliver a varied and challenging curriculum to all children in our establishment. * Work in partnership with parents to promote their children’s development as they become successful learners, confident individuals, responsible citizens and effective contributors. * Be as flexible as possible in both curriculum and practices to accommodate the needs of children and adults using our service. * Provide opportunities to close the attainment gap and ensure every child can reach their full potential. * Be ready to offer help, reassurance and assistance to both children and families and make them aware of local services with East Renfrewshire. * Provide a safe and secure environment for all children and families. * Provide and environment that compliments and enhances each child’s life at home.   Through our involvement and work as part of the Mearns Neighbourhood group Broom Nursery as engaged in very positive professional dialogue and professional development. This has resulted in effective, collaborative transition arrangements from Early Learning and Childcare to Primary 1 as well providing consistent, high quality early learning and childcare experiences across the neighbourhood. Providing high quality transition experiences for all children through shared professional knowledge and understanding of progression and assessment of progress across the early level. Professional development through CLPL, professional reading has positively impacted on staff assessment and reporting of children’s learning and progress. Peer learning visits to identify and share best practice in child led learning has resulted in practitioners using innovative and creative approaches to secure progress in learning and development for all children. Our children and families have continued to enjoy positive relationships and partnerships through the continued development and implementation of the Gold Family Centred Approaches. Group members will continue to share knowledge and experience to support excellence across the neighbourhood. Broom Nursery will continue to be fully involved in the neighourhood group to ensure the best possible outcomes and experiences for children and families through partnerships, collaboration and self-evaluation. |

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| **Improvement Plan Priorities** |
| * List the school priorities as per the improvement plan including any outcomes from recent Education Scotland inspections or authority reviews.   **Improvement Priorities 2018-19**   1. Increased family engagement through developed partnership working with children and families. 2. Children are making sustained progress in early literacy and numeracy and raising attainment through high quality experiences. 3. Develop a tracking tool/system to support practitioners and ensure children are continuing to make progress in early literacy, numeracy and health and wellbeing outcomes. Self-evaluation and national guidance will ensure a measured approach to change and improvement. 4. Gold Family Centered Approaches Accreditation   **Education Scotland 2017 Inspection Outcome**  Leadership of Change Good  Learning, teaching and assessment Good  Securing children’s progress Good  Ensuring wellbeing, equality and inclusion Good  **East Renfrewshire Education Scotland Follow Through 2018**  Leadership of Change Good  Learning, teaching and assessment Good  Securing children’s progress Good  Ensuring wellbeing, equality and inclusion Good  **East Renfrewshire Early Years Development Officer’s Evaluations 2018**  QI 1.1 Self-evaluation for self-improvement Good  QI 1.2 Leadership of Change Good  QI 2.2 Curriculum Very Good  QI 2.3 Learning, teaching and assessment Very Good  QI 3.2 Securing children’s progress Good |

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| **Method of Gathering Evidence** |
| * List the range of evidence gathered to evaluate the key work of the establishment. * staff peer evaluation and daily professional dialogue, weekly staff meetings, in-service days * learners’ evaluations of their learning experiences and activities; * monitoring of learning and teaching, attainment and achievement throughout the year using learning journals, big books, observations, care plans, achievement tree, proud cloud, SHANARRI display and planning meetings; * consulting learners on changes to the nursery and actively seeking their views; * visiting establishments of similar characteristics and of identified good practice, looking inwards outwards and forwards to ensure continued progress and self-evaluation of the setting and practices; * staff swaps organised through the Mearns Neighbourhood group * moderation of learning journals within the authority neighbourhood, partnership teacher and staff; * surveys carried out with learners, parents and carers, using feedback to drive change and improvements; * self-evaluation focusing on improvement planning and the work of the nursery including staff leadership roles and quality indicators; * observing practices with learners and staff, focusing on interactions, effective questioning, promoting enquiry, creativity and curiosity and high-quality experiences. * focus group discussions/committee meetings and sharing information with parents, learners, service users and partners to shape the delivery of the curriculum and the direction of the setting. * children’s ownership of learning journals and their recognition of learning and achievements, “I can” statements and next steps. * feedback from parents, carers about their child’s learning and development, encouraging and developing parent/child interactions by sharing and celebrating achievements through learning journey’s at home. * responsive planning to meet the needs and interests of our learners, child centred approach in the delivery of experiences and outcomes. * home learning experiences to promote learning at home and further develop skills and knowledge within literacy, numeracy and health and wellbeing. * regular parent consultations to ensure each child’s individual needs are continually been met and parent carers are aware of development and progress. * comment/feedback book and suggestion box to gain feedback on our service for self-evaluation and continuous self-improvement. * parents/carers, grandparents and families regularly volunteering and sharing their skills and knowledge with our learners. * Inspection findings, partnership teacher and local authority feedback used to evaluate and continually improve the service. * Information from partners including educational psychologist, speech and language * Staff professional learning including ERC CLPL, online and in-house Infant/Child Mental Health Training providing by Social Worker/Mental Health Officer (parent) |

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| **How good is our leadership and approach to improvement?**  **(1.1, 1.2, 1.3)**  **Evaluation: Good** | |
| **NIF Priority**  Closing the attainment gap for all children | **School Priorities** To improve outcomes for children and raise attainment through evidence-based approaches and self-evaluation |
| **NIF Driver(s)**  How Good is Our Early Learning and Childcare, Education Scotland self-evaluation toolkit, Building the Ambition, School Improvement, Performance Information, National Care Standards | **Local Improvement Plan – Expected Outcome / Impact**  Everyone Attaining, Everyone Achieving through Excellent Experiences |
| ***Progress, Impact and Outcomes***  All staff have a strong commitment to improvement and willingness to change practice to drive improvements forward through self-evaluation, improvement planning and Gold Family Centred Approaches. Ensuring success and achievements for all our children and families have been the focus contributing to the delivery a high-quality service; resulting in positive outcomes being achieved.  The staff are a strong team and work effectively and support, motivate and inspire each other. Through a shared agenda they fully embed the settings updated vision, values and aims in all aspects of their practice. There is a positive ethos throughout the setting of mutual respect, peer support, collegiate learning and sharing good practice; encouraging change and challenge within the setting. Through the settings strengths and improvement needs harmonious relationships are well established with our stakeholders and partners.  Involving service users and all staff in various consultation methods and self-evaluation is highly valued in the continuous need for improvement. This informs and implements effective change and appropriate improvements to the life and work of the setting.  A measured approach continues to demonstrate impact and future change through good practice visits, regular neighbourhood group meetings, forums and professional investigation; building and maintaining effective relationships within and beyond our setting.  This reflects an inward, outward and forward approach to self-evaluation to further enhance the settings provision for children and families.  All staff have identified the need to review our current monitoring and tracking systems. Significant efforts have been made to ensure manageable systems are in place to evidence the progress and attainment of learners and make sound judgements about the quality of children’s learning. The establishment is now ready to undertake a more robust approach with the support of the local authority in implementing a monitoring and tracking tool.  Increased opportunities for staff to engage in high quality, well planned professional learning opportunities which are matched to identify individual training needs, professional enquiry, the needs and demands of the service and enhance staff leadership roles within specified areas of the curriculum. Career long professional learning within and beyond the setting, i.e. Scottish Learning Festival, Early Learning and Childcare Conference and online training is a continued commitment by all staff. The result of this being all staff are committed to continually refreshing and improving practice and enriching their knowledge of current practices and policy for the benefit and improvement outcomes of our children and families. Our environment encourages high-quality professional dialogue and collaborative and supportive working practices. Increased opportunities for staff to cascade and evaluate professional learning and discuss impact has strongly impacted on how planning reflects children’s ideas and interests by staff effectively responding to promote enquiry, creativity and curiosity throughout the setting. There is an effective range of strategies in place to promote children in leading their learning. All practitioners have a clear understanding of how children learn and are flexible and responsive in their approach in providing a broad range of quality indoor and outdoor learning experiences. Staff are skillful and confident in their observations and interactions. This supports effective learning and provides a good balance of child led learning and adult interaction. The increased use of effective questioning has resulted in extending children’s thinking and understanding and all children are enthusiastic and confident in making choices and decisions. Learning journals have positively impacted on almost all children’s capacity to take ownership of their learning and confidently engage in learning conversations with their peers, staff, families and visitors to the setting. Resource book, free flow outdoor play and accessible learning resources and materials continue to encourage and support all children in leading their own learning.  All parents have been fully involved in regularly reviewing their child’s learning and progress though parent meetings, regular conversations and updates. Almost all children independently access their learning journals and engage in learning conversations to reflect on previous learning and development of skills.  All children and families views are listened to and valued by staff at all levels. Staff practice is underpinned by the settings vision, values and aim and all staff work towards a shared vision shaped by the needs of our service users, early learning pedagogy and professional codes of conduct. Ongoing feedback from children and families results in ideas being implemented and developed. All staff are reflective in their approach to their practice as part of the settings continued commitment to improvement. Through effective and motivational leadership, management guide and effectively manage the pace and direction of change developing leadership at all levels ensuring high standards in the quality of the delivery of early learning and childcare.  ***Next Steps***  Continue to embed HGIOELC in self-evaluation activities in taking forward further improvements throughout the setting. Implement local authority tracking tool to ensure children are making sustained progess and next steps clearly identified. Further develop ways in which children are consulted to involve them in planning their own learning. Further develop awareness and understanding of improvement processes to ensure a measured approach to change including all stakeholders. | |

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| **How good is the quality of care and education we offer?**  **(2.2, 2.3, 2.4)**  **Evaluation: Very Good** | |
| **NIF Priority**  Improvement in attainment, particularly in literacy and numeracy  Improvement in children’s health and wellbeing | **School Priorities**  Improvement in attainment, particularly in early literacy and numeracy. Improvement children’s health and wellbeing |
| **NIF Driver(s)**  How Good is our Early Learning and Childcare, Curriculum for Excellence, GIRFEC, Building the Ambition, National Care Standards Scotland, Education Scotland Benchmarks, Children and Young People’s (Scotland) Act 2014 | **Local Improvement Plan – Expected Outcome / Impact**  Everyone Attaining, Everyone Achieving through Excellent Experiences |
| ***Progress, Impact and Outcomes***  All practitioners have a clear understanding of pedagogy, the importance of play and their role in supporting high quality play experiences. Our learning approaches are firmly based on play and active learning. This has resulted in the continuous development of the indoor and outdoor environments to promote the development of literacy, numeracy and health and wellbeing in a progressive way throughout the setting and across the curriculum. Almost all children have made very good progress in literacy and numeracy; raising attainment and improving outcomes though high-quality experiences implemented by skilful and knowledgeable staff. All staff recognise children’s individual needs and value each child as an individual. Updated monitoring and tracking systems has ensured that all children are regularly assessed, and next steps are identified to ensure all children continue to evolve progressively. Highly effective approaches to interdisciplinary learning and the involvement of learners in planning and decision making has had a positive impact on almost all children displaying high level of engagement in their learning.  Approaches to the development of all children through learning journals have raised awareness of children’s learning and achievements, children can recognise and talk about the progression in their learning and development of skills. Children have an increased awareness of their own personal learning targets and have an ongoing understanding of their next steps, providing challenge and depth in learning to equip them well in applying skills for learning, life and work. Practitioners respond quickly and effectively to children’s feedback to ensure children are engaged and making sustained progress and take into account opportunities to effectively build on prior and future learning within and beyond the setting. Almost all children are independent learners and can confidently talk about learning, achievements and progression. Observations identify children’s high level of engagement through planned and responsive opportunities indoors and outdoors. Almost all areas are used well throughout the sessions and children use areas of play for longer periods of time ranging from 15-30 minutes.  As a result of CLPL, good practice visits, neighbourhood group, literacy co-ordinator, teacher, reflective practice and professional dialogue all staff have a shared understanding of pedagogy. Staff effectively create accessible learning environments that are well planned and resourced for all children which reflect the ethos of the nursery; being nurturing, clam, supportive and respectful. All children know the layout of the environments and resources well and can use these to enhance interdisciplinary learning opportunities. Practitioners respond well to children’s requests for resources. The learning environments have a positive impact in the promotion of most children’s enquiry, creativity, curiosity and problem-solving skills. Almost all children are participating in well managed risky play where they have developed skills and confidence at a pace suited to individual needs and abilities supported by skilled and knowledgeable practitioners. A few children require adult support to help them assess risk, free play and help them manage conflict. Practitioners have high expectations and aspirations for all children and are highly motivated. They fully embed the settings vision, values and aims and are ambitious and committed in providing high quality care and support to ensure all children reach their full potential. Children participate in self-evaluation activities where they engage in discussions to reflect on experiences and activities.  Responsive planning meets the needs and interests of children and provides broad learning experiences. Through skilful interactions and observations, a flexible approach to planning has resulted in almost all children engaging and leading their learning through spontaneous play opportunities, well planned experiences and in relevant real-life contexts. As a result of literacy and literacy and numeracy audits there has been a positive impact on the learning environment where evidence of children’s learning is displayed throughout the setting. All children recognise their name, with some knowing letter sounds and most children are aware of rhyme and rhyming words. Almost all children are confident and motivated to learn displaying high levels of engagement in experiences provided by knowledgeable and skilled staff. Most children display very good numeracy skills with some recognising and counting numbers up to and beyond 20, few children can recognise and count numbers up to and beyond 40.  All children have developed a positive attitude towards learning. Learning within and beyond the setting is recognised and celebrated with all children. Learning journals are a successful tool in enabling children to talk about and recognise their learning as well as identifying next steps with staff. Significant progress in learning is recorded and children recognise this. Monitoring and tracking systems are used to plan for the development of future skills and learning to meet individual needs of children; reinforcing a positive image of each child as a competent learner. Staff are skilled and use well timed interventions, learning conversations and effective questioning to enhance the quality of experiences extending children’s thinking, nurture creativity, reinforce and develop skills throughout learning and play. All staff provide children with an enriched curriculum and successfully plan and deliver real-life opportunities for children.  Children have developed their awareness of the wider community and the world of work through regular library visits, farm visit, theatre, care home, musicians, church members, parents and grandparents sharing skills and knowledge through DIY, music, baking and cooking. The nursery is well established and positioned within the community enabling all children to participate in various experiences including; using public transport, shopping, visits to ASDA, local park visits including Rouken Glen, learning walks, wellie walks throughout the year, Mini Mudder and sports day.  All staff provide children with an enriched curriculum and successfully plan and deliver real-life opportunities for children to apply developing skills and knowledge. The nursery have developed strong community links through sports coaching professionals; football and enjoy-a-ball visiting on a monthly basis to further develop health and wellbeing outcomes for all children.  The nursery continues to build strong links and intergenerational relationships with Clarkston House Care Home. All children that participate demonstrate high levels of engagement with the residents; securing positive relationships and friendships within the wider community. Staff evidence and evaluate visits by seeking views of the children, residents, parent helpers and care home staff to ensure that visits have a positive impact for all involved. Children are actively involved in planning the content for future visits supporting them to take forward their own ideas and interests. High levels of effective, partnerships with families, including grandparents have been achieved through regular opportunities to volunteer and share their skills and knowledge; including cooking/baking, music sessions, eco-friendly activities, storytelling, craft activities and assist on outings. As a result of this we have very effectively built on all children’s previous and continuous learning within and beyond the setting developing early literacy, numeracy skills and health and wellbeing across the curriculum.  Children’s individual needs are regularly reviewed through observations, positive relationships with parent/carers through key person system, planning, parental consultations and open lines of communication. Relevant information is gathered through regularly updated and reviewed care plans incorporating GIRFEC principles including SHANARRI for each child to ensure staff are well equipped, ensuring best practice to meet individual needs to plan appropriately ensuring positive outcomes for all children and families. Multi agency approaches including Educational Psychologist, Health Visitor and Speech and Language have been used to ensure desired outcomes for children and families.  All staff have key strengths in nurturing and supporting children promoting the wellbeing needs, confidence and independence of all children in our setting providing children with a very good balance of experiences to develop skills and confidence. As a result of this all children feel safe and secure and form strong attachments with all practitioners in our setting continuing to improve outcomes for all our children.  ***Next Steps***  Continue to moderate learning journals to ensure they clearly evidence and reflect meaningful progression throughout the curriculum and ensure children have an increased understanding to positively identify their next steps. Develop staff skills to promote innovative approaches to challenge children in problem solving skills and creativity through learning conversations and effective questioning. Staff will continue to develop and build on established leadership roles in literacy, numeracy and health and wellbeing to effectively promote learning in a wide variety of contexts. New tracking tool to be introduced and implemented for staff to effectively monitor children’s progress and pace of development and ensure the best outcomes for all.  Continue to build on existing partnerships with neighbourhood and cluster groups to further develop shared understanding and expectations across the authority. Work towards Gold Family Centred Approaches by engaging in consistent self-evaluation and moderation across establishments.  Build on effective transitions and partnerships with children, families and the wider community. | |

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| **How good are we at ensuring the best possible outcomes for all our children / learners?**  **(3.1, 3.2)**  **Evaluation: Good** | |
| **NIF Priority**  Improvement in attainment, particularly in literacy and numeracy  Improvement in children and young people’s health and wellbeing | **School Priorities**  Develop a high quality curriculum framework for children to make sustained progress in early literacy and numeracy |
| **NIF Driver(s)**  How Good is our Early Learning and Childcare, Curriculum for Excellence, GIRFEC, Building the Ambition, National Care Standards Scotland, Education Scotland Benchmarks, Children and Young People’s (Scotland) Act 2014, | **Local Improvement Plan – Expected Outcome / Impact**  Everyone Attaining, Everyone Achieving through Excellent Experiences |
| ***Progress, Impact and Outcomes***  Continual reinforcement of wellbeing indicators and implementation of GIRGFEC throughout the setting contributes strongly to the quality of relationships with families and children which are built on mutual respect, honesty and trust. As a result of this there has been a positive impact on children’s development and wellbeing. We have established an inclusive learning environment where children and families feel valued and included in the life of the setting. We regularly seek their views through planned activities/events, new initiatives, suggestion box, questionnaires and evaluations; which help to shape the improvement of outcomes for children and their families. Their valuable contribution has increased the level of involvement of parents and family members. All staff are strongly committed to the settings vision, values and aims. This is clearly evidenced in staff attitudes, approaches and their commitment to continued professional development to positively impact and support our children and families, ensuring all children make good progress and fulfil their potential. There is a clear link to the impact of CLPL programmes, implementing and reviewing current policies, local and national guidance in improving outcomes for our learners and families though examples of best practice models. Through continued update of legislation and guidance the settings policies and procedures have been updated. This has effectively guided staff practice and developed awareness of rights, wellbeing and inclusion of all learners within the setting, this has resulted in a positive impact on provision and practice.  Throughout the setting we recognise the importance of being respectful and kind to one another. All staff are positive role models and have respectful, supportive professional relationships and value the importance of working effectively as a team. There is an ethos of mutual respect between children and staff there are nurturing relationships, and these are very well embedded within and beyond the setting. As a result of this all children have developed a strong bond with their key person resulting in children feeling safe, cared for and nurtured, where children are confident to reach their potential in many areas of the curriculum.  Every child is recognised as an individual with their own needs and rights being met. The establishment is well equipped to build on this and shape the future delivery of the service through proactive systems.  We actively promote the wellbeing of all children. A SHANNARI display reinforces and communicates our message through photographs and children’s comments. Almost all children can demonstrate or identify how they are supported to feel safe, healthy, achieving, nurtured, active, respected, responsible and included. This is a prominent feature within the setting and is shared with parents, carers and visitors and positively impacts on children’s daily lives and learning.  All our families have supported and engaged in a variety of family learning activities, including Book Bug, Travelling Ted, Home Learning /Links, play sessions and outings. Feedback from activities has been positive and provided opportunities for the setting to be proactive in the settings approach to sustained improvements and future ideas.  All children are encouraged to be well behaved, kind to each other and are respectful; reflecting the ethos of the nursery. Children and families have effectively contributed to various charity events; local and national as well as community fundraising including; Children In Need, Comic Relief, Save the Children and Church fundraisers; as a result of this children have developed an understanding and the importance of participation in charitable events demonstrating consideration towards others. Community events/fundraisers organised by parents, staff and children have helped to support health and wellbeing through the Mini Mudder, Sponsored Scoot, Sports Day and monthly fundraiser lunches. This has greatly enhanced the level family engagement by ensuring events/fundraisers are planned to accommodate working parents. Enabling all families to be involved in the life of the setting.  The nursery is multi-cultural with families from diverse religions and cultures. Staff plan with children and include families in the celebration of important events and festivals. The development of children’s relationships amongst their peers and practitioners is a result of positive attitudes throughout the setting.  Health and Wellbeing outcomes and partnerships have had a positive impact on all children; these include football coach, enjoy-a-ball sports coach, walks and park visits. Through the delivery of meaningful learning opportunities and effective working together with families children can apply previously learned skills and knowledge to continue to make well informed decisions in planning and helping to prepare snack and various foods. Children are making healthy food and lifestyle choices through increased physical activity, outdoor play, Child Smile programme and positive personal hygiene practices.  Free flow outdoor play is now well established has encouraged children to access outdoor learning and spaces independently, developing children’s natural curiosity, enquiry and creativity whilst promoting positive relationships and wellbeing. Children have been involved in raising their awareness of how to keep safe within the setting and are positively managing risk through the development of a child friendly pictorial risk assessment. Children are now proactive in their approach in identifying potential risks indoors and outdoors.  Our children are confident and becoming increasingly resilient in a variety of contexts through their development of social, emotional, physical and cognitive skills at a pace suited to every learner.  Care Plans, Learning Journals, observations and professional dialogue are used to record, monitor and track the achievements and progress of every child. These are reviewed on a regular basis and shows that almost all children are making sustained progress in literacy, numeracy and health and wellbeing appropriate to developmental stages. Information is kept up to date to fully reflect the needs, support and progress of all children. Support plans are in place to ensure children with additional support needs are met and effective strategies are shared and agreed and put in place to achieve desired outcomes, reducing potential barriers to effective learning. Learning journals are well established and clearly evidence children’s progression and learning. They continue to be reviewed and moderated to ensure they highlight the significance of children’s learning across the curriculum over time and raise children’s knowledge of the four capacities and how their learning links with being a; successful learner, confident individual, responsible citizen and effective contributor as well as next steps. Children are independent and confident learners they can access their learning journals throughout the session, they can select photos and pieces of their work and display them in their journals. Almost all children have a real sense of ownership of their journals and enjoy sharing these with their peers, staff and visitors, providing opportunities to celebrate and reflect on achievements. Learning journals are also shared at home to encourage feedback from parents about their child’s learning and progress and celebrate learning at home. Feedback from parents has consistently been positive “as always we love to look through my child’s learning journal. It looks like he has had lots of fun learning. My child always speaks highly of the staff and always looks forward to bringing his journal home. We enjoy talking about the photos and what he has learned. He especially, as do we love the amount of time he has out in the garden and his journal has captured this.” We place a high value on recognising and celebrating children’s individual achievements. All staff have developed innovative and skilful ways to promote learning and celebrate achievements within and beyond the setting by providing regular opportunities for children to share their learning and achievements with their peers, parents, families, visitors and the wider community in a variety of contexts including nursery performances, Care Home, Nativity performance in the Church, graduation ceremony, responsible citizen, effective contributors, successful learner and confident individual certificates, proud cloud and social media platforms.  Children confidently select, choose and request and wide range of resources to meet their current needs and interests. The layout of learning environments effectively promotes independence and enable children to express themselves creatively. Highly skilled staff have developed their practice through CLPL, research and sharing good practice to promote children leading and extending their learning. Staff use skilled interactions and observations to plan learning. This has resulted in most children effectively developing their confidence, early language and mathematical skills well this is evidenced in learning journals, displaying children’s work and observing children during play. There is scope to further develop Big Books. Displays are used throughout the setting to record children’s learning and interests throughout the year. Current systems have been reviewed to monitor and track children’s progress, further work is needed to develop and embed a more robust tracking tool to ensure the best possible outcomes for all children.  ***Next Steps***  Implementation of a robust tracking tool to secure children’s progress and provide the best possible outcomes for all children. Further develop big books and learning journals to reflect the four capacities of the curriculum and its design principles including next steps.  Staff to continue to further develop their leadership roles in taking forward key areas of improvement. Build on the establishments strong capacity to create an inclusive learning environment where children are nurtured and families are encouraged to participate in the life and work of the setting. | |
| **Pupil Equity Fund – How are we ensuring Excellence and Equity?** | | |
| Not in receipt of Pupil Equity Funding, however we ensure that all children have access to external services through sports coaching, visiting professionals, accessing a range of community services though outings and trips. The nursery covers the costs of these through our nursery fund and fundraising events; helping to close the attainment gap whilst providing a varied curriculum for all children to experience, therefore removing any potential barriers towards learning. | | |

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| **What is our capacity for continuous improvement?** |
| * This should be a statement of the establishment’s capacity for continuous improvement.   Broom Nursery is well placed and strongly committed to continuous improvements and building on existing practice. A measured approach and effective, shared leadership will drive further improvements through the establishments shared vision and aims. We have made good progress this year due to the professionalism, skill and commitment of all staff and continued partnerships with our families. To support our capacity for continuous improvement within the setting we are clear about how we will provide very good early learning and childcare and the best experiences for our children and families. |

**National Improvement Framework Quality Indicators**

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| **Quality indicator** | **School self-evaluation** | **Inspection evaluation** |
| 1.3 Leadership of change | Good | Good |
| 2.3 Learning, teaching and assessment | Very Good | Good |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Good |
| 3.2 Securing children’s progress / Raising attainment and achievement | Good | Good |

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| **School Improvement Priorities 2019-2020** |
| * List the establishment improvement plan priorities.   1. Leadership and Management   Self-evaluation for self improvement  Collaborative Approaches to self-evaluation  2.5 Learning Provision  Family Learning/Engaging families in learning  3.3 Success and Achievements  Developing Creativity |