

BROOM NURSERY

Standards and Quality Report

2017 - 2018

Submitted to East Renfrewshire Council

7/20/2018



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Broom Nursery Standards and Quality Report 2017-18

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 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, carers and families have participated in various events through 'helping hands', organising and supporting fundraisers, making crafts, baking, reading and playing with the children.

The nursery is registered to enroll a maximum of 28 children. Currently we have 26 children attending. The nursery employs 5 members of staff, Michelle Quigley – Manager, Lorna Cation – Depute, Cat Graham – Practitioner, Kirsty MacMillan – Practitioner (Maternity Leave) and Rita Powell – Maternity Cover Practitioner. Our committee is made up of 6 parents and an elder from the Church, who oversees nursery business and work to establish good links and relationships for parental 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 an environment that compliments and enhances each child's life at home.

Through our involvement and work through the Mearns Neighbourhood group Broom Nursery

as engaged in very positive professional dialogue. Establishments within the neighbourhood have shared their improvement priorities and common themes have been identified; tracking achievement, transitions, promoting leadership, learning journals, moderation and promoting quality experiences. The neighbourhood action plan provides a clear focus and agreed actions for establishments to address these under; experiences and transitions. Broom Nursery will continue to be fully involved in the neighbourhood group to ensure the best possible outcomes and experiences for children and families through partnerships, collaboration and self-evaluation.

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 2017-2018

- To improve outcomes for all children, and demonstrate the impact of change for practitioners, children and families through improvement planning, monitoring and tracking processes throughout the service. National guidance and self-evaluation will ensure measured approach of change throughout continuous improvements.
- To increase experiences and outcomes to ensure success and achievements for our children and families. An improved approach to children's learning and self-evaluation will ensure children are making good progress in their learning and development.
- Raise attainment in literacy, numeracy and health and well-being across our setting to ensure children are making continuous progress by promoting and enhancing learning and play experiences appropriate to children's individual needs. Valued and improved partnerships with parents/carers to fully involve them in all aspects of their child's learning.

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

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;
 - 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, 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;
 - moderation of learning journals within the authority neighbourhood;
 - surveys carried out with learners, parents and carers, using feedback to drive change and improvements;
 - self-evaluation focusing on a particular aspect of improvement planning and the work of the nursery including staff leadership roles and quality indicators;
 - observing practices with learners and staff, focusing on interactions, 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
 - 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 information and views on our service for self-evaluation and self-improvement.
 - parents/carers and families volunteering and sharing their skills and knowledge with our learners.
 - Inspection findings, partnership teacher and local authority feedback used to evaluate and improve the service.

**How good is our leadership and approach to improvement?
(1.1, 1.2, 1.3)**

Evaluation: Good

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

School Priorities To improve outcomes for children and raise attainment through evidence based approaches.

NIF Driver(s)

How Good is Our Early Learning and Childcare, Education Scotland self-evaluation toolkit, Building the Ambition, School Improvement, Performance Information

Local Improvement Plan – Expected Outcome / Impact

Everyone Attaining, Everyone Achieving through Excellent Experiences

Progress, Impact and Outcomes

All staff are fully involved and committed to the settings improvement planning, self-evaluation and continuous improvements. Ensuring success and achievements for all our children and families have resulted in positive outcomes being achieved. Through a shared vision all staff fully embed the vision, values and aims in all aspects of their practice there is an ethos of mutual respect, team work and peer support, sharing good practice; encouraging change and challenge within the setting. Through various communication and consultation methods involving service users and staff, self-evaluation has informed effective change and appropriate improvements to the life and work of the setting. A measured approach will be required to demonstrate impact and future change. Through good practice visits, neighbourhood group and forums all staff have developed their knowledge and understanding of the need to be inward, outward and forward in their approach to self-evaluation to further enhance the settings provision for children and families. All staff have engaged in evaluating monitoring and tracking systems and continue to further develop these systems to ensure manageable and robust systems are in place to evidence the progress and attainment of learners and make sound judgements about the quality of children's learning. All parents have been involved in regularly reviewing their child's learning and progress through 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 staff fully engage in high quality, well planned professional learning opportunities which are matched to identify individual training needs, 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 is a continued commitment by all staff. The result of this being all staff are committed to continually refreshing and improving practice for the benefit and improved outcomes of our children and families in an environment that 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 own learning as well as most children engaging in evaluations regarding various aspects of the session, learning and experiences. Almost 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 and visitors to the setting. Resource book, free flow outdoor play and easy access to various learning

resources and materials continue to encourage and support all children in leading their own learning and that of others.

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 effective strategies to gather qualitative and quantitative data to evidence the impact of continuous improvements and experiences. Staff will continue to be supported and encouraged to develop their leadership roles within literacy, health and wellbeing and numeracy. Further develop ways in which children are consulted to involve them in planning their own learning. Continue to evaluate staff and parent/carers knowledge of the settings vision, value and aims to further develop awareness and understanding of improvement processes to ensure a measured approach to change.

**How good is the quality of care and education we offer?
(2.2, 2.3, 2.4)**

Evaluation: Good

NIF Priority

Improvement in attainment, particularly in literacy and numeracy
Improvement in children and young people's health and wellbeing

School Priorities

To deliver high quality learning through play and continuous improvement to ensure success and achievements for all children and families

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, Pre Birth to Three

Local Improvement Plan – Expected Outcome / Impact

Everyone Attaining, Everyone Achieving through Excellent Experiences

Progress, Impact and Outcomes

All practitioners have a clear understanding of the importance of play and their role in supporting high quality play experiences through the development of the playroom and outdoor environment that is rich in literacy and numeracy opportunities. Children have wider access to a range of loose parts and natural materials. Through professional dialogue, professional learning and reflective practice practitioners ensure all children are accessing creative learning environments that are well resourced to promote enquiry, creativity, curiosity and problem solving skills. Children are confident motivated and highly engaged in their learning both indoors and out. All staff ensure learning environments and practice reflect the ethos of the nursery being; nurturing, calm, supportive and respectful. 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. There is a clear understanding through our vision, values and aims that practitioners are ambitious and have high expectations to ensure all children reach their full potential. Children participate in daily self-evaluation activities where they engage in discussions to reflect on experiences and activities. Practitioners respond quickly and effectively to children's feedback to ensure children are engaged and making continued progress and take into account opportunities to effectively build on prior and future learning within and beyond the setting.

Responsive planning features highly in the setting with improvements been made to the planning cycle. There is a flexible approach to planning to allow scope for children's interests and needs to be met as a result of this, children are engaged and leading their learning through a mixture of spontaneous play opportunities, well planned experiences and in relevant real-life contexts. All staff recognise children's individual needs and value each child as an individual. Literacy and numeracy audits have had a positive impact on the environment where children's work, mark making and staff scribing children's work are displayed throughout the setting. Almost all children recognise their name, with some knowing letter sounds and most children being aware of rhyme and rhyming words. Children display good numeracy skills with some recognising and counting numbers beyond 20. All children have developed a positive attitude towards learning through their learning journals and having their work and achievements displayed around the nursery. 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 their learning with their peers

and staff. Monitoring and tracking systems are used to plan for the development of future skills and learning to meet individual needs of children. High quality observations take place daily and information is used to plan appropriately and reflect on the quality of practice and experiences.

Children have had various opportunities to develop their awareness of the wider community and the world of work. Community police, musicians, church members, local flower club and parents sharing skills and knowledge of their professions have visited the nursery. Within the community almost all children have participated in various experiences including; using public transport, shopping and visits to ASDA to buy snack, party food and ingredients to make soup and cakes, local park visits, museums and family picnics.

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 community links through sports coaching professionals and dance teacher visiting on a regular basis and will be continued to further develop health and wellbeing outcomes for all children. The nursery has created strong links with a local care home, intergenerational relationships between the children, staff, parents and residents has been very positive and evidenced through the 'Intergenerational Big Book'. Children are involved in planning the content for future visits supporting them to take forward their own ideas and interests. We have effective partnerships with families including grandparents volunteering their time to bake, share stories, craft activities and assist on outings.

Children's needs are regularly reviewed through observations, positive relationships with parent/carers through key person system and planning. Relevant information is gathered for each child to ensure staff are well prepared to meet individual needs and plan appropriately and quickly to ensure positive outcomes for children and families. Multi agency approaches including educational psychologist, health visitor and Pre Five Referral Group have been used to ensure desired outcomes for children and families.

All staff are nurturing and supportive in their approach to promoting the wellbeing needs, confidence and independence of children in our setting to ensure they feel safe and secure and form strong attachments with most or all practitioners in our setting improving outcomes for our children.

Next Steps

Continue to moderate learning journals to ensure they reflect progression, individuality and celebrate achievements in all aspects of the curriculum. Develop innovative ways to offer challenge to children through learning conversations, promoting problem solving skills and creativity. Continue to engage in neighbourhood activities to further develop monitoring and tracking formats to ensure key aspects of learning are being clearly evidenced and highlight opportunities to plan next steps. Staff will continue to develop leadership roles within literacy, numeracy and health and wellbeing and promote learning in meaningful contexts reflected within tracking formats to ensure children continue to progress and learn at an appropriate pace for their stage of development. Further promote a range of technologies to enhance and support children's learning experiences within communication, well being, numeracy, curiosity, creativity and enquiry to secure the very best outcomes for all children. Develop staff skills to support learning conversations and open ended questioning to further promote children's learning.

Create positive links with a local playgroup through visits and sharing information to enhance transitions for children and families new to our service.

**How good are we at ensuring the best possible outcomes for all our children / learners?
(3.1, 3.2)**

Evaluation: Good

<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy Improvement in children and young people's health and wellbeing</p>	<p>School Priorities To raise attainment in early language, communication, mathematics and health and wellbeing to ensure a positive impact on all children's learning and development within the setting.</p>
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<p>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, Pre Birth to Three</p>	<p>Local Improvement Plan – Expected Outcome / Impact Everyone Attaining, Everyone Achieving through Excellent Experiences</p>
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Progress, Impact and Outcomes

All staff fully embed GIRGFEC and wellbeing indicators in all aspects of the nursery. Almost all children have developed an understanding of how these have a positive impact on their learning and daily lives. Within the setting there is a sense of mutual respect between staff and children. All staff consider each child as an individual with their own needs and rights, this underpins our ethos of promoting the wellbeing of all our children within the setting. Improving positive outcomes for children and their families. Almost all our families have supported and engaged in family learning activities, including Book Bug, Travelling Ted, Home Learning /Links and Play sessions. Feedback from activities has been mostly positive and provided opportunities for improvements and future ideas.

All children are encouraged to be well behaved, kind to each other and are respectful. Children have been involved in creating Nursery rules to reinforce positive behaviour and relationships. A SHANNARI display reinforces these messages through photographs and children's comments. This is a prominent feature within the setting and is shared with parents, carers and visitors.

We have many families from diverse religions and cultures. All staff value diversity and plan with children to celebrate important events and festivals. Almost all children have developed positive attitudes and their thoughts and feelings by developing strong relationships with their peers and staff. 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.

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 to ensure all information is kept up to date to fully reflect the needs, support and progress. Support plans are in place to ensure children with additional support needs are met and effective strategies are put in place to achieve desired outcomes.

Health and Wellbeing outcomes and partnerships have improved have had a positive impact on almost all children; these include football coach, dance teacher and enjoy-a-ball sports coach. Through a range of experiences and roles children have made well informed decisions in planning and helping to prepare snack, making food choices and increased physical activities. Almost all children have an understanding of factors that contribute to maintaining a healthy lifestyle through childsmile toothbrushing programme, personal hygiene practices, physical activities indoors and outdoors. The development of free flow outdoor play has encouraged children to access outdoor learning and spaces independently, developing children's natural curiosity, enquiry and creativity whilst promoting positive

relationships and wellbeing.

Through continued update of legislation and guidance the settings policies and procedures have regularly been updated. This has effectively guided staff practice and developed awareness of rights, wellbeing and inclusion of all learners within the setting. Through staff discussing a policy a month and continued CLPL this has resulted in a positive impact on provision and practice.

All staff have developed innovative and skilful ways to promote learning within the setting. Children can select, choose and request a wide range of resources to meet their current needs and interests. The layout of learning environments now effectively promote independence and enable children to express themselves creatively. Staff have reflected on the structure of the day and as a result children experience a free flow learning environment with less group time/structured experiences. 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. The development of learning journals clearly evidence children's progress over time across a variety of curricular areas. Sharing good practice and engaging in moderation activities within the neighbourhood group and forums has enabled the setting to develop a format suited to capture children's learning. Children now have greater access and ownership of their learning journal. 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. There is a good balance of child and adult comments. Most children enjoy sharing their learning journals with their peers and staff; celebrating achievements and confidently recalling their experiences and events. Learning journals are also shared at home to encourage feedback from parents about their child's learning and progress; they like the new format, the larger photographs and how it records their child's work. It also encourages children to talk positively about their learning at home and provides opportunities to share and record experiences out with the setting. Big Books are also used to record children's learning and interests throughout the year. Systems to monitor and track children's progress continue to be developed. Almost all staff have worked with nurseries within the local authority to devise a tool that can be effectively implemented within our setting. This tool continues to be developed to ensure a robust tracking system is in place to ensure the best possible outcomes for all children.

Next Steps

Continue to devise a robust tracking tool to secure children's progress and provide the best possible outcomes for all children. Further develop learning journals to reflect the four capacities of the curriculum and its design principles. Staff to continue to develop their leadership roles in taking forward key areas of improvement. Plan CLPL and professional learning to keep abreast of relevant legislation, policy and guidelines to positively impact on practice and our service users. Continue 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, dance, visiting professionals, accessing a range of community services and trips. We cover the costs of these through fundraising and our nursery fund; helping to close the attainment gap whilst providing a varied curriculum for all children.

What is our capacity for continuous improvement?

- This should be a statement of the establishment's capacity for continuous improvement.

Broom Nursery is strongly committed to continuous improvement in driving the service forward. As a result of inspection findings from Education Scotland, Care Inspectorate, East Renfrewshire Council Education Scotland Follow Through, Early Years Development Officer's Evaluations and neighbourhood working group the nursery has taken feedback on board and reflected this in the settings Big Book of Improvements and improvement planning. As a result of this the nursery will continue to take a measured approach to change and improvements resulting in improved learning environments for children and further developing opportunities to enable children lead their learning indoors and out. The majority of children are confident, knowledgeable learners and there is a very strong focus of a child centered approach. An effective CLPL programme has provided positive opportunities for all staff to fully engage in professional learning. All staff have felt this to be valuable in keeping up to date with current practice and pedagogy. They have an increased confidence and understanding through improved practice and providing positive outcomes for all children and families. CLPL will continue to be well planned to meet the needs of staff and the setting. We will continue to seek the views of our children and families and develop our practice and embed self-evaluation for self-improvement national guidance using How Good Is Our Early Learning and Childcare and level 5 illustrations.

All staff will continue to be supported in their capacity to develop their expertise and leadership roles to further promote and develop children's learning in health and wellbeing, literacy and numeracy improving key outcomes for all children.

Monitoring and tracking systems will continue to be developed within the setting looking inward, outwards and forwards to ensure that a robust tool is in place to ensure children are achieving and attainment is being raised. Children will continue to learn from a broad curriculum using the Curriculum for Excellence and benchmarks. Children's next steps will be clearly linked to previous skills and learning. Greater opportunities will be provided to encourage children to engage in learning conversations, develop creativity and problem solving skills providing depth, balance, breadth and coherence in all aspect of their learning. To support our capacity for continuous improvement within the setting we will continue to work with practitioners, families, other professionals and our partners in the local authority and neighbourhood. This will enable us to identify key strengths within our setting and areas of improvement.

National Improvement Framework Quality Indicators

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

School Improvement Priorities 2018-2019

- List the establishment improvement plan priorities.
 - 1.1 Self-evaluation for self improvement
Evidence based improvement
 - 2.2 Curriculum
Learning and development pathways
 - 2.7 Partnerships
Impact on children and families