



East Renfrewshire Council
Education Department

Pre-Five Partnership Providers

Standards & Quality Report

Name of establishment: **Clarkston Nursery**

Name of manager: **Maureen McKendrick**

Date: **Academic year ending, August 2017**

Clarkston Nursery is a pre-school establishment which provides early years education and care for 58 children aged between 2 years 3 months and 5 years of age. The nursery primarily serves the Clarkston area of East Renfrewshire with a small number of service users coming from the surrounding areas. It operates in partnership with East Renfrewshire Council and offers both ERC funded places and non-funded places for which parents pay fees. The 2016-2017 roll includes 28 ERC funded children and 17 self-funded children.

We provide 3 hour 10 minutes morning sessions, 9.20am – 12.30pm Monday to Friday, term time only, with a maximum of 31 children in attendance each session. All morning children are in their ante-pre or pre-school year but can attend from 2 years 6 months up to the age of 5. Parents can opt to extend their child's session using a lunchtime Wraparound service which runs from 12.30 – 1pm. There is a small additional charge for this. We aim to provide flexibility for parents choosing to use this service and therefore there is no need to book in advance. Parents are able to sign up as and when they require wraparound and are only charged for the sessions they use. Children using this service in receipt of ERC funding pay a resources fee of £1 per day. Non-funded children using this service pay fees of £11.05 per day.

We provide 2 hour afternoon sessions on Thursdays and Fridays, 1.00pm – 3.00pm, term time only, with a maximum of 15 children each session. This service is aimed at children in the run up to their ante-pre school year who are aged between 2 years 3 months and 3 years of age. Fees for this service are £9 per day.

Clarkston Nursery is a registered charity and is non-profit making. An active parent / carer committee is closely involved in the running of the establishment and employs the manager and staff. The nursery is run by a full-time manager who is BA Childhood Practice qualified. In addition, it is staffed by 4 full-time Child Development Officers. All of these are registered with the SSSC. All of the Child Development Officers are fully qualified, holding either an HNC or SVQ3 in the relevant area. We also employ a general assistant with responsibility for snack preparation and cleaning of resources. All staff are members of the PVG scheme.

The work of the staff is enhanced by regular visits from an East Renfrewshire Partnership teacher who works with both individuals and groups of children to further their learning. In addition, we employ a number of visiting specialists who deliver educational activities in a number of curriculum areas such as dance, drama, music and physical wellbeing.

The nursery also works in partnership with a variety of outside agencies as and when appropriate including Social Work, Speech & Language Therapy, the Health Service and Psychological Services.

We have developed close relationships with our neighbouring nurseries and primary schools to share best practice and ensure effective transitions for children both coming into and moving on from our establishment. We also extend links to local Toddler groups with a view to easing transition to nursery as the children grow.

OUR VISION

To offer an experience through which children can realise their individual potential in a safe, caring, stimulating environment which meets their individual needs. To deliver this via a curriculum which offers breadth as well as depth, which challenges children and enables them to make progress and choices about their learning, which is coherent and relevant to them and, above all, which is enjoyable for them.

OUR AIMS

- To place the child at the centre of all we do
- To recognise the individuality of each child and meet their needs on an individual basis
- To work in partnership with the child, parents and other relevant bodies
- To provide a holistic experience which will set children on the path to being confident individuals, successful learners, effective contributors and responsible citizens

OUR VALUES

Integrity; Equality; Respect; Happiness

Improvement Planning: Priorities for 2016-2017

This report details our improvement against the targets detailed below during the course of the academic year 2016-2017

	Work and Life of the Centre	Targets
1	Provision of Early Education	<ul style="list-style-type: none"> • Build upon improved opportunities for literacy within the nursery • Build upon improved opportunities for numeracy within the nursery • Provide Bookbug sessions for nursery children to inspire an interest in literature.
2	Engagement with the community Engagement with the wider community	<ul style="list-style-type: none"> • Once the aforementioned Bookbug sessions are established within nursery, provide these sessions for parents with younger siblings. • Offer these sessions termly to the local toddler groups to help foster relationships and community involvement.
3	GIRFEC	Use 'child friendly' childrens rights sheets, based upon the girfec principles, to introduce the concept childrens rights to the children and parents.
4	Leadership	<p>Proceed with the plans for the door to the garden area now that the church have given permission for us to build this. Apply for grants to commission the work required and to re-resource the outdoor area.</p> <p>Begin working towards the Family Friendly Gold award.</p> <p>Embed the advice contained in How Good is our Early Learning and Childcare to better self-assess the service provided. Provide in house training for all staff to ensure they are confident with this document.</p>

The following evidence has been used to evaluate the key work of our centre:

- Children's profiles
- Big Books
- Learning Walls
- Evaluation by children, parents, staff, visitors and other agencies
- Improvement planning
- Monitoring of learning & teaching, achievement and attainment
- Internal audits
- Action plans
- Parent and committee questionnaires and surveys
- Children's views
- Benchmarking practice against other establishments
- Minutes of staff meetings
- Minutes of committee meetings
- Minutes of staff self-evaluation meetings using HGIOELC
- Inspection by Care Inspectorate September 2016

How good is our leadership and approach to improvement?

(1.1, 1.2, 1.3)

Evaluation: 4

NIF Priority: Year on year improvement in attainment, specifically in reading, writing and numeracy. •Year on year improvement in children's health and wellbeing.**NIF Driver: School Improvement, School Leadership**

Through our nursery development plan and the use of How Good Is Our Early Education and Childcare for self-evaluation for we are continually striving to further enhance children's attainment and consistently improve standards within the nursery. All CDO's work hard to improve the outcomes for all children, and each take on additional leadership tasks to support one another in this endeavour.

The nursery is very well supported by the parents and extended families of the children who attend. As a parent run nursery, we have a parent committee who represent the whole parent body. Parents are invited into the nursery for various events throughout the year and all take part in at least some of these opportunities. Parents thoughts and opinions are sought regularly via questionnaires and one to one discussions with the manager. The nursery operates a 'soft start' each morning which allows parents/carers to enter the playroom and if need be, talk to the child's key worker. Important information relating to the child can be passed on at this point ensuring that staff are completely aware of any needs or circumstances pertaining to the children in their care.

All staff, partners, children and stakeholders are involved in self-evaluation. We are aware of strengths and development needs and are committed to continuous improvement. Effective systems are in place to monitor and evaluate the quality of provision and to gather and respond to views of stakeholders.

There is a very strong commitment from all staff to provide a nurturing environment in which all children learn and achieve. We have, this year, developed a culture of professional self-evaluation and reflection which is leading to improved outcomes for all children. All CDO's, the nursery assistant, volunteers and supply staff support the manager very well and all provide strong leadership in their own areas of responsibility. All staff demonstrate a high level of commitment to nursery improvement and have undertaken a range of professional development activities which have allowed them to meet the needs of learners and deliver Curriculum for Excellence more effectively. The procedures in place for tracking and monitoring childrens attainment underpin the quality of education being delivered here in Clarkston Nursery. All CDO's know the children in their groups very well and can personalise the curriculum allowing children to work towards their next steps in learning.

Nursery Priorities 2016-2017 – Leadership and Management:

1. Proceed with the plans for the door to the garden area now that the church has given permission for us to build this. Apply for grants to commission the work required and to re-resource the outdoor area.
2. Begin working towards the Family Friendly Gold award.
3. Embed the advice contained in How Good is our Early Learning and Childcare to better self-assess the service provided. Provide in house training for all staff to ensure they are confident with this document.

Progress, Impact & Outcomes

1. This year, as planned, we submitted the paperwork to ERC for a building warrant and planning permission to carry out the proposed work to enable us to build a door from the playroom directly to the garden. Unfortunately, the plans procured by the previous manager were found to be inadequate by the council and we have had to arrange for alternative plans to be drawn up by an architect. The necessary measurements have now been taken and the architect is in the process of drawing up new plans which we will submit to ERC on completion. The building work and grant applications we intend to apply for will therefore feature on our development plan again for next year.
2. Due to the nursery managers ill health this year, progress towards the Family Friendly gold award has been slow. The manager has familiarised herself with the new criteria issued by ERC this year, is attending neighbourhood meetings with the intent of building a development plan which will allow the nursery to meet the criteria expected for the gold award. The Family Friendly gold award will therefore feature on our development plan again for next year.
3. How Good Is Our Early Learning and Childcare is now a very familiar document to all staff within Clarkston Nursery. We began by using the quality indicators based around the Quality of Outcomes for Children. Staff were each given their own quality indicators to assess within the playroom on a regular basis and over a period of time. Their findings were then discussed at monthly self-evaluation meetings. These discussions led to many changes within the playroom, including the purchase of new resources, which in turn had a very positive impact on all children. Many small changes highlighted as these meetings were implemented immediately, with larger, more significant changes being written into the development plan for next year.

All staff now report that they feel more empowered and that their opinions and thoughts are sought and valued by management, and do indeed lead to significant change within the nursery. All staff now offer their opinions on what they feel is going well and what could be improved upon at any opportunity. All participate in discussions around this and all show great willingness to trial and if agreed, implement new ways of working within the nursery.

Next Steps

We will be recruiting a new member of staff next academic year so priority will be to ensure a thorough induction in a bid to ensure the high standards currently being adhered to in Clarkston Nursery. All staff will continue with the leadership roles and will again have specific responsibility for areas of the Improvement plan. How Good is our Early Learning and Childcare will continue to be the document we use to self-assess our practice and as staff are now much more confident with this document, we should see small, everyday improvements continue at an increased speed. As already indicated, items 1 and 2 above will be ongoing.

How good is the quality of care and education we offer?

(2.2, 2.3, 2.4)

NIF Priority: Year on year improvement in attainment, specifically in reading, writing and numeracy. •Year on year improvement in children's health and wellbeing.

NIF Drivers: School Improvement • School leadership • Teacher Professionalism • Assessment of Children's progress • Parental Involvement

Evaluation: **5**

Professional Judgements and staff observations in all areas of the curriculum show clear evidence of improvement in attainment. This was also evident in our last Care Inspectorate report which awarded the nursery a grade of 5 - Very Good – for quality of outcomes for children. This is further supported by the use of tracking and observations of children in both large and small groups and individual level throughout the nursery. Staff observations and children's progress defines the pace of learning and provide staff with opportunities to challenge and extend children's learning and develop a wide range of skills across the Curriculum for Excellence. Through staff observation, professional dialogue with CDO's and conversations with the children, it is clear that learning experiences are of an increasingly high quality and become more challenging as children develop their skills in curricular areas. As the year goes on, learners' experiences become more appropriately challenging and well matched to their needs and interests. The purchase of high quality new resources has greatly enhanced the learning experiences on offer, and all children have engaged with this in a stage appropriate manner. Most children are becoming more confident in sharing the purpose of their learning and what they need to do to improve this through the use of AIFL techniques deployed in group activities.

All CDO's know the children in their groups very well and have formed supportive, nurturing relationships with all. This is often commented on by parents, and again, was observed by the Care Inspector who inspected the nursery last October. The nursery also received praise in this report for the approach to settling in taken by the setting, with staff working collaboratively with families to ensure a successful transition from home to nursery. The manager greets each child and parent, by name, at the door each morning thereby ensuring a consistent start to each day for our families and we are fortunate in having a very low staff turnover, again this adds to the sense of security and consistency felt by our families. In questionnaires' issued, both by nursery and by the Care Inspectorate, all families comment on feeling valued and included by all staff in the setting. No complaints or concerns regarding staff have been brought to the attention of the manager, though she regularly receives positive feedback from the parents as to how helpful and knowledgeable about the children practitioners are.

Nursery Priorities

1. Build upon improved opportunities for literacy within the nursery
2. Build upon improved opportunities for numeracy within the nursery
3. Provide Bookbug sessions for nursery children to inspire an interest in literature.

Progress, Impact and Outcomes

1. Through the purchase of new resources, all children have shown at least an increased interest in literacy and mark making. By developing the literacy baskets further, all children now have access to writing materials all around the playroom and most use this resource at some point each morning. This has led to much more mark making taking place using the clipboards etc. but all staff have also noticed a vast increase in the number of children using the writing table and literacy trolley. Even children who were previously unmotivated to pick up a pen are now showing an interest, and most children can – or will make an attempt at writing their name. Increased opportunity for recognising signs in the world around them have also raised attainment. Most children can recognise their own names and have opportunities to do this by choosing their snack name, their craft name or the printed name they can place on the computer waiting list. Many parents have commented on their child's increased interest in mark making this year, and they inform us that this enthusiasm translates into the home setting.
2. We added calculators to the literacy baskets, placed number lines and charts around the room, and purchased new games and resources to promote development in numeracy this year. All children have taken the opportunity to take part in adult led number games within the nursery, and all but the very youngest – as you might expect – are now much more able to identify numbers, recognise shapes and use mathematical language. Again, parents have commented on the fact that they are seeing these skills in much more abundance in the home setting than they had done previously. Staff have observed children accessing the posters and number lines spontaneously – again, children who were previously unmotivated by numeracy activities are now keen to take part.
3. The Bookbug sessions have proved successful in raising literacy interest in all children within the setting. The weekly sessions are eagerly anticipated by all children who then enthusiastically engage with the story, singing and games offered. Children have been observed seeking out the 'book of the week' used in the bookbug sessions from the library and most will make a good effort of retelling the story. This shows most children are developing the skill of remembering and retelling a story. Parents have commented on how much children enjoy this activity and many parents have even suggested stories we might feature – one parent even made a gift of a copy of his child's favourite book to nursery so could use it in our sessions.

Next Steps

Literacy and Numeracy will again feature heavily in the Improvement Plan for 2016/17. New resources recently purchased will be deployed by staff to teach new skills and to allow all children to build upon, and develop existing skills. Maths and Literacy training courses recently completed by staff have brought new methods of pedagogy to the attention of the staff team, and where appropriate, these methods will be deployed throughout the nursery to improve children's attainment. All staff will continue to seek out and undertake appropriate training to assist with this.

How good are we at ensuring the best possible outcomes for all our children?

(3.1, 3.2)

NIF Priority: Year on year improvement in attainment, specifically in reading, writing and numeracy. •Year on year improvement in children's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children

NIF Drivers: School Improvement • School leadership • Teacher Professionalism • Assessment of Children's progress • Parental Involvement

Evaluation: **5**

If you access the Care Inspectorate report relating to the inspection which took place in September 2016, the nursery was awarded a '5' – very good for Quality of Care and Support and the inspector went into great detail about the good practice she observed between staff, children and parents within the setting. Good transition programmes are in place to ensure smooth movement from both between home and nursery and later between nursery and primary school. The Key Person system ensures that each child in the setting is known very well by at least one member of staff, but in reality, the small numbers mean most children are known really well by all staff, including the manager.

All children have a Care and Education folder which displays their education journey and celebrates their achievements in the setting. Staff track children's progress through observation and group activity and any areas for development are identified and worked on with the child. Health and Wellbeing is taken very seriously in Clarkston Nursery and staff plan carefully to ensure that we cover as many aspects of this curricular area as possible. Through Circle Time and implementation of the '5 Golden Rules' we try to build and develop emotional intelligence in our children and all children respond well to this. Staff model and encourage good manners and respect to all service users and to each other at all times. Children's worries and concerns are taken seriously and dealt with appropriately, again, all children respond well to this. We inform parents of our Positive Behaviour Policy and encourage parents to share any worries or concerns that they or their child may have which could impact on children's well-being and learning. Staff work hard to support the whole family, where appropriate, when there are worries or concerns.

Staff have, this year, engaged in appropriate CPD to increase awareness and understanding and to develop their skills in communicating with parents, and as always have revisited Child Protection training to refresh their understanding of legislation, statutory requirements, national and local guidance and codes of practice. Staff ensure that children's dignity and privacy is respected at all times following guidance from, e.g. the Care Inspectorate. All staff are highly valued and the manager aims to ensure that their wellbeing needs are met effectively through support and supervision.

All staff are comfortable engaging with partner agencies where appropriate and have received the appropriate in house training to do this in a meaningful way. Staff have formed very strong relationships with the parents using the setting, and our 'open door policy' and soft start means no important information about a child or their circumstances are ever overlooked.

Nursery Priorities

1. Use 'child friendly' children's rights sheets, based upon the GIRFEC principles, to introduce this concept to the children and parents

Progress, Impact and Outcomes

This initiative has proved successful amongst the older children – perhaps as expected. Very few of the younger children managed to participate in a meaningful way. It did provoke some really good discussion amongst most of the older children and some parents commented on it when looking childrens folders at parents' night. Most older children developed some grasp of what 'rights' are, and all can talk meaningfully about each right looked at when it was broken down for them. For example, when looking at 'nurtured' once the meaning was grasped all children could talk about the people in their lives who cared for them. Examples given were parents, childminders, nursery ladies, papas etc. All could also then in turn talk about ways in which they could nurture and care for each other, pets etc.

Next Steps

Having used this as a pilot this year, it will become part of the fabric of the nursery for children of an appropriate stage of development next year. We will endeavour to find a more meaningful way of delivering this learning to the younger children within the setting.

How good is our capacity for continuous improvement?

NIF Priority: Year on year improvement in attainment, specifically in reading, writing and numeracy. •Year on year improvement in children's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children

NIF Drivers: School Improvement • School leadership • Teacher Professionalism • Assessment of Children's progress • Parental Involvement

Evaluation: **5**

All staff within Clarkston Nursery demonstrate real dedication to the continuous improvement of the nursery and the experiences offered to the children and parents using the centre. All regularly undertake training in order to increase their own skills, and skills learned are then cascaded to all staff at team meetings to ensure parity of pedagogy within the team. All CPD offered by East Renfrewshire Council has been attended by staff from Clarkston Nursery in the last academic year, and in addition, staff have sought out and attended further courses to enhance the experience offered in nursery. These courses include Child Psychology (Distance Learning), The Power of Engaging with Young Children (Strathclyde University). Creating Enabling Environments for Under Threes (Children in Scotland, Edinburgh) and one of our CDO's is currently looking at funding and learning options in respect of undertaking her BA in Childhood Practice. In house training has been undertaken on Pre Birth to Three Curriculum, Building the Ambition, How Good is our Early Learning and Childcare and Child Protection this year. All staff attend weekly meetings where they offer ideas and opinions which they feel would benefit the nursery, and these suggestions are acted upon appropriately by the manager.

Our attendance registers are looking good for next year with two days already filled to capacity. This should ensure another good year financially which will allow us to purchase further resources to enhance the learning opportunities here in Clarkston.

All staff in the nursery are enthusiastic, committed and proud of the setting we have created and the service we provide to the community. This is confirmed by the comments we receive from parents throughout the year and by the obvious high regard the staff are held in by service users.