



Bluebird Family Centre

Standards and Quality Report

2016 - 2017

Inverclyde Council
Education Services

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ALL ABOUT BLUEBIRD FAMILY CENTRE

- Bluebird Family Centre is a non-denominational nursery located within the South-West area of Greenock, currently we have been decanted to St. Joseph's Primary School as our building is undergoing major refurbishment.
- We provide a service for families and children aged 0 to 5 years. We are operational for 50 weeks out of the year.
- The centre operates a service from 8.00am until 5pm Monday to Friday throughout the year.
- Our main feeder primary schools are St. Joseph's, Lady Alice, and St Andrews.
- We have 28 staff in total, 14 Early Years Education and Childcare Officers, 1 Early Years Support Worker, 4 Early Years Support Assistants, 1 Bus Escort, 1 Family Support Worker, 2 admin workers, 3 domestic staff and also 1 Senior Early Years Education and Childcare Officer, 1 Depute Head of Centre and 1 Head of Centre.
- The capacity of the establishment is 58 children, 8 children aged 0-2, 15 children aged 2-3 and 35 children aged 3-5.
- The centre benefits from close engagement with the local community.
- We provide a variety of services to meet the needs of the community.
- A drop-in facility is available on Monday mornings, and Friday mornings where Bookbug sessions are delivered. At the moment these sessions are delivered at Grieve Road Community Hall and will continue to do so during our decant.
- Family Fun Sessions are available during the holiday periods, for anyone in the community who wishes to use it.

Bluebird Family Centre

Vision, Values & Aims

VISION

At Bluebird Family Centre we provide a welcoming environment which is safe, nurturing and caring for all children and families. All children are provided with enriching opportunities to allow them to achieve their full potential and build on their confidence for the future.

VALUES

At Bluebird Family Centre

- We are gentle, kind and helpful towards others
- We listen to each other
- We are honest
- We take care of our nursery
- We try our best, all of the time

Aims: At Bluebird Family Centre it is our belief that;

SAFE: Each child has the right to a learning environment which is safe and secure.

HEALTHY: Each child has the right to learn about healthy lifestyles to make positive choices for the future.

ACHIEVING: Each child has the right to be a successful learner, confident individual, responsible citizen and effective contributor.

NURTURED: Each child has the right to a sense of belonging and the opportunity to build positive attachments with staff.

ACTIVE: Each child has the right to stimulating activities which encourage meaningful play, impacting positively on lifelong learning.

RESPECTED: Each child has the right to be involved in making decisions within the centre.

RESPONSIBLE: Each child has the right to develop an understanding of the centre's core values, to equip them with the skills to be a responsible citizen.

INCLUDED: Each child has the right to be accepted and valued.

The Process of Self-Evaluation at Bluebird Family Centre

The process of self-evaluation at Bluebird Family Centre has recently undergone changes in light of the new published document 'How Good Is Our Early Learning and Childcare?' (HGIOELC). Staff have had access to training and this has had a positive impact on self-evaluation processes. All stakeholders are actively encouraged to take part in self-evaluation to ensure continuous improvement.

At Bluebird Family Centre Evidence is gathered in a variety of ways to measure the quality of the service. In particular we use the following to gather evidence;

- Curriculum planning, observation
- Children's Views
- Parent's views through questionnaires, feedback and discussion
- Learning stories
- Photographs of children's success and achievements
- Wall Display
- Twitter and our Learning Blog
- Strengths and areas for improvement highlighted through quality indicators (HGIOELC)
- Self-evaluation visit from Quality Improvement Officer
- HMIe Inspection, Care Inspectorate Report, Local Authority Review

Priority 1: Ensure PATHS programme is embedded throughout the ethos of the centre.

How are we doing?

- All staff have a clear understanding of the Promoting Alternative Thinking Strategies (PATHS) programme and are confident in teaching social and emotional learning to children.
- Through careful planning children are equipped with the skills to manage their emotions and relationships.

How do we know?

- P.A.T.H.S is embedded in our everyday practice and staff are consistent in their approach to the delivery.
- Children feel confident in managing their emotions and expressing their thoughts and feelings in a positive way.
- There was a positive impact on the transition process with children being able to express their emotions confidently.

What are we going to do now?

- Continue to embed the P.A.T.H.S programme throughout the ethos of the nursery ensuring that all new children who start at Bluebird Family Centre get the same opportunity to develop their understanding of emotional literacy.
- Introduce the PATHS programme into the Sunshine Room (chronological age 2-3)

Priority 2: Improving the programme for Numeracy & Maths throughout the centre.

How are we doing?

- Numeracy & Maths is embedded throughout the centre impacting positively on learning and teaching and individual children's learning.
- Staff have continued with the concept that 'maths is all around us' and this is evident in all learning opportunities throughout the playroom.
- Staff are skilled in using mathematical language and concepts throughout their practice.

How do we know?

- Children are using mathematical language throughout their play
- Progress was evident throughout the Numeracy and Maths Skills Tracker
- Coaching and modelling officer from Attainment Challenge supported staff and children to enhance learning opportunities.

What are we going to do now?

- As part of the attainment challenge coaching and modelling officers will continue to enhance current practice
- Stages of Early Arithmetical Learning (SEAL) Maths Planner will be introduced and embedded throughout planning
- Relevant changes will be made to 3-5 Curriculum Planning taking into consideration cluster development work and new N&M benchmarks
- Depute Heads from the Early Years Cluster will work alongside primary colleagues to develop transition processes with regards to Numeracy and Maths.

Priority 3: Improving the programme for Literacy & English throughout the centre.

How are we doing?

- Literacy & English is embedded throughout the centre impacting positively on learning and teaching and individual children's learning.
- The concepts of Vygotskian Story Grammar has been introduced to the story area of the nursery, children are answering higher order questions, sequencing events of the story and developing their understanding of symbolic representation.
- Very good practice is recorded throughout the nursery with the development of finger gym, children are developing their fine finger movements and older children are more familiar with creating rhyme

How do we know?

- Throughout the nursery children are more involved in story-telling and Bookbug Session's. Staff are consistently ensuring L&E is available in all areas of the nursery.
- Progress was evident throughout the Literacy & English Tracker.
- Coaching and modelling officer from Attainment Challenge supported staff and children to enhance learning opportunities.

What are we going to do now?

- As part of the attainment challenge coaching and modelling officers will continue to enhance current practice.
- Relevant changes will be made to 3-5 Curriculum Planning taking into consideration cluster development work and new L&E benchmarks

- Depute Heads from the Early Years Cluster will work alongside primary colleagues to develop transition processes with regards to Literacy & English.

Priority 4: Develop frameworks and processes

How are we doing?

- All stakeholders have had the opportunity to ensure our visions, values and aims reflect our current working practices and ethos of the centre and this is continually promoted with new children, families and visitors to the centre.
- Due to the recent decant to temporary accommodation new policies and procedures were developed to reflect our new working environment.

How do we know?

- The existing vision, values and aims were transferable to our temporary accommodation and this impacted positively on our transition.
- Time was allocated for all staff to contribute, read and agree to new policies and procedures
- There was a consistent approach from staff in adhering to new policies and procedures

What are we going to do now?

- Ensure visions, values and aims are still relevant and shared with new families amending if consultation process proves necessary.
- As we are nearing the end of our decant policies and procedures will be updated and shared with all stake holders taking into consideration our new environment.
- Continue to be consistent in our approach to daily working practices ensuring policies and procedures are embedded in practice and adhered to by all.

Priority 5: Implementation of GIRFEC Pathway

How are we doing?

- An effective programme is in place to ensure that children with additional support needs receive the necessary support to facilitate progression in their learning.
- Paperwork has been developed to ensure positive recording of information.
- The approach of 'Solution Orientated Meetings' were introduced and supported/implemented by Educational Psychologist.

How do we know?

- Staff have received in-service training with regards to new GIRFEC pathway.
- Implementation of Wellbeing Assessments has supported staff in gathering appropriate and relevant information from all agencies involved ensuring a collaborative approach.
- Implementation of new paperwork has had a positive effect on supporting children with transitions.
- Positive feedback from Primary 1 teachers of feeder primary school with regards to information recorded and shared.

What are we going to do now?

- Ensure all staff are aware of GIRFEC Pathway and relevant training accessed and offered to new staff members to continue with consistent approach.
- Continue with the positive and consistent approach to recording concerns and offering support and challenge to all children.
- Continue to work collaboratively with all agencies involved to ensure the individual needs of all children are met.

Attainment & Achievements

Children's comments when learning about...

Dinosaurs

"A T-Rex is the biggest dinosaur you can get and it eats meat. Laura helped me measure the size of it" *Harley McIntosh*

"A..... is the smallest dinosaur and is only the size of a chicken" *Lucy Brotherston*

"A carnivore is a dinosaur that eats meat, they even eat each other. A herbivore eats all the trees and plants" *Grace Griffin*

The Cross of Lorraine *(we even learned some more French phrases too!)*

"It came from France" - "Il est venu de France" *Harley McIntosh*

"It's for the French men that died" - "C'est pour le Francais qui son mourts" *Rio Fairbairn*

"It's an anchor at the bottom for the sailors" - "'C'est une ancre au bas pour les marins" *Chloe Reilly*

Edinburgh Castle

"The cannon goes off at 1 o'clock every day" *Sonny Law*

"It's on a volcano, but it's a sleeping volcano so it won't erupt" *Calan Morales*

"We learned about the crown jewels, they live in the castle" *Orla McParland*

Attainment & Achievements

Parent's comments when asked about...

Do you feel your child was supported to settle into nursery?

"Yes, Ava has settled in great, she absolutely loves coming in every day and mummy's mind is now put at ease." **Ashley McLean (Ava's Mum)**

"Yes, Leah has settled in great and come on so well since nursery." **Emma Gallagher (Leah's Mum)**

"Liam has settled in well since January. He loves coming to nursery to see his friends." **Kirsty Orr (Liam's Mum)**

"Yes, she instantly made a good relationship with her teacher, Hiltje. She is always happy to be here and has grown so much in the past year." **Sasha Kennedy (Jessica's Mum)**

"Orla was really supported when starting nursery, she loves nursery, would come Saturday and Sunday if she could." **Lorraine Kennedy (Orla's Mum)**

"Yes, Ailey settled very well and also having parents on the premises first few days helped with the easy transition" **Stacey Gillan (Ailey's Mum)**

"Yes from the induction day with Claire and Laura welcoming Grace, to the first day with all the lovely staff, until now. Grace has been very happy here, thanks to all the lovely staff" **Kelly Griffin (Grace's Mum)**

Attainment & Achievements

Do you feel that children have enough opportunity for outdoor play?

"Yes, Jack really likes going out all the time on the bus, he likes to tell me what he gets up to" *Alana Wallace (Jack's Mum)*

"Yes, Jessica loves being outside to play, as a parent I like that she gets a lot of fresh air and exercise" *Sasha Kennedy (Jessica's Mum)*

"Yes, the kids are always telling me they are outside playing" *Heather Dillon (Aaron and Adam's Mum)*

"Yes, Kyle is forever coming home telling me he was outside learning, at the park etc. and always enjoy nursery" *Danielle Miller (Kyle's Mum)*

How well do you think staff at Bluebird Family Centre support children to become independent learners?

"Ella loves learning new things and is constantly teaching her mummy something as well. The girls have done a great job." *Nicola Maxwell (Ella's Mum)*

Both Adam and Aaron have a great level of support from their keyworkers and both have gained a level of confidence that they wouldn't have if it wasn't for all staff at Bluebird." *Heather Dillon (Aaron and Adam's Mum)*

"I think Lucy and Sophie have come on great" *Jade Harvey (Lucy & Sophie's Mum)*

"I feel Cooper has learned a lot in his time here at Bluebird, I think all the staff show great support towards the kids" *Lynne O'Neill (Cooper's Mum)*

Promoting Equality within our Centre

What have we done in the last year to promote equality?

- At Bluebird family Centre we actively promote equality and ensure it is embedded throughout the ethos of our nursery.
- Children, families, external agencies, local community and staff are treated with fairness and respect.
- We celebrate diversity.
- We have effective strategies in place to ensure that all children who may face challenges, such as, children living in areas of deprivation, children who are looked after and accommodated or children with additional support needs are supported in making progress.
- We have supported children and families coming into the centre to integrate into the community and share their cultures and beliefs.
- We have developed a shared vision, values and aims and continue to embed into our daily practice.
- We support all families who use the service, who require additional support to help their children. Through good role modelling from staff, and working closely with Family Support Worker.
- We support children who are unwell by keeping regular contact, sending good wishes, keeping them informed through the other children about what we are learning.
- We promote citizenship throughout the centre, community, local, national and global charities.
- We support children and families to try and close the attainment gap in terms of poverty.

What measures do we have in place to support and protect individuals?

- We operate national and local authority policies and procedures within our centre, taking into consideration Inverclyde Council's Child Protection Policies and Procedures, Equal Opportunities Policy, Equalities Policy, and Complaints Procedure. The Scottish Government Children and Young Peoples Bill, Building the Ambition and 'How good is our early learning and childcare?' (HGIOELC) also the implementation of GIRFEC Pathway and the Named Person.

- Our family support worker supports and works with individual families supporting individual needs.
- Collaborative approach in working with external agencies
- Positive relationships with our families, community and volunteer services within Inverclyde

What have we done to foster good relations and promote tolerance?

- We have established very good relationships with parents/carers and involve them in celebrating their culture with guidance from individual parents.
- Through positive relationships, we address diversity, equality and discrimination as this is part of everyday life.
- Through the use of P.A.T.H.S staff and children are encouraged to talk about, share and express their thoughts, feelings and beliefs in a positive way.
- We have developed our Vision, Values and Aims in consultation with parents/carers, staff, children and supporting agencies and we will continue to embed this into our daily practice with our new children and parents/carers.

Summary of Priorities for Session 2017-18

- Priority 1 Improvements in attainment, particularly in literacy and numeracy
- Priority 2 Closing the attainment gap between the most and least disadvantaged children
- Priority 3 Improvements in children and young people's health and wellbeing
- Priority 4 Developing creativity and skills for life and learning
- Priority 5 Raising awareness and understanding of the UNCRC