

Context of the establishment:

- Bluebird Family Centre is a non-denominational nursery located within the South-West area of Greenock, we have recently benefited from a £1.3 million refurbishment to our building.
- 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 6pm Monday to Friday throughout the year.
- Our main feeder primary schools are St. Joseph's, Lady Alice, St. Ninnian's and St Andrew's.
- We have 30 staff in total, 14 Early Years Education and Childcare Officers, 1 Peripatetic Teacher, 1 Early Years Graduate, 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 59 children, 9 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. We are responsive to the needs of our families and the local community and provide classes and support throughout the year which vary depending on the needs of the families.
- Family Fun Sessions are available and supported by the attainment challenge team during the holiday periods, for anyone in the community who wishes to use this service.

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 - *Getting it right for every child at Bluebird family Centre.*

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.

National priority: How we are ensuring Excellence and Equity

Children have hugely benefited from the £1.3 million refurbishment providing the children and community with a high quality learning environment both indoors and outdoors. Staff have been consistent in developing their own continuous professional development by undertaking the BA Childhood Practice course and the Froebel and Childhood Practice Course alongside curriculum based courses provided by the local authority. This has had a positive impact on the high quality learning and teaching provided and was evidenced through staff appraisals, children's achievements and the positive improvements made to our outdoor environment.

Over the last year staff have been developing their understanding of ACES and trauma. This has informed practice which now reflects a greater awareness of the impact these can have on children's learning.

Working closely with the family support worker, staff are responsive to the children and family's needs and sensitively tailor their interactions to ensure equity in opportunity. We ensure that all children are given the same opportunity to experience success by differentiating support. This ranges from flexibility with transport to get here to ensure positive attendance patterns or emotional support to ensure children are in the optimal place to begin their learning journey.

There are robust procedures in place to ensure children who require support are identified at the earliest stage. Children requiring support with the curriculum are identified through, staff observations, room meetings, parents sharing information, external agencies sharing information, wellbeing assessments, progression pathway meetings etc. From this wealth of information family support worker, support assistants, teacher and graduate provide targeted support liaising with keyworkers. Staff work collaboratively with external agencies such as Health, Social Care Partnership and Educational Psychologist to ensure positive outcomes for children.

Children's progress:

All children are making progress appropriate to their developmental stage, however the rate of progress and the stages of development vary. Targeted support has had a positive impact in supporting children who have identified gaps in their learning or children who require challenge.

New systems in place have been effective in gathering data to determine where individual children are at in their learning. Online profiling has also had a positive impact on tracking and assessment of individual children and allowed targeted support to be put in place at the earliest stage.

All children have made very good progress with Numeracy & Maths and developed a good understanding of arithmetical learning. Staff are skilled in the delivery of SEAL Maths and

have confidently embedded this into their practice, this has had a positive impact on children's knowledge and understanding of arithmetical learning (see priority 1 for data)

Overall children made good progress with Literacy & English in particular reading and talking however the data collated showed that children required more support with their writing. This information will form part of the Strategic Improvement Plan for 2019-2020 (see priority 1 for data)

Review of progress for session 2018-19

Establishment priority 1: **Improvements in attainment, particularly focus on Numeracy**

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

HGIOELC? QIs

1.2 Leadership of learning

2.3 Learning, teaching and assessment

3.1 Ensuring wellbeing, equality and inclusion

Strategies, progress and impact:

All staff within the 3-5 room attended the SEAL Maths training at October in-service day. This was a result of the team identifying inconsistencies across knowledge and understanding of arithmetical learning. Seal Maths was embedded into playroom practice, this had a very positive impact on practice as team members have been consistent in their approach in incorporating new ways of working and supporting one another in implementing the new strategies. The benefit of a whole team approach to training was recognised and capitalised upon when organising further training opportunities, such as Inverclyde Progression Pathways - Numeracy and Maths. The progression pathways supported staff in their learning and teaching approach as they planned an appropriate curriculum to support children in their learning of numeracy and maths.

The introduction of online profiles and the tracking and assessment tool further enhanced the staffs understanding of where individual children were at in their learning, identifying children who required challenge and support. The Senior Management Team developed a programme of keyworker meetings to discuss children's individual developments in line with the Numeracy & Maths Progression Pathways. This is providing rich information of children who require challenge and support and enables us to identify the performance of groups such as LAC, ASN and SIMD 1 & 2. Identified groups of children receive targeted support in liaison with keyworkers and family support worker, support assistants, teacher and graduate.

Within this academic year it has been identified that all children are making progress appropriate to their developmental stage, however the rate of progress and the stages of development vary:

Almost all of the children aged 3-5 years were found to be working on developmental pathways 1 and 2, as identified in Inverclyde Council Numeracy and Literacy Pathway Documents.

As of 23rd April 2019 for **Numeracy**

87.5% of children in their pre-school year are working within Pathway 2

12.5% of children in their pre-school year are working within Pathway 1

19% of children in their anti-preschool year are working within Pathway 2

71% of children in their anti-preschool year are working within Pathway 1

9% of children in their anti-preschool year are starting Pathway 1

Next Steps:

Next Steps: Due to staff turnover particular attention will be given to ensuring staff have opportunities for training in SEAL Maths, Inverclyde Progression Pathways and online profiling ensuring a sound knowledge and understanding with a positive impact on closing the attainment gap in numeracy and maths.

Keyworker meetings to gather rich accurate data will be further embedded into our practice highlighting at the earliest stage children who require challenge and support.

Establishment priority 2: Closing the attainment gap between the most and least disadvantaged children.

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Assessment of children's progress
Parental engagement

HGIOELC? QIs

3.2 Securing Children's progress

2.7 Partnerships

Strategies, progress and impact:

Particular attention has been given to embedding the principles of 'Vygotskian Story Grammar' into the story corner within the playroom. This has provided staff with a structured approach for learning and teaching within this area and has had a positive impact on developing a love of story at an early age. To further embed a 'love of story' at

home the 'Bluebird Bedtime Story' initiative evolved. This ensured all children had access to a bedtime story. Parents were also introduced to 'The Wonderful World of Words – Building Vocabulary Together' this upskilled our parents knowledge of the importance of building their children's vocabulary so that they all can succeed.

Positive working relationships have been developed with our link Speech and Language Therapist to support us in closing the vocabulary gap and identifying and supporting individual children's needs. The Speech and Language Therapist provided staff training on 'the five stages of language development'. A whole team approach to staff training provided us with a deeper understanding and consistency in the delivery of our practice. Throughout the year twilight sessions for training were identified as a direct result of the amount of referrals from children between 2-5 years from the establishment. The Speech and Language Therapist and Acting Senior worked closely to develop a drop in facility which operates bi-monthly allowing staff to have the opportunity to discuss individual children's needs anonymously and gain an understanding of 'how best to support' whilst children are on waiting lists. This has had a positive impact as children are identified at the earliest stage when support is required and the keyworker is fully supported by the Speech and Language Therapist allowing us a greater chance at closing the attainment gap.

Staff training was provided on Inverclyde Progression Pathways – Literacy and English. The progression pathways supported staff in their learning and teaching approach as they planned an appropriate curriculum to support children in their learning of Literacy and English.

The introduction of online profiles and the tracking and assessment tool for literacy and English further enhanced the staffs understanding of where individual children were at in their learning, identifying children who required challenge and support. The Senior Management Team developed a programme of keyworker meetings to discuss children's individual developments in line with the Literacy and English Progression Pathways. This is providing rich information of children who require challenge and support and enables us to identify the performance of groups such as LAC, ASN and SIMD 1 & 2. Identified groups of children receive targeted support in liaison with keyworkers and family support worker, support assistants, teacher and graduate.

Within this academic year it has been identified that all children are making progress appropriate to their developmental stage, however the rate of progress and the stages of development vary:

Most of the children aged 3-5 years were found to be working on developmental pathways 1 and 2, as identified in Inverclyde Council Numeracy and Literacy Pathway Documents.

As of 25th April 2019 for **Listening & Talking**

71% of children in their pre-school year are working within Pathway 2

29% of children in their pre-school year are working within Pathway 1

9% of children in their anti-preschool year are working within Pathway 2
78% of children in their anti-preschool year are working within Pathway 1
13% of children in their anti-preschool year are starting Pathway 1

As of 25th April 2019 for **Reading**

71% of children in their pre-school year are working within Pathway 2
29% of children in their pre-school year are working within Pathway 1

0% of children in their anti-preschool year are working within Pathway 2
87% of children in their anti-preschool year are working within Pathway 1
13% of children in their anti-preschool year are starting Pathway 1

As of 25th April 2019 for **Writing**

42% of children in their pre-school year are working within Pathway 2
58% of children in their pre-school year are working within Pathway 1

3% of children in their anti-preschool year are working within Pathway 2
68% of children in their anti-preschool year are working within Pathway 1
29% of children in their anti-preschool year are starting Pathway 1

Next Steps:

With the results provided from our data, Literacy and English will now feature within our Strategic Improvement Plan with a particular focus on writing.

As part of the local authorities' commitment to ensure every child's a library member we will work closely with our local library and our parents to remove any barriers to this project. We will continue to develop parental involvement and raise awareness of the importance of the 'Wonderful World of Words' and the benefit of a bedtime story.

The next step in developing the 'drop in' facility provided by Speech & Language Therapist will see the introduction of a resource bank that will be available for all staff and parents within Bluebird Family Centre to support individual children with specific areas of language development – training will be provided as a twilight to support staff to use these resources effectively.

Establishment priority 3: Improvement in children and young people's Health and Wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School leadership

Assessment of children's progress

HGIOELC? QIs

1.3 Leadership of change

3.1 Ensuring wellbeing, equality and inclusion

Strategies, progress and impact:

This priority is still at the very early stages of being embedded fully into our daily practice and the ethos of our centre. It is our intention to further develop this priority and embed the wellbeing of the children who attend the nursery and encourage them to realise their full potential. Ensuring equality, dignity, respect, non-discrimination and participation resulting in a positive impact on relationships and wellbeing leading to positive outcomes for our children. In order to achieve this, this priority will remain on the Strategic Improvement Plan for 2019-2020.

A staff member from each room across the nursery has been identified to take leadership of this priority and the commitment from all staff has been discussed at the initial meeting.

Next Steps:

Staff training opportunity for all staff UNCRC – Rights of the Child.

Embed rights respecting practice throughout the centre.

Raise awareness with children and empower them to realise their full potential.

Work towards achieving 'Bronze Award' with UNICEF Rights Respecting Schools

Establishment priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young children

NIF Priority

Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

School Improvement
Parental engagement

HGIOELC? QIs

1.5 Management of resources to promote equity
3.3 Developing creativity and skills for life

Strategies, progress and impact:

Positive relationships have been developed with Royal Bank of Scotland, Belville Community Gardens and our families. This has had a positive impact on improvements made to our outdoor environment. By focusing on open ended resources and loose part play this has provided high quality experiences, enabling children to explore and learn in the outdoors. The environment allows children the opportunity to be inquisitive, imaginative and take risks in their play.

Weekly visits to the Parklea Allotments have allowed children to develop their understanding of growing and maintaining their own vegetable patch with the outcome of transferring this to our own nursery garden once we have acquired skills from the park ranger, this compliments our Froebelian approach to learning in the outdoors.

Parents have been offered the opportunity to join us on our visits to the allotments and this has seen a slow steady progress of parental engagement. Families benefited from the soup packs of vegetables that children have grown and this has led to more parents wanting to participate and be involved in their child's learning.

The opportunity for free flow outdoor play has evolved throughout the academic year and this has had a positive impact on children's personalisation and choice when planning their day. High quality outdoor learning experiences have allowed children to develop and apply, investigative, problem solving and thinking skills in their play.

Next Steps:

To continue to develop our outdoor environment working collaboratively with all stakeholders.

To embed a Froebelian approach to learning in the outdoors

Key priorities for improvement planning 2019-20

What is our capacity for continuous improvement?

We consider we have very good capacity to improve and as a staff team we have a clear vision for the centre and are confident in our ability to reach these aims. All staff are committed to their continuous professional development, studying to degree level which is impacting positively on playroom practice. We make very good use of data, and recent changes in collating data have provided us with rich information to further progress our children, implement support at the earliest stage and provide primary schools with very good individual transitional information. We continue to encourage stakeholder involvement and this has been particularly positive with the development of the outdoor environment. This will continue over the coming years to ensure the learning environment provides children with rich learning experiences which complements our Froebelian approach to outdoor learning. We are committed to raising attainment with all our children and in particular bridging the gap with our least and most vulnerable families.

NIF quality indicators

Quality Indicator	Establishment Self Evaluation	Key priorities for session 2018/19
1.3 Leadership of change	Very Good	Development of new nursery website
2.3 Learning, teaching and assessment	Very Good	Moderation
3.1 Ensuring wellbeing, equity and inclusion	Good	UNCRC – Rights of the child
3.2 Securing children's progress	Good	Improvements in attainment, particular focus in literacy

Key achievements of the establishment

- Staff, children and residents have positively engaged with the 'Compassionate Inverclyde' initiative. The success of this has seen relationships further develop at the Larkfield Unit where children and residents are participating in joint play experiences with a focus on literacy, creativity and wellbeing.
- Commitment to raising attainment and overcoming barriers to learning at home saw 'Bluebird Bedtime Stories' evolve. This has been extremely positive and children are actively involved in the consultation of the stories and story tellers. This initiative was recognised at Inverclyde Council Award Ceremony for Innovation in Practice.
- The development of the outdoor area and building relationships with the local community has ensured positive changes to the outdoor environment. Staffs commitment to upskilling their knowledge and attending the Froebel and Childhood Practice Course has seen a positive change to the experiences on offer during outdoor play. The opportunities available at Parklea Allotments with the park ranger has upskilled staff and allowed them to bring this knowledge to our outdoor area.
- The introduction of 'Wonky Wednesday' has given our children from 2-5 years the opportunity to learn through play together. Children have the opportunity to access both playrooms during free flow play with an emphasis on children learning from each other. Positive impacts of this initiative have seen older children as role models, the opportunity for siblings to learn together through play and positive steps in supporting transitions between rooms.
- Commitment to staff training opportunities has ensured positive outcomes for children in particular numeracy and maths.
- High quality collaborative approaches to working with external agencies has ensured individual children's wellbeing needs have been met and appropriate plans put in place to support children and their families in times of need.