



Bluebird Family Centre

Standards and Quality Report

2014 - 2015

Inverclyde Council
Education Services

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Background Information

ALL ABOUT US

- Bluebird Family Centre is a non denominational nursery located within the West End of Greenock.
- We provide a service for families and children aged 0 to 5 years
- 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, Aileymill 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 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.
- 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 - *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.

The Process of Self-Evaluation, Involvement and Evidence

In light of our recent school review this process highlighted how well our children learn and achieve at Bluebird Family Centre, the key strengths of our establishment; a new Senior Management Team which is determined to work collegiately to improve the experience of all children in the establishment, the commitment and hard work of all staff and also the care and support given to children and families. This review also highlighted areas for development; further develop effective approaches to self-evaluation which will improve the quality of education for all children. Develop frameworks and processes and improve the programme for Literacy and Numeracy. These key areas for development were also reflected in the centre's self-evaluation processes and will form our improvement plan.

Children from the Rainbow Room were particularly involved in planning and evaluating their learning through mind maps. This process ensured children were involved in all aspects of their learning, planning and evaluating. Parents/Carers were consulted throughout the year via questionnaires and informal chats at parents group. Through self-evaluation it has been noted that the return on questionnaires is generally low and new measures need to be put in place to ensure parent's voices are heard.

Care Inspectorate also visited our establishment this year and conducted an unannounced inspection. They found that our service was performing well in the key areas of the inspection and also highlighted;

- Staff were well supported by an enthusiastic management team.
- The staff team demonstrated a very positive approach towards the continued developments of the Centre.
- The Centre provides a caring, respectful environment for children to play and learn
- Parents confirmed they were happy with the service provided

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;

- Observation
- Children's Learning Stories
- Children's views
- Parents' views
- Photographs
- Wall displays
- Minutes of meetings
- Curriculum planning
- Monitoring of playroom practice
- Questionnaires
- Parents' feedback
- Discussion with parents
- Feedback from agencies involved with families

Priorities 2014 - 2015

1. Sustain and Progress Mathematics in the Early Level (Cluster Priority)
2. Develop the structure of Bluebird Family Centre with shared Vision, Values and Aims.
3. Develop new Policies and Procedures to reflect our working practices
4. Further develop collaborative working with our Primary colleagues
5. Further develop Health and Wellbeing of children and families through our GIRFEC Champions

Priority

Further develop the Numeracy & Maths Programme with cluster colleagues

How are we doing?

- Identified staff went on local Authority training 'Numbers all around training'
- Staff resources were purchased to support theory of 'Maths is Everywhere'
- Opportunities were created for staff to upskill their knowledge with recently purchased literature
- Staff from the early years cluster moderated success criteria

How do we Know?

- Formal and informal monitoring showed an increase in the delivery of maths across all curricular areas.
- Children are becoming more familiar with the language of maths
- Feedback from school review

What are we going to do now?

- Further develop numeracy and maths throughout the centre. Introduction of numeracy and maths home link

Priority

Develop the structure of Bluebird Family Centre with shared Vision, Values and Aims.

How are we doing?

Staff, parents, children and external agencies were involved in the consultation process of developing our Visions, Values and aims.

How do we Know?

There was a high response to questionnaires, discussions and working groups to develop the new vision, values and aims. New vision, values and aims were set and everyone involved in the life of the centre had a mutual agreement on the final version.

What are we going to do now?

Ensure that the vision, values and aims are embedded throughout our working practices. That children have a clear understanding of the core values and that all new parents, families and visitors to the centre have an awareness and understanding of them also

Priority

Develop new Policies and Procedures to reflect our working practices

How are we doing?

- Identified most important policies and procedures that needed to be put in place
- A member of staff and a member of Senior Management Team identified to co-ordinate the development of policies and procedures
- Existing Policies and Procedures amended and updated
- Risk assessments were also revisited and updated where necessary

How do we Know?

- Staff involved in the development of policies and procedures
- Opportunity to read and familiarise with policies and procedures
- Policies and procedures reflect our working practices

What are we going to do now?

- Continue to amend and develop policies and procedures

Priority**Further develop collaborative working with our Primary colleagues****How are we doing?**

- In January 2015 a parents day was organised for all pre-school children. The Depute head of centre worked alongside the Primary 1 teacher to share information about the transition process and a question and answer session followed this.
- The road safety officer was on hand to speak with parents about the importance of getting to school safe.
- The transition process started in March with 10 children visiting the primary 1 classroom each week

How do we Know?

- There was an excellent response to parents attending the parents day
- Written feedback from parents was very positive
- Children were confident in the school environment

What are we going to do now?

- Continue to develop collaborative working with primary colleagues through shared learning with primary 1 and pre-school children. This will be implemented through Vygotsky Story Grammar Sessions in the Schools AV Room led by our Depute Head of Centre.
- Primary 7 pupils will further develop science with our children through a variety of planned experiments
- Continue with the successful transition to school process

Priority**Further develop Health and Wellbeing of children and families through our GIRFEC Champions****How are we doing?**

- Girfec Champions have continued to attend training offered by local authority and shared information with their colleagues
- Girfec Champions took part in Families and Schools Together (FAST) programme, working with identified vulnerable families, members of the local community and primary colleagues.
- Girfec champion/Family Support Worker worked alongside the Community Learning and Development Service to develop a parents group that focused on healthy meal times with opportunity to prepare and cook meals at the centre for their families

How do we Know?

- The working practices at the centre reflect the principles of GIRFEC
- Positive response to the FAST programme and the parent's f=group
- Parents evaluations of these groups were positive

What are we going to do now?

- Further consultation with parent's on a variety of groups that will meet their needs
- Further involvement in the second year of the FAST programme
- Introduce PATHS Programme

Attainment and Achievement

Parents are more involved in their child's learning within the nursery setting and feel confident in recording their positive experiences;

Example of Parent/carers comments

"It was lovely to be invited into nursery to be part of my child's learning. We both had a great time"

"Great to be able to see Aimee learning and playing in nursery and great to be able to take part in that"

"Had great fun with kids, will make more at home (playdough). Kayleigh loved it can't wait till next class"

Children are also confident in commenting on their learning;

Example of children's comments

"We need to send instructions to the three pigs to help them build their house" *Construction area - problem solving*

"All mummy bears things are medium sized, her bowl, her bed and her chair" *Vygotsky Story Grammar session*

"Look mummy I can count to 4. 1, 2, 3, 4" *Counting coat pegs in the corridor*

Attainment and Achievement Continued

Care Inspectorate Report 2015

"Management and staff continued to display a sensitive and respectful approach towards supporting children and their families"

"We heard staff using praise well, to develop children's confidence and self-esteem"

"A school review had been carried out by the local authority; management team confirmed how this review had helped set the priorities for the improvement plan, as well as taking into account parental comments, children and staff feedback"

Summary of priorities for session 2015 - 2016

Further develop Maths and Numeracy throughout the Centre (Cluster Priority)

- A staff member has been identified to take the lead role in further developing Mathematics and Numeracy within the centre.
- Link existing maths resources to the early level experience and outcomes of Mathematics and Numeracy
- Raise awareness with the parent's/Carers that 'maths is all around us' and further develop our nursery/home link approach to consolidating learning.
- The peripetic teacher's main focus will be further developing Numeracy and Mathematics with pre-school children.

Further develop Literacy and English throughout the Centre

- Established working group that focuses on Literacy and English across learning.
- Staff training opportunities in Story Grammar
- Books purchased for Home Link
- Children have opportunities to learn rhymes, stories and songs.

Summary of priorities for session 2015 - 2016 Continued

Develop Frameworks and Processes

- Develop and raise awareness with all new children and parents of our Vision, Values and Aims
- Develop new and update policies and procedures to reflect our working practices.
- Continue to amend and develop new policies and procedures

Develop Health & Wellbeing

- Further consultation with parent's on a variety of groups that will meet their needs
- Further involvement in the second year of the FAST programme
- Introduce PATHS Programme

Promoting Equality

- **What have we done in the last year to promote equality?**
 - We have supported children and families coming into the centre to integrate into the community and share their cultures and beliefs.
 - We have encouraged children in the 3-5 room to learn some French words and phrases and shared the learning with parents.
 - 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?**
 - National, Local authority and establishment policies such as, Equalities policy, Equal Opportunities policy, ASN policy, Complaints Procedure, Child Protection Policy, Scottish Government Children and Young Peoples Bill, Scottish Government Building the Ambition
 - Family Support worker available to support families.

Promoting Equality Continued

- **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 festivals with guidance from individual parents.
 - The children have recognised that all individuals are different in their own way and we developing this further, by raising awareness on The Rights of the Child. Through positive relationships, we address diversity, equality and discrimination as this is part of every day life.
 - All 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.