# 

# Session: 2021-22

|  |  |  |
| --- | --- | --- |
| Establishment |  | Elie Street Nursery |
| Head of Establishment |  | Michelle Smith |
| Area/Local Improvement Group |  | NW LIG 2 |
| Head of Service |  | Jim Wilson |
| Area Education Officer/  Quality Improvement Officer |  | Julie Steel |

**CONTENTS**

1. Vision, Values and Aims

2. Summary of Self-Evaluation Process / Priorities for Improvement in the current session

3. Action Planning

**Action Plan Summary for Stakeholders**

| **1. Our Vision, Values and Aims** |
| --- |
| In Elie Street Nursery, where excellence is our goal, we provide for each individual child a welcoming, caring ethos where children are confident, motivated and enjoy learning in an establishment where education is stimulating, challenging, exciting and fun.  Our Values  We will provide a service based on the principles behind the Health and Social Care Standards: My Support, My Life. Our service users will have a right to dignity and respect, compassion, to be included, receive responsive care and support and wellbeing.  We aim to;   * Engage with the wider community to enhance the outcomes for children’s learning. * Create a caring environment where parents are involved in children’s learning. Create an inclusive, healthy, safe and well-resourced environment which provides a stimulus for active learning and play. * Provide a consistently high quality of teaching and learning, a well-planned broad based inclusive curriculum for excellence that enables all children to achieve their potential. * To provide well timed and skilled interventions which effectively promote children’s creativity, extend their thinking, widen their skills and strengthen their play in learning. * To raise the achievement and attainment of all learners by promoting equal opportunities, social justice and inclusive practices. * To promote strong nurturing attachments for children in our care and build on prior and continuous learning of our children, within and beyond the setting. * To develop our practice and policy in line with the principles and ideals within Children’s Rights. * To work in partnership with parents to ensure continuity of learning and appropriate support to improve outcomes for children and families. * To work in partnership with colleagues within the Notre Dame Learning Community and other agencies to ensure continuity of learning and appropriate support to improve outcomes for children and families. * To ensure that the views of all stakeholders are listened to, valued and respected within a climate of consultation, trust and communication.   **Our vision** is that children are enabled to develop their potential as:  Successful learners; Confident individuals; Effective contributors; Responsible citizens, within a safe, nurturing, inclusive environment where opportunities to play and learn are provided by professionally competent staff in consultation and collaboration with parents and professionals. |

| **2. Summary of our self-evaluation process.** |
| --- |
| * The existing vision, values and aims were reviewed in August 2017 with minimal changes. This is due to be revisited virtually with stakeholders in August/September 2021. * If safe to do so, parents/carers will continue to be consulted in a variety of ways including face to face meetings, through questionnaires, parent/carer group and a virtual interactive evening. We also have a Nursery Facebook, Twitter account and Text Messaging/ E-mailing Service. * There is a Vision, Values and aims leaflet available for everyone in the foyer area. Due to restrictions it will be e-mailed out to families. * On-going use of self-evaluation involving staff, children and families. We will create a new ‘big book’ documenting our journey during 2021-22. * All practitioners are involved in self-evaluation training – together they are becoming more aware and confident when using HGIOELC. * All practitioners are involved in regular meetings to reflect and review practice, policies and procedures. * During the COVID-19 closures weekly pro-formas were gathered from all practitioners. The level of CPD undertaken by most staff has been nothing but commendable. I have these available if required. |
| **Strengths identified:**   * Children have continued to experience warmth, caring and nurturing attachments that ensure their personal development and care needs are met. * Children have been supported with their emotional wellbeing due to the changes inflicted by Covid. Staff continue to be responsive and work alongside the parent/carer to get it right for the individual child. * High level of commitment from practitioners – they are motivated and are becoming more empowered when making decisions that lead to improvement. This was very evident during the Covid 19 lockdowns. * Continued delivery of the 1140 hours during the pandemic. * The use of technology has greatly increased for example; TEAMS, Facebook, Microsoft Forms... * SMT and staff ensured effective communication with families during lockdowns by; weekly telephone calls, FB bedtime stories, virtual calls and contact by e-mail. * High level of CPD completed by most staff during the two lockdown periods. * Individual Planning Format where possible – this will strengthen in 2021-22 when restrictions ease. * Very strong and effective partnerships with children, parents/carers, colleagues and multi agencies for example; SIIM/JST/Child Protection/Speech & Language Therapy supports. * Good relationships with other nurseries and schools – constantly moderating and striving to be ‘even better’. * Head of Nursery empowers staff and encourages leadership at all levels, staff are developing confidence and a sense of self belief. Staff also act as peer supports within the team. This was very evident during the 1140 staff changes. * We involve our stakeholders in the process in a range of ways e.g., meetings, questionnaires and joint training sessions. * Great improvements in the outdoor environment and the amount of time spent outdoors. * SMT and staff have protected children and families by taking all necessary precautions to prevent the spread of Covid-19. * SMT and staff support each other and respond appropriately to the ever changing picture of Covid-19. * As Head of Nursery I would like to say how proud I am of ‘Team Elie’ and how they have managed during this very challenging year. |
| **Priorities for development: Particular focus on recovery and reconnection – significant changes to the staff team during session 2021-22.**  **1:** Glasgow Counts in Our Playrooms – Numeracy Curriculum.  **2:** Outdoor Learning and Teaching – in addition to creating ‘The Bothy’ and additional Well-being Areas Outdoors.  **3:** Introduction of Online Learning Journals – SeeSaw Application. |

|  |  |  |
| --- | --- | --- |
| **No.** | **Quality Indicator** | **Priority** |
| **1** | **2.2**  **2.3**  **3.2**  **3.3** | Glasgow Counts in Our Playrooms: Numeracy Curriculum.  Link in with Notre Dame Primary for peer support and guidance (Moderation).  Staff will become more familiar and comfortable using the Glasgow Counts Numeracy Trackers – this will enable staff to understand the framework for teaching numeracy and mathematics. |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Engage with staff to determine their understanding of the Glasgow Counts in Our Playrooms.  New Staff joining in August 2021 – they may have greater / lesser experience using the trackers. | Term 1  August – September 2021 | Staff will share knowledge and experience during group discussions. The team will be supportive and will engage in dialogue. This will lead to continuous improvement, successes and achievements for both staff and children. |
| To increase staff knowledge, understanding and confidence of providing relevant numeracy and mathematical experiences within the early level.  Ensure staff have time to discuss – encourage the moderation between the staff team. | Term 1 to 2  August - October 2021 | Staff given time to research and collate information relating to Glasgow Counts within the early level.  Staff will share their findings and ideas at curriculum planning/staff development sessions within the staff team.  Staff will be introduced to the Leaders of Early Leaning blog and twitter account @GlasgowLEL. |
| Develop staff knowledge and understanding of Glasgow Counts; Numeracy Curriculum tracker.  Staff will make very good use of high quality observations and interactions to make accurate judgements about children’s stage of development in relation to numeracy and mathematics. | Term 1 to 4  Checkpoint February 2022 | Staff will be knowledgeable and confident to deliver Glasgow Counts which will permeate across the curriculum. Playrooms/environment will support Learning and Teaching opportunities.  Learning and Teaching will be improved by practitioners using Glasgow Counts Framework and trackers. Staff will continue to gain greater understanding of child development. The tracking and monitoring of children’s progress will be well understood and used effectively. |
| Staff to use their knowledge and understanding to provide learning and teaching opportunities in relation to Glasgow Counts. Provide opportunities for children to learn about Numeracy and Mathematics in a variety of contexts. | Term 1 to 4  Checkpoint February 2022 | Children will be more confident to engage in more challenging experiences and opportunities. Children can talk about their learning and achievements with practitioners and peers. |
| SMT and staff will meet on a termly basis to moderate and discuss children’s stage of development. Learning and Teaching opportunities and the environment will also form part of the discussions.  The trackers will evidence progression / areas of development. | Term 2 to 4  Checkpoint April 2022 | SMT and staff will confidently report on children’s development.  Data will be collated and shared with relevant stakeholders. |

|  |  |
| --- | --- |
| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Michelle Smith – Head of Nursery  Team Leaders  All Staff  Leader of Early Learning base for support  Notre Dame Primary School for Support and Collegiate working. | * In-service day. * Time for practitioners to meet and establish priorities. * CPD opportunities to research aspects of Numeracy/Mathematics. * Practitioners PRD/ Discussions. * Visit other centres and schools that are further ahead in developing Glasgow Counts. * @GlasgowLEL blog * Trackers |

|  |  |  |
| --- | --- | --- |
| **No.** | **Quality Indicator** | **Priority** |
| **2** | **1.2**  **2.2**  **3.1**  **3.3** | **Particular focus on recovery and reconnection – Impact of COVID 19**  Staff will support children’s wellbeing through compassionate and responsive care.  Outdoor Learning / Creating a Well-being Area ‘A Relational Space’ in the Outdoor Environment ‘The Bothy’. |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| SMT will engage with staff to focus on how well we have previously supported and nurtured our children.  Discussions and planning of the outdoor areas must reflect the holistic needs of children; a particular focus being on children’s mental health and wellbeing and listening to children’s voice incorporating UNCRC right to play and right to be heard and improving horizontal transitions especially from outdoors to indoors and vice versa. | Checkpoint  August – September 2021 | Staff will continue to support children, interactions throughout will be warm, caring and nurturing to develop children’s security, confidence and positive relationships.  August in-service will support when we complete the annual Child Protection Update. |
| Staff to carry out an audit of the outdoor areas. Staff dialogue on various aspects i.e. access to loose part play (large and small) Children’s access to natural resources and opportunities to participate in ‘risky play’. Access to specific areas which would allow children to rest and seek supports/comforts. An area which encourages and promotes ‘togetherness’ where the environment is rich in affordances.  Consultation and involvement with children, parents and the local community to ascertain their ideas in the development of the garden. | Checkpoint  December 2021 | This project will highlight the importance of involving children and their families in making decisions about the nursery environment.  Anne Dean is currently engaging with professions/trades to seek support – A parent ‘Geoff’ who is in the building trade is re-building ‘The Bothy’. We are also awaiting responses from other trades i.e. Brian Hendry Interiors to help make the area weatherproof in preparation for winter in Scotland. |
| Head of Nursery/ Staff Parents/Carers and outside trades.  Head of Nursery/ Staff to seek funding and apply for grant to help resource new garden furniture/ resources | Checkpoint  December 2021 | Anne Dean currently engaging with professions/trades to seek support – A parent ‘Geoff’ who is in the building trade is re-building ‘The Bothy’. We are also awaiting responses from other trades i.e. Brian Hendry Interiors. This project will support us in building strong relationships with Parents/Carers and extended family members. |
| Across the setting, an ethos of professional engagement and collegiate working is prominent. Child Development Officer;  Anne Dean is currently attending Strathclyde University doing a Med in Early Years Pedagogy. | Checkpoint  December 2021 | Staff are aspirational and have an enabling attitude which ultimately supports children to achieve their potential.  All staff undertake qualifications relevant to their role and continue to engage in continuous professional learning. This commitment will lead to staff practice being continuously refreshed which in turn will benefit our team, children and families. |
| Staff to become more familiar with important documents for example: My World Outdoors/ How Good is our …Loose Parts Play. Staff to also make greater use of new books purchased from Mindstretchers eg. Messy Maths. | Checkpoint  December 2021 | As above.  Peer support; careful planning ensures that staff have regular opportunities to learn with and from each other. CDO, Tricia McKinlay actively supports all staff in developing our learning for sustainability projects. |
| When safe to do so, staff to visit other establishments that have outdoor learning and teaching embedded. | Checkpoint  April 2022 | Head of Nursery  All Staff |

|  |  |
| --- | --- |
| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Michelle Smith – Head of Nursery  Team Leaders  Anne Dean  Tricia McKinlay  All Staff  Notre Dame Primary School for Support and Collegiate working. | * Time for practitioners to meet and establish priorities. * CPD opportunities to research aspects of outdoor play/teaching and learning. * Practitioners PRD/ Discussions. * Visit other centres and schools that are further ahead in embedding outdoor learning. * Health and wellbeing trackers. * New resources * Family engagement – big garden clean. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Quality Indicator** | **Priority** | | |
| **3** | **1.1 / 2.2/ 2.3**  **2.4/ 2.5/ 3.2** | Introduction of online learning journals - SeeSaw | | |
| **Tasks to achieve priority** | | | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** | |
| Identify a Digital Leader of Learning (DLOL)  New staff team – audit staff skills and experiences. | | | Term 1 to 2  Checkpoint September 2021 | SMT/Staff will have a clearer rationale for developing children’s skills in using and exploring digital technologies. | |
| Allocate iPads for staff/ new laptops provided via the refresh.  Fundraise to buy 1 additional iPad. | | | Term 1 to 2  Checkpoint September 2021 | Staff and children will have a clear understanding of the responsible use of all equipment provided. Staff will become more confident in making choices and decisions about solving problems and use digital technologies to enrich learning and teaching. | |
| Introduce online learning platform (SeeSaw)  Head of Nursery to seek support from colleagues.  Head of Nursery to facilitate SeeSaw training via external support.  SeeSaw payment will be made through nursery budgets or learning fund account. | | | Term 1 to 2  Checkpoint October 2021 | SeeSaw training will be beneficial to all staff and children.  Head of Nursery will share this new initiative with Parents/Carers at earliest opportunity. | |
| Digital learning forms part of staff PRD sessions -  Identify professional learning needs of all staff | | | Term 1 to 2  Checkpoint October 2021 | Staff given time to research and collate information relating to Digital Learning within the early level.  Staff will share their findings and ideas at curriculum planning/staff development sessions within the staff team. | |
| Establish partnership working with Parents/Carers via the SeeSaw online journals. | | | Term 1 to 2  Checkpoint December 2021  On-going | We will continue to value the contribution parents/carers make to their children’s learning. Parents/carers will benefit from having regular opportunities to discuss their children’s learning and progress. They will also have the opportunity to comment on their children’s work. Parents/carers will be supported to reduce potential barriers to engagement e.g., a step by step guide will be provided to support parents to confidently use the facility. Any parent/carer who has no access to ICT, a journal will be printed for their child termly. | |
| Develop children’s interest in, and understanding of their own personal learning journal. | | | Term 1 to 4  Checkpoint February 2021 | Children will be encouraged and supported to develop a natural curiosity, imagination and creativity through the use of SeeSaw. We will place high value on recognising, capturing and celebrating children’s individual achievements. | |
| Provide opportunities for children to learn about Digital Learning in a variety of contexts. | | | Term 1 to 4  June 2021 | Children will learn to use their senses to think about safety and risk taking and have the opportunity to talk about what they have been learning and share this with others. | |

|  |  |
| --- | --- |
| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Michelle Smith – Head of Nursery  Lorraine McMenemy  Team Leaders  All Staff  Parents/Carers | * Time for practitioners to meet and establish priorities. * CPD opportunities to research aspects of SeeSaw. * Practitioners PDP/ Discussions. * Fundraising opportunity to fund SeeSaw. |