

Twechar Early Years Centre



Standards and Quality Report 2022/23

Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Curriculum Design – develop a child centred curriculum design with a focus on play pedagogy and raising attainment in literacy.	
Care Inspectorate Quality Framework QIs 1.3 play and learning 3.2 leadership of play and learning	
NIF Priority <ul style="list-style-type: none"> • Improvement in attainment, particularly in Literacy and Numeracy. • Closing the attainment gap between the most and least disadvantaged children and young people NIF Driver <ul style="list-style-type: none"> • Curriculum and assessment • School and ELC leadership • Teacher and Practitioner professionalism 	HGIOELC QIs <ul style="list-style-type: none"> QI 1.3 Leadership of Change QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Ensuring children's progress
<p>Progress and impact:</p> <p>At the August in-service day all practitioners attended Curriculum Rationale training with all school staff to develop a shared understanding of what we want for our learners, and how we can provide a high-quality education for all. Almost all practitioners found the training beneficial, and it improved their understanding of the purpose and principles of the Curriculum for Excellence. Views were sought from children, parents, and staff on the key features of the curriculum. From the data collected, we have created our rationale, although we have identified there is a requirement to develop a user-friendly version. The rationale development between all stakeholders has fostered a shared understanding of what we are trying to achieve within the social, cultural, and economic context of the setting.</p> <p>Following staff questionnaires, professional dialogue, and playroom observations, we recognised a need to improve and streamline our curriculum documentation, to create an approach that is child centred, responsive, and progressive. As a result, we looked at planning, tracking, assessment, and interactions. To support this development, practitioners have had training on play pedagogy, high quality observations, curriculum rationale, tracking and assessing, curriculum design and support from the nursery teacher. The change to the planning places a high value on child voice and focuses on the initial 'spark' to develop, consolidate, and extend learning. By sensitively attuning to the children and capturing quality observations, all practitioners now facilitate learning and development through a cyclical process using a balance of responsive and intentional planning. The senior management team have developed a progression pathway tracking tool for early level listening and talking. In consultation with all staff, almost all agreed that a paper document would be more proportionate and manageable. The document breaks down each benchmark into specific progressive skills and allows practitioners to identify where each child is in their learning. As a result, almost all staff have a shared understanding of how children develop early literacy skills. In addition, almost all practitioners agreed that the tracker has been beneficial as they can monitor children's progress, identify gaps, plan next steps, and enhance the learning environment. Most practitioners are</p>	

confident in using our new curriculum design and almost all our learners are making good progress across early level literacy.

Assessment information gathered by practitioners informs our holistic tracking meetings. During these meetings practitioners, the teacher and the depute head of centre meet to gain a shared understanding of individual children. These meetings assist in monitoring children's progress over time and support robust triangulation of data. We are in the early stages of using the holistic tracker, however almost all practitioners feel the meetings are supporting the delivery of excellence and equity as we begin to understand where each child is at and how we can further support their needs.

At the October in-service day, all practitioners received in house training on 'high quality observations. At this session, we focused on what quality observations are, how to write one and as a team, we peer assessed learning journal observations. Almost all staff found this beneficial and through self-reflection identified their professional development needs. Our quality assurance processes over the year have shown that most documentation of learning has improved since this training. Additionally, peer assessments have shown that almost all practitioners are more sensitively attuned to the children and respond using appropriate questioning.

All practitioners received TALK strategy training delivered by the 'Equity and Excellence Lead'. Our quality assurance processes have shown evidence of most staff using skilled questioning, time for responding, joint attention and enjoyment, and staff engaging at the child's level. This year we have seen some improvement in the children's overall language and communication skills and readiness to engage in meaningful conversations with adults and peers. In addition, staff have continuously improved the learning environment to ensure children have access to developmentally appropriate and open-ended resources/provocations, which are clearly labelled and accessible. The visual prompts have supported the communication needs of almost all our learners.

Practitioners identified a need to change the daily routine to incorporate some adult-directed group experiences. The group experiences engage almost all learners and have proven to be beneficial in building strong attachments with keyworkers. Our literacy champions have created a positive reading culture across the Centre this year. Throughout the year, the local library has visited to read to our children. The children have enjoyed this experience and we have seen an increased interest in reading. At the beginning of the year the lending library began, and most children and families are accessing the library regularly.

All practitioners complete termly area audits which outline features of quality continuous provision. Practitioners are responsible for ensuring each area is developed and enhanced, with a particular focus on literacy and numeracy provision. All practitioners have found the area audits helpful and supportive and almost all children's engagement levels have increased across all areas of the setting.

This year the Phonological Awareness programme has been delivered using a variety of activities from the Highland Council and Glasgow Phonological Awareness Packs respectively. The weekly sessions engage almost all preschool children, and most children are making good progress.

The Talk4Writing Programme continues to be an engaging and successful approach to storytelling and development of story invention skills. As a result of using this approach, all the

children are familiar with the Talk4Writing process and can listen to the selected story using a book, learn the actions to the model text, use a group story map, undertake different associated activities, innovate a group story map and innovate an individual story map. Most children have engaged well with the Talk4Writing programme, particularly when learning the actions to the stories. Enhancing the continuous provision with different resources and activities relating to the stories helped engagement with the stories and increased depth and application of learning.

We continue to deliver the Word Aware programme to all preschool children. A selection of Word Aware words from the Talk4Writing stories are chosen to make vocabulary development more meaningful for the children, and this is continuing to work well. To complement Talk4Writing, two new words every fortnight are chosen. We have observed that by introducing new words on a fortnightly basis, the children learn the words in more depth. The programme delivery continues to work well and almost all children are responding well to the “special word box”, songs we sing to learn the words and the different activities used to “activate” the word. Weekly observations of the new words and activities are uploaded to Learning Journals and a few parents have commented that this has supported meaningful conversations at home. Almost all children are developing well in this programme.

All children’s progress is reported to parents and carers through care plan reviews (termly), in person parent meetings, daily face-to-face dialogue, pre-school reports, online learning journals, wall displays of experiences and learning, Team Around the Child meetings, Support For All feedback and sharing achievements. Most parents interact with the Centre through learning journals, sharing learning from home.

Next Steps:

- To establish our curriculum design and ensure that all our learners are making good progress across early level literacy and numeracy.
- To moderate curriculum experiences and outcomes, improving practitioner knowledge and understanding of the early level curriculum.
- Enhance literacy and numeracy provision indoors and outdoors.

Centre priority 2: Health and wellbeing – develop our approaches to improve health and wellbeing of our learners, parents and carers.

<p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in children and young people’s health and wellbeing; <p>NIF Driver</p> <ul style="list-style-type: none"> • School and ELC leadership • Parent/carer involvement and engagement 	<p>HGIOELC QIs</p> <ul style="list-style-type: none"> • QI 3.1 Ensuring wellbeing, equality & inclusion • QI 2.4 Personalised Support • QI 2.6 Transitions
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Care Inspectorate Quality Framework QIs

1.1nurturing care and support
4.1 Staff skills, knowledge and values

Progress and impact:

Post COVID-19 we recognised the need to change our settling in procedures and welcome families back into the setting. We used surveys and questionnaires to gather the views of parents and carers, as well as guidance from Realising the Ambition to create a new settling in policy. Parents and children now come into the setting and an initial in person meeting is carried out. All practitioners place a high value on these meaningful conversations with parents, as it helps them to plan and support the child’s social, emotional, and mental wellbeing. Across the setting, all staff know individual children very well and secure and caring relationships are evident in everyday practice. As a result, transitions from home to the setting are child centred, well planned and almost all children have settled in well.

From observations of new children starting, staff found that the learning spaces lacked defined, enclosed, and nurturing areas. We have one staff member who has a nurture accreditation and another who attended the nurture PLC group through 2022-2023. Following this, as we do not have a nurture room, the focus group of staff agreed that nurturing spaces within the room would allow flexibility and responsive access. With this said, we started a PDSA cycle, and the areas were discussed in consultation with a focus group of children and staff. Consequently, the nurturing, calming areas in the playroom have created an inclusive environment for all our children. The areas have supported our learners to better manage their emotions and find a secure space to regulate. Almost all 2-year-olds and all new 3–5-year-olds have settled into the setting well and are continuing to build resilience and confidence within themselves.

As part of our health and wellbeing priority, we noticed there was a need to encapsulate child voice during mealtimes. After an initial consultation with staff, we agreed the implementation of free flow lunches. To effectively lead this change, we identify the positive and negative drivers using a force field analysis tool. This showed that most staff felt the change would be beneficial. To share good practice, all staff visited other settings within the local authority and out with. At the February in-service day all practitioners discussed a lunchtime routine, found solutions to potential issues, and embraced leadership roles.

As a result of introducing free flow lunches, we have created a nurturing environment where our learners are supported to make informed choices, enjoy their food, and take part in meaningful

interactions with others. From observations, our children now have a more positive mealtime experience. Given that the children can make choices and self-serve their own food, we have seen an increase in their independence and self-help skills. The lunchtime experience is much calmer, less rushed and has opened opportunities for staff and children to engage in meaningful conversation, developing language and communication skills in a social context.

All children have been involved in the creation of the vision, values, and aims of the Centre. We have identified that further development is required to support children's understanding of the vision, values and aims in a meaningful way. We strongly believe that placing wellbeing at the centre of everything we do will help us achieve equity and excellence and close the attainment gap. All practitioners have a shared understanding of wellbeing and identified children have a wellbeing assessment as part of their support plan. All practitioners respect and value each child as an individual, and this is characterized through our planning, environment, resources and learning opportunities.

The delivery of the PAtHs programme is going well and almost all children are showing good levels of engagement. Due to delivery delays with the PAtHs pack, the programme began in January 2023. Next year when delivering the programme, pre and post assessments will be completed to measure impact. The delivery of the Play on Pedals programme continues to be engaging and successful. The programme has strong links with the Curriculum for Excellence and teaches preschool children about bikes and supports the development of balance and control skills. Through the programmes engaging and motivating activities, all children have progressed well, and 38% of children who participated this year can cycle a pedal bike.

Next Steps:

- To support children and families understand the vision, values, and aims in a meaningful and appropriate way.
- Celebrate achievements both in the setting and from home.
- Develop a shared understanding of wellbeing indicators and children's rights with all stakeholders.
- Develop the self-esteem and emotional resilience of our learners through our health and wellbeing programme delivery.
- Outdoor learning experiences will be enhanced to improve wellbeing.

Centre priority 3: Re-establish family engagement post COVID-19

NIF Priority

- Improvement in children and young people's health and wellbeing;
- Improvement in attainment, particularly in Literacy and Numeracy.

NIF Driver

- Parent/carer involvement and engagement
- Teacher and Practitioner professionalism
- School and ELC improvement

HGIOELC QIs

- QI 1.3 Leadership of Change
- QI 2.5 Family Learning
- QI 3.1 Ensuring wellbeing, equality & inclusion

Care Inspectorate Quality Framework QIs

- 1.4 Family engagement
- 1.5 effective transitions

Progress and impact:

Our family engagement opportunities now link to the needs of the children and families within the local community with a clear and shared focus on wellbeing and belonging. This year we sought the views of our parents, practitioners, and children to inform our improvement priority. A parental questionnaire was developed to gain perspective from our parents and almost all parents responded. To summarise, after COVID-19, most parents felt there was a need for development in parental engagement. Almost all parents were eager to get back into the setting and play alongside their child. Most parents mentioned that they would like more home learning activities to support learning at home, and most parents said they would be interested in attending family learning sessions. A practitioner audit was developed using quality statements from a variety of national policy documents. From the practitioner audit, a summary of findings showed almost all practitioners felt following Covid restrictions there was a need for improvement in this area of practice. Using a right's-based approach, we consulted with a focus group of children and almost all said they wanted their parents to come into the setting to play. As a result, this informed our three-year improvement cycle for family engagement and learning at Twechar Early Years Centre. This year we placed our focus on re-establishing in person procedures such as parents' meetings, Families Connect and 'Stay and Play'.

We have established formal procedures for reporting progress to our parents through parents' meetings, keyworker calls and care plan updates. This has ensured that information is shared effectively, and children are making good progress in their learning and development. The sharing of information between home and the setting has supported the development of learning and has helped us to identify children who require additional support. Almost all parents received information about their child's progress throughout the year.

The Families Connect programme was delivered by our family champion. The programme focuses on building positive relationships between parents and settings and offers parents the opportunity to network with others. The eight-week programme offers fun activities and games to support learning at home with a focus on three key areas: social and emotional development,

literacy and language development and numeracy. All parents who engaged in the Families Connect programme agreed it was beneficial and particularly enjoyed working with other parents. All parents mentioned that this programme supported wellbeing and learning at home.

We started our popular Stay and Play sessions this year. Following feedback parents strongly agreed that they felt welcomed and had a positive experience during their child's session. Almost all parents expressed how well the practitioners provided caring, supportive, and nurturing interactions as well as, a stimulating and motivating learning space for their child. Post COVID-19, this has enhanced parents understanding of the environment, the curriculum and has supported the development of strong, trusting relationships.

Next Steps:

- Continue establishing strong family engagement procedures.
- To develop and implement a family learning programme with stakeholders.
- Increase home links to support learning at home.

Progress in National Improvement Framework (NIF) priorities

- Placing the human rights and needs of every child and young person at the centre of education; Our quality assurance processes have shown we listen skillfully to children, making them feel valued and respected. All children actively lead their own learning through a range of play experiences.
- Improvement in children and young people's health and wellbeing; Our nurturing and inclusive ethos, as well as our clear, shared focus on wellbeing has secured improved wellbeing for the majority of our children and families. Almost all our children are developing confidence, resilience, and independence.
- Closing the attainment gap between the most and least disadvantaged children and young people; Through our robust holistic tracking systems, we identify gaps in learning and development, providing support to develop and consolidate skills across literacy and health and wellbeing.
- Improvement in skills and sustained, positive school-leaver destinations for all young people; At the May in-service day we had in-house training on STEM a story and how to implement STEM provocations. Next year this will be in our Improvement Plan, and we hope to embed this into practice.
- Improvement in attainment, particularly in Literacy and Numeracy. Most of our learners are making good progress across early level literacy, numeracy and health and wellbeing.

Self-evaluations of How Good Is Our Early Learning and Childcare

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	Choose an item.
2.3 Learning, teaching and assessment	Good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	Very good	Choose an item.
3.2 Securing Children's Progress	Good	Choose an item.

Summary of Centre Improvement priorities for Session 2023/2024

- 1. Curriculum design – numeracy moderation.
- 2. Improve the health and wellbeing of our children and families.
- 3. Family learning.

What is our capacity for continuous improvement?

At Twechar Early Years Centre we are committed to delivering high standards and improving outcomes for all children. We aspire to create a culture where children and adults can grow and learn together. All stakeholders are actively involved in ongoing self-evaluation and collaborative working across the setting, throughout the year, informs current progress and future improvement needs. We are confident that the settings self-evaluation processes are leading to continued improvements.