



sustainable thriving achieving

East Dunbartonshire Council

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Holy Family EYC



Standards and Quality Report 2021/22

Centre information:

Holy Family Early Years Centre is part of Holy Family Primary school. It is managed by the centres Depute head of centre and primary Head Teacher. Including the deputy head of centre. There are 15 staff currently working within the Early Years Centre, A Depute Head Of Centre, Senior Early Years Worker, Early Years Support Worker, nursery teacher, Clerical, House Keeper, and 9 EYW's 2 staff and nursery teacher are term time. Holy Family ELC is located in the Lenzie area of East Dunbartonshire. In Holy Family EYC we can accommodate 50 children in the morning and 50 in the afternoon. Currently we have 58 children in attendance with almost all children utilising their funded hours only across the week. All children in the centre are aged 3 to 5 years.

We ensure children have smooth transitions from home to Early Years and from Early Years to school that takes into account current Covid-19 guidance. We work with a variety of primary schools in the local area, and have a transition programme across all feeder schools. This helps our children and parents become familiar with progression through the 3-18 curriculum and assessment procedures as well as the wellbeing of their children. The associated primary schools are Holy Family, Hillhead, Millersneuk, Auchinloch and Lairdsland. A transition programme is in place both for new entrants and for pre-school children moving into primary school. The nursery has access to two large playrooms with an adjoining outdoor space and a garden area within the school grounds

At Holy Family EYC we aim to support and challenge our children as they grow as learners. We are aware of the different needs and barriers to learning for our children and provide a safe and inclusive environment where children can grow under a nurturing ethos. We ensure our children's needs are met through support and challenge which we target to meet their individual needs. We strive to meet the children's emotional and social needs and to ensure they grow in self-esteem and emotional resilience.

Through our improvement plan we are constantly striving to further enhance attainment and consistently improve standards and quality in all nursery functions. Our hard working dedicated team of staff take on additional leadership tasks to support one another to create a caring and nurturing environment based on Realising the Ambition. Our Improvement Plan takes account of the Education Service Plan and the Early Years Strategic Plan, alongside priorities from The National Improvement Framework (NIF). We strive to further enhance children's successes and achievements and consistently plan to improve the learning opportunities on offer and to help create independent and confident learners. We promote respectful, supportive relationships between children, staff and parents and provide regular opportunities for children and parents to take an active role in the life of the Early Years Centre.

At Holy Family EYC, we will ensure that we offer a child centred approach within a nurturing and caring environment.

Our aims:

Enable children to achieve in a nurturing, caring and stimulating environment

Give children a sense of responsibility

Provide high quality experiences, in line with children's' interests and views

View every child as an individual, promoting equality irrespective of age, race, gender, ability or belief

Create a positive partnership between home, pupils, staff and community

Encourage children to communicate their ideas and feelings, and become effective contributors in all areas of the curriculum

Vision

To create a learning environment that is Safe, Healthy, Achieving, Nurturing, Active, Respectful, Responsible and embraces Inclusion.

We will support each other and families to provide children and adults with valuable experiences and encourage lifelong learning.

Values

To do this we will:

Put children firmly at the centre of learning

Consult and listen to children and take account of their voices

Engage children in high quality learning experiences both indoors and outdoors

Meet the needs of individual learners with differing abilities

Ensure that we get it right for every child.

Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Health and Wellbeing (including Nurture and transitions)	
<p>NIF Priority •Improvement in children and young people’s health and wellbeing</p> <p>Choose an item.</p> <p>NIF Driver assessment of children's progress</p> <p>parental engagement</p>	<p>HGIOELC QIs</p> <p>QI 2.6 Transitions</p> <p>QI 2.7 Partnerships</p> <p>QI 3.2 Ensuring Children’s Progress</p>
<p>Progress and impact:</p> <p>To prepare our returning children and all new children joining Holy Family EYC the nursery teacher compiled a virtual tour of the nursery play rooms. The virtual tour gives parent’s an idea of what the rooms look like and a little bit about what happens in all the different areas. Pictures of staff were also attached with a little about what leadership skills they were in charge of within the nursery. Parents found this useful for them to talk to their child about the staff and the different areas within the nursery.</p> <p>During Covid-19 we updated our settling in procedure, due to the restrictions parents were unable to come into the nursery setting. Staff have been carrying out care plans over the telephone with key staff. We have found that most children and families have settled despite no parents/ carers having access to the service. We have also been sending out settling in questionnaires to parents after a few months of being in the nursery to see how they have felt the process has went. We had 12 parents return questionnaire’s with regards to how excited children were on returning to the nursery, how the parents were apprehensive about how their child would be settling back in.</p> <p>We have had children who have transitioned from other nurseries or do split placements. Most nurseries have been good at giving us an update on the child, passing over any relevant information, learning journals etc. This has allowed staff to help support the children more in the transition process. The staff have completed the care plan for the EYC and the settling in policy was given to parents via email, along with the nursery handbook and a virtual walk around of the nursery playrooms. We found this virtual walk around useful for parents to discuss the different rooms as it gave information on the different areas. Also on the virtual walk around staff pictures were on this and it gave parents and children an insight of what the staff names were and what leadership roles were there responsibility within the EYC. The nursery care plans are updated appropriately with any changes within the nursery or anything that the parent/ carer passes on to the staff. These are reviewed every 6 months or beforehand if required. During transition into nursery on the settling in days the staff supports the child and show them around the playrooms. Discussions are had with parents on how the child coped in the nursery and added time is added to the settle or the same time for the following settle depending on how the child coped. We want the child to get the best experience from nursery and don’t want them to get to distressed. Once the parent and staff are happy then the keyworker will start the child and keep giving parents</p>	

regular updates through learning journals or at pick-ups. The transition to school we are lucky to have the school next door to most of our children and regularly go visit different areas within the school. Transition documents are completed by key staff and the teacher, these are discussed with parents at the parents evening then passed on to the relevant schools. Enhanced transitions are complete for children with staff spending a little more time with some of the children needing that little more support taking them round to the different areas within the school introducing them to key staff. We also this year introduced stay and play sessions for the p6 children who will be the children's buddies in the school. They came down and participated and took lead on activities with the children. We found this a big success and look to reintroduce this next year as well as through different learning experiences throughout the year.

All children have learning journal next step targets that the staff work towards with the children within the nursery setting through different learning experiences. These targets and next steps are also given the child to the parents so they are aware of what the children are working on within the nursery and it allows them to continuously support as they can work on them at home also. The management team monitor the learning journals and the nursery teacher supports the staff team with implementing and supporting and challenging the children.

All staff have been encouraged to ensure they are aware of any support needed for a child they are the key worker for or any wellbeing concerns that may have arisen. This is discussed confidentially at staff meetings. All staff are aware of support for all procedures and the process this involves and keyworkers are involved in the creation of reports and actions taken forward. Staff have been involved in Team around the Child meetings when appropriate. Staff are kept up to date at staff meetings with any relevant updates about children's process and discussions are made on how we can take new interventions forward.

Staff have been on the United Nations Convention for the Rights of the Child training and have begun to implement this into the nursery setting. Staff have started to develop a floor book to record evidence of the child's voice and to ensure they are valued and listened to, with their thoughts and feelings taken into account. This further supports engagement in their own learning with most children providing input to the floor book. The UNCRC information is something we are looking to implement more in the upcoming year.

We have a sustained and robust process in place to support our learners and take account of their needs throughout the year and at key points in their journey. We host regular support for all meetings and team around the child meetings. SFA and TAC meetings are arranged to discuss children's progress and next steps. It is an opportunity to consult with and update parents. Parents/carers are also supported with any engagement they require with multi agencies (e.g. Speech and Language). During Covid -19 this has been challenging, however we have supported parents to join meetings virtually. Feedback from all parents is that they feel informed and included in decisions regarding their child's care and education. We have started to reintroduce face to face meetings with parents and outside agencies within a room ensuring social distancing and the room is well ventilated. This has been working well to allow everyone to have that time together instead of relying on technology which at times was challenging for some parents.

All staff continue to have support from the Early Years Teacher and the Senior Early Years Worker to ensure consistent approaches to creating children's learning experiences and tracking the children's learning on learning journals. The leadership team monitor the use of the learning journals, alongside playroom and environment observations. Staff also conduct peer observations within the playroom, where they observe each other highlighting positive next steps. Almost all staff have identified positive outcomes from the monitoring processes in supporting transitions.

The Early Years Teacher and senior management team continues to promote and support all staff with conducting effective numeracy and literacy learning experiences for children, identifying and supporting staff with effective methods in tracking, next steps and in evaluating the child's learning to support transition measures. This ensures children experience breadth and depth of learning. The Early Years Teacher takes time weekly with the staff to ask if they are needing support and when giving feedback from next steps to ensure they feel supported.

Transitions into primary school were carried out in line with Covid-19 guidelines. Feedback indicated that transition arrangements were very successful and parental engagement with this was effective. Children who were attending early year's centres out with Holy Family EYC were provided with all relevant information from their primary school and children were invited for visits out with school hours. This year with restrictions being lifted staff from the EYC and school have been working closely together to support transitions. We have organised the P6 children who will be the nursery children's buddies to come into the nursery to play alongside the children and get to know them a little more. The parents are allowed back into the schools after the Covid restrictions have been lifted and they are already in the process of visiting the schools for transition visits. Some schools have started with the children going for stay and play sessions at the receiving school as well as the transition visits in the classroom and dinner hall. We are fortunate that we are attached to the school most of our children will attend the visits when the schools are off to visit the classrooms, dining hall, gym hall etc. We have provided the children with home transition booklets with pictures of the teachers and support staff within the school. Enhanced transitions have been discussed with some of our children that we feel may require this. Almost all primary school representatives have visited the centre to meet with the children prior to their visit to primary school.

Children's progress has been discussed at pick up times, telephone calls, face to face, virtual meetings during COVID- 19 meetings included development meetings/ parental engagement meetings and parents meetings. Parent's feedback from these were useful as they don't feel they got to speak to staff as much as they used to due to the restrictions. Due to the restrictions being eased we have been able to welcome parents back into the EYC for the last parents evening of the term

Next steps –

Staff will continue to meet learner needs through the provision of learning experiences specific to the individual child's needs.

Staff will continuously seek feedback from parents for all aspects of nursery life to ensure providing the best opportunities for children, and develop anything they feel we may need to.

SMT will continue to ask for relevant feedback from all stakeholders on the relevant transition periods and implement and review anything that requires this.

Continue to review the transition policy for all aspects of transition. Ensure all relevant agencies, parents/ carers involved within this transition reviews/ process.

Continue to promote and further develop The Rights of the Child through the UNCRC throughout all aspects in the nursery.

Centre priority 2: Family Engagement

NIF Priority •Improvement in children and young people’s health and wellbeing

Choose an item.

NIF Driver parental engagement

Choose an item.

HGIOELC QIs

QI 2.5 Family Learning

Choose an item.

Progress and impact:

We have continued to involve families as much as we can through the COVID-19 restrictions. We have involved families in identifying the centres strengths and areas for development through termly questionnaires throughout 2021/22. These have included settling in questionnaires, telephone parents evening feedback. We have found however that a minority of parents returned these. Their responses however remain invaluable to the centres continuous improvements. We have continued with the use of the learning journals being the best method of communication as parents said they always log into the learning journals and feel any information about events etc on these is valuable to them as they are more likely to read. We also use these to let parents know if important information is getting given out to them or if important emails have been distributed. The questionnaire’s also flagged up that some parents really liked to see the floor books on the learning journals as it allowed them to chat with the

children about what was going on in the playrooms, some parents did not want to see them so we took them off the floor book learning journals part.

The Parental involvement champions in the centre have also started sending out a question of the month. These are done via the online learning journals and we have again received few responses but we have used this to develop or implement changes in our nursery.

The staff with leadership roles use the messages button on the learning journals to interact and send out a variety of different information for the parents to get involved in these things include

Foodbank donations throughout the year

Eco Schools projects

Sunflower growing at home

Word Aware

Makaton sign of the fortnight

Nursery Rhyme of the month

Transitions

Sports coaching

Triple P

Families Connect

Most parents contribute to the learning journals by adding pictures and videos onto the tabs for the staff to see what they are doing with the child at home (growing own sunflower, word aware, Makaton). They will also leave comments if it is a question they have been asked from the families' champion.

Where appropriate we input support through local interventions, with involvement from parents, key worker, early year's teacher and early years support worker. For further interventions involving other educational partners or outside agencies, we support children through wellbeing indicators and in deciding what level of support may be required. A small number of our children require targeted support plans. We have had the opportunities to discuss the children with our partners during Support for All Groups, Locality Admissions Panels and individual Team around the child meetings with all relevant agencies and parents when required.

We regularly remind families and staff of our Triple P advisors role and the family champion providing contact information should anybody require further support. We also share information from Triple P via Learning Journals providing hints and tips to help support parents.

Our plan was to set up families connect workshops but parents were unable to come along online to the time we had a room in the school as we are very limited to space and at the time we had nowhere to break out to for confidentiality. This is something that we will look at re introducing next year.

Since restrictions have lifted we have been in consultation with parents on what they would like to get involved in within the nursery via questionnaire. We were provided with a variety of different ideas and we will be working on them in the coming months to implement.

We have set up learning journals floor-books online so that all parents can contribute and see what learning has been going on in the nursery, such as the garden or at forest schools. They are able to comment on these also. We have continued to complete the floor-book within the

nursery with the children also. Due to the Covid restrictions we have been able to allow our parents in to see keyworkers and attend parent's evenings. We had the floor books on show and parents were able to look through these while waiting to see the keyworker.

We have been actively involving parents with the process of transition into the nursery and also into the school. We have been keeping parents up to date with any transition information via online learning journals. We have been offering children enhanced transitions if we feel they need this. Discussions with the parents regarding enhanced transitions has helped as it allowed us to support the parents who are also apprehensive with their child going to school. We sent out the transition forms this helped us to gather information from parents on what their child was looking forward to and any fears they have. This helped with the enhanced transitions also as we were able to speak about these when we were going around the school.

We have made use of Learning Journals and phone consultations as our main communication methods and using group call used for important information and notifications. Video calls have been offered as an alternative to families with only a few parents requesting this.

Our graduation ceremony in June 2022 we are having the parents in the school hall and participating in the ceremony.

Next Steps:

Plan and communicate settling arrangements in collaboration with parents/ carers for the new term. Re introduce in person transition visits for parents prior to starting now restrictions have eased.

Plan for Triple P/ families connect and virtual stay and play, big cook little cook sessions for next session

Send additional staff on Triple P training to ensure we are able to support our parents and children as our Triple P staff member is due to retire.

More opportunities to allow parents to come to forest schools with staff and children.



Centre priority 3: Excellence through attainment

<p>NIF Priority gap</p> <p>Choose an item.</p> <p>NIF Driver</p>	<p>•Closing the attainment gap</p> <p>parental engagement</p>	<p>HGIOELC QIs</p> <p>QI 3.2 Ensuring children's progress</p> <p>QI 2.7 Partnerships</p>
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assessment of children's progress

Progress and impact:

Due to Scottish government guidance, our 3 to 5 room was split into 2 rooms for nearly a year August 2021 when the children went off to school our numbers were low and within the Covid guidance this allowed us to open up the playrooms and have free flow again. This was not only a challenge for the children but for the staff and after a few weeks we saw the benefits from having free flow access for all. This allowed the children to interact with their peers in all the rooms and allowed us to have all areas developed and easier access for the children to play, instead of the restrictions to one room.

All staff have been involved in the individual PDR process throughout the year and identified leadership roles linked with Improvements and staff training opportunities. A particular focus has been on the development of outdoor play, indoor learning environments, Science, Technology, engineering and maths (STEM), language and literacy, incorporating Makaton and communication strategies with these were highlighted to families on learning journals and shared with staff in team meetings.

We have supported children's language and literacy development through the increased use of Makaton throughout the centre as well as sending this information home via learning journals for parents to be involved in from home. We have worked to adapt the way we implement literacy programmes such as Word Aware and Talk for Writing to support children's development in early literacy and to increase vocabulary through leadership, learning journals and the support of our literacy champion. After speaking to the speech and language team they have advised us to speak to our Educational Psychologist with regards to the implementation of a language communication friendly environment in our EYC.

Maths initiatives such as the SEAL maths using the emergent planner where the children look at numerical sequences, identifying numerals, recognising both regular and random dot patterns. The children are now able to confidently take snack independently self-serving using the dot patterns. They are beginning to recognise numbers as well as supporting the younger children with the amount of food they have to take.

Over the past year we have looked at developing our outdoor spaces to ensure children have access to different opportunities outdoors as well as indoors. We have just recently installed a new fence and we are developing different areas for the children to explore using the consultation meeting we had with children on what they want to see outdoors in the areas. Individual spaces have been developed to meet the needs and interests of children accessing the outdoor environment, offering challenge, enjoyment and to develop curiosity. Almost all children choose to access the outdoor environment daily with all children have daily opportunities to access the outdoor learning environment across all ages.

We have now taken all Pre-school children to the forest and supported them to experience different learning opportunities through risky play and the forest. All children have thrived being outdoors and the staff have begun to have a love for this also. We have staff currently doing a mini forest schools with our anti pre-school children in the top garden. This is giving them the knowledge they will need before the actually go to our big forest schools. We will be looking to get parents involved in this also in the new term.

Our staff team observe children throughout their play to plan and inform next steps and consider any resources required, learning or interventions. We use a variety of observation techniques

including Ferre Laevers to understand the level of wellbeing and involvement of the child during play and learning based on experiences and outcomes from Curriculum for Excellence.

Our responsive planning approach has ensured flexibility and child lead learning experiences were provided for children consistently within all playrooms. This has saw children within the EYC being more engaged as the learning that is taking place is responsive to what they are wanting to learn about and they are showing more interest in this. Further training was provided to staff during a recent in-service day. We are currently in the process of undertaking peer visits to other Early Years Centres to support us to review our planning processes and adapt as required.

As a Senior Management team we meet together with staff to discuss children's learning through their journals termly and to track the children's progress to ensure best outcomes. The early years teacher spends time with staff going over next steps, quality of observations and offers support were needed. At times of transition we pass on information to our cluster primary schools reporting on the progress children are making. The information is contained in strength and difficulties forms and also provided through the transition progress questionnaire and transition documents.

Next Steps:

Plan termly tracking meetings and individual key workers meetings for support

Following August in-service day, Implement focus child observation and area floor books to record planning in all areas

Finalise collegiate calendar to reflect termly meetings for relevant staff- Numeracy, literacy, outdoor learning

Focused meetings with staff regarding planning, next steps.

Continue to implement Talk for Writing and SEAL maths initiatives.

Progress in National Improvement Framework (NIF) priorities

Following on from Planning in the Moment training from the Anna Ephgrave methodology and responses from a parent/ staff questionnaire, we are currently carrying out a test of change within one of our playrooms. We aim to evaluate and do focus child observations of specific children through focus weeks and roll out across all the nursery. In partnership with parents. We will develop home links and support children with next steps in their learning.

Literacy and Numeracy champions have been working with the Early Years nursery teacher throughout the year and the teacher and SMT will continue to support staff in their leadership roles through the SEAL maths and word aware initiatives.

We have introduced peer observations throughout the nursery and this allows us to provide additional opportunities for staff dialogue and reflection on practice. SMT observations will also take place on a termly basis and feedback to the staff.

Children have been supported across the centre through effective observation methods such as AS Ferre Laevers.

We will continue to implement nurture principles within practice to support all children and families and through a TAC approach, ensure appropriate support measures are in place where required for individuals. Regular Support for All and LAP reviews will take place on a termly basis to reinforce this.

In August 2021 we implemented the 1140hours for all children, we are now providing nurturing meal time across sittings and children have access to a varied variety of meals. Staff and management regularly have solution focussed discussions with regards to the lunches and are reflecting on this using The Realising the Ambition (2020) and Setting the table (2018) guidance. We have went back to self-service in January 2022 with restrictions starting to ease and the children are confident and are able to do this themselves. Children are able to develop their independence skills whilst self-serving during the lunch time routine, supported by our staff. With new children starting in the nursery regularly over the months staff are always on hand to support these children grasp the new routines.

Our family champions have been supporting parents via email and telephone consultations but we are aiming to re-establish Triple P group sessions and introduce families connect sessions to support individual parents. Families Connect groups can support children and families to learn together and build relationships between parents and the early years setting. Groups will support identified children and parents' in raising attainment in literacy and maths as well as provide opportunity for parental social networks within the centre.

Through consultation with parents, we will continue to review our parental involvement opportunities such as parents evening, curriculum nights, Coffee days and stay and play sessions. We will look to introduce more of these in the coming year

We will continue to make use of questionnaires and parent feedback to support self-evaluation processes.

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

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

Summary of Centre Improvement priorities for Session 2022/23

- 1. Family Engagement-** To continuously involve parents in the life of the centre the centre- Parents committee, Family champion workshops
- 2. Development of learning, teaching and assessment approaches to support children's development and progress-** Look at the nursery planning and implementation
- 3. Promote the Rights of the Child** Through additional professional learning and discussion opportunities on UNCRC

What is our capacity for continuous improvement?

All staff at Holy Family EYC are committed to providing high standards and to improving outcomes for all of the children within the centre. We use a self-evaluation process that involves all stakeholders, to continue to improve our services progress. We are confident that the self-evaluation processes are leading to continued improvement throughout the centre. All staff are committed to continuous professional development and take on these opportunities with commitment in their own time, they provide feedback to all staff and implement in practice. Staff have leadership roles within the nursery and this allows us to ensure we are enhancing the capacity to continuously improve the nursery environment the opportunities we provide for the children.

Standards and Quality report should be emailed to the link Early Years Quality Improvement Officer by Friday 10 June 2022.