

Bishopbriggs Village Nursery

Scottish Charity No. SC006583

Cadder Church South Halls
Kirkintilloch Road
Bishopbriggs
G64 2LS

Standards and Quality Report
for year 2015-2016

Successes and Achievements

Improvement Plan

The priorities set out in our Improvement Plan have a measurable impact on improving the progress of our children's learning, and developing the work of the Nursery. We have made excellent progress in our Improvement Plan 2015-2016.

5.1 The Curriculum - Science

To purchase the Science resources identified in our Awards for All Grant application and to improve learning experiences in Science by ensuring that the Curriculum for Excellence experiences and outcomes and the 7 principles are addressed through high quality planning and implementation.

Excellent progress has been made. We purchased all the science resources identified in our Awards for All Grant application. Children are benefiting from the in-depth focus on Science and the introduction of more science resources, by improved levels of learning and achievement. Children have opportunities for developing their knowledge and skills using the new science resources, and how to apply these in a variety of learning contexts.

Next Step - To continue to monitor the children's learning and development in the curricular area of Science.

5.1 The Curriculum - Technologies

To purchase the ICT resources identified in our Awards for All Grant application and to improve learning experiences in Technologies by ensuring that the Curriculum for Excellence experiences and outcomes and the 7 principles are addressed through high quality planning and implementation.

Excellent progress has been made. We purchased all the ICT resources identified in our Awards for All Grant application. Children are benefiting from the in-depth focus on Technologies and the introduction of more ICT resources, by improved levels of learning and achievement. Children have opportunities for developing their knowledge and skills using the new ICT resources, and how to apply these in a variety of learning contexts.

Next Step - To continue to monitor the children's learning and development in the curricular areas of Technologies.

5.4 Assessment for Learning - Assessment, recording and reporting to parents.

To establish and agree a standard format for assessment and recording of children's progress to ensure a consistent approach and to use that information to ensure appropriate support and challenge for all children. To agree a standard format for a new transition document.

Excellent progress has been made. Children are benefiting from the use of a variety of assessment information to ensure appropriate support and challenge for all children. A holistic approach for assessment and recording is used to improve levels of learning and achievement, and to identify and plan next steps for future learning. We have adapted the EDC sample Early Level Transition Information document and introduced it to ensure we provide good information to support children going to school.

Next Step - To continue to monitor the use of our assessment, recording and reporting procedures.

Our Improvement Plan 2016- 2019 details our improvement priorities for next year.

Special Events and Achievements

The Nursery's most recent unannounced Care Inspectorate (CI) Inspection was on 27th November 2015 and the Report was published in December 2015. The Nursery was awarded the following grades:

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

The Care Inspectorate grade us using the following grades:

6 Excellent, 5 Very Good, 4 Good, 3 Adequate, 2 Weak, 1 Unsatisfactory

The Report highlighted that:

"The manager and staff had developed strong relationships with parents and children. Consultation with parents was very strong, particularly in relation to the care and support of children."

"Staff were knowledgeable about children's individual needs and interests."

"The service operated an open door approach, welcoming comments and feedback from parents."

The Report concluded that:

"Management and staff were very knowledgeable and professional in working with children, families and other agencies."

"The manager is enthusiastic and committed to further developing the service and to continuing to work with staff and parents to ensure that positive outcomes for children are achieved."

Awards for All Grants

Our initial National Lottery 'Awards for All' Grant enabled us to develop a fabulous outside learning space for the children to enjoy which we now use as our Eco/Sensory garden. Our second grant enabled us to purchase a large variety of furniture, equipment and resources to upgrade the whole Nursery and enhance the children's learning. The funding was also used to create our Nursery website which was designed and developed by one of our parents.

We applied for our third grant of £3,000 last session as part of the Nursery's Improvement Plan to enable us to purchase a variety of resources which would provide learning and challenge in all areas of the curriculum but more specifically in the areas of science, technologies and mathematics. The resources included, children's cameras; a video recorder; a dark den with a variety of lights, light panels and torches; a light board with squidgy sparkly numbers, letters and shapes; water measuring tubes; electric scales; remote control cars; a variety of magnets; 3D magnet blocks; talking tubes; jumbo magnifiers; blindfolds; a microscope set; Beebots with numbers and alphabet mats; listening centre with headphones and CD stories; large play tunnels; wooden dolls house and furniture; wooden garage; double sided paint easel; a mega mansion and new tumbling mats for our climbing frame.

Fundraising Total £2,893.79

Topclass Photograph session £78

Children's Christmas cards sale £61.08

Christmas Concert, craft sale and hampers raffle £706.85

World Book Day £26

Topclass Photograph session (£160.50 donated to CHAS)

Smartie Tubes £351.15

Sports Day - Sponsored Assault Course £811.50

Rag Bag Recycling Bin £600.40

The "Easyfundraising" website £98.31

The Committee organised many of the fund-raising events listed above and with some of the money raised we invited A-Star Sports to provide 10 weekly sessions of sports and games which help develop children's physical skills.

The fund-raising also provides every child with a present from Santa, an Easter egg, and a book at Graduation for our preschool children. It pays for the Entertainer at our Christmas party and our Graduation. It also paid for a visit from Zoolab, an animal handling experience, who visited the Nursery in June.

<u>Special Events</u>	<u>Visits from/to</u>
Halloween party	Current parents and carers
Autumn walk	Prospective parents, carers and children
'Quiet Time' - children's meditation	Volunteer Helpers
Diwali	Oral Health Co-ordinator
St Andrew's Day	NHS Vision Screening staff
Singing in the Community Cafe	Speech and Language Therapists
Christmas craft sale	Educational Psychologist
Christmas Concert	Staff from Twechar Language and Communication Unit
Christmas Party	Quality Improvement Officer
Registration Open Afternoon	Nursery Support Teacher
Burns Day	Local Primary School Staff
World Book Day	College Assessor
Children in Need	Representative from CHAS
St Patrick's Day	Church Elders
Easter Egg Hunt	Church Minister and wife
Spring walk	Church Youth Worker
Fire Safety	Topclass Photographers
Sports Fun Day	A-Star Sports
Nursery AGM	Enjoy-a-ball
Parent's Evening	Easter Bunny
Teddy Bears Picnic	Santa Claus
Preschool Graduation	Zoolab
	Children's Entertainer - Magic Den
	Community Cafe
	Local Parks
	Local Library
	Local Shops
	Bishopbriggs Fire Service

The children benefit greatly from special events in the Nursery as they provide other opportunities for them to get involved in a variety of different ways. These events increase their understanding of a topic and enhance their learning. Visits from a variety of people also provide a link with their local community and helps their understanding of people's roles within the community. Visits to a variety of places also enhance their learning and understanding of the world.

The Nursery

Children in our Nursery have made very good progress in all aspects of their development and learning. Our children are becoming successful, confident learners and are achieving across a wide range of areas. They are able to show responsibility and independence. They contribute well to the life of the Nursery and its community.

Our budgetary management and financial decisions reflect the needs of the Nursery and lead to clear improvements in children's experiences, achievements and progress. We comply and actively engage with all relevant statutory requirements, legislation and codes of practice. Our staff, parents and other agencies are involved, where appropriate, in fulfilling the statutory duties.

Our children enjoy and are actively involved in learning through play. They are fully engaged, highly motivated and interact well during activities. In our Nursery, activities sustain the children's interests, help them to make decisions, solve problems and develop independence. Children can plan and initiate their own learning experiences. They exercise choice and take increasing responsibility for their own learning. Our children are treated with equality, fairness and respect. All children are making either good or very good progress and achieving well. They have formed friendships with other children and are increasingly able to cooperate with them and take turns. Our Nursery uses imaginative and appropriate methods to ask children about their learning. Our staff listen to children and act upon their views and interests. Children feel successful and are confident, and they can contribute appropriately in our Nursery. They feel valued, safe and secure.

"Management and staff had taken care and consideration to creating a safe, pleasing and stimulating environment suitable to the needs of children attending." Furniture and fittings used throughout the service were of a very good quality. Soft furnishings were available to ensure children had access to quiet, comfortable areas." CI Report Nov 2015

"Children were cared for in accessible, well maintained premises. The service was warm, bright, spacious and inviting for children and families." CI Report Nov 2015

"We observed children in the Nursery to be familiar with the daily routine and to be very well settled in the environment. Children played independently or in small groups with very good support and interventions by staff." CI Report Nov 2015

"Staff knew children well and were very attentive and caring towards them. CI Report Nov 2015.

"We could see that staff were supporting children's emotional wellbeing. The playroom had areas with soft furnishings where children could relax and take time out." CI Report Nov 2015

Our parents play an important part in their children's learning and development. They are represented on our management committee, and participate in relevant meetings and in our many Nursery events. They contribute, as fully as possible, to their children's development and learning, safety and health. Our parents are fully satisfied with the quality of education and care we provide. They feel valued, supported, informed and recognised as joint partners. Our parents report that the Nursery supports and encourages their involvement in their children's learning and in discussions about education and their contributions to our Nursery's improvement. Parents indicate that they receive prompt and carefully-considered responses to their views and enquiries about their child's learning.

"Consultations with parents and children about care and support was very strong. Parents engaged in their child's learning and the life of the service." CI Report Nov 2015

"Staff implemented a variety of strategies in collaboration with parents to ensure that children could make their own choices and be supported to achieve their potential. They involved parents as partners in their children's learning." CI Report Nov 2015

"A detailed welcome pack, regular newsletters, information board, website, parent meetings and an effective keyworker system enhanced communication with parents,. This made sure staff planned activities that took account of children's individual needs and interests as well as supporting their development." CI Report Nov 2015

"A number of parents were involved as committee members responsible for provision of service." CI Report Nov 2015

"Parents and grandparents came into the nursery to read to children, assist with crafts and sing/play the piano. Visitors and community services visited the nursery to engage with children." CI Report Nov 2015

We have a clear and shared understanding of what is involved in providing a high-quality education for children. We are motivated and meaningfully engaged in improving the quality of education and care for our children. We are actively involved in developing the Nursery's work through very effective teamwork within the Nursery.

Work and Life of the Nursery

Our curriculum has a clear rationale based on shared values. It starts from the needs of the individual child. It is designed to enable all children to make progress in the key aspects of their learning and development. It promotes challenge, enjoyment, personalisation and choice in learning. It has breadth, balance, depth and sufficient flexibility to meet the needs of individuals, including those with additional support needs. The curriculum takes full account of local and national advice and leaves scope for staff to introduce well-considered innovations, and for children to follow their interests. The curriculum is based firmly on play and active learning.

"The children were given space to explore and learn independently under the watchful eye of the adult. The only interventions were necessary and allowed the children to explore and develop their play skills within the nurturing environment." CI Report Nov 2015

We develop and refresh our curriculum on a regular basis, involving all staff in the process and taking account of the views of the children and parents. We reflect as a staff on the curriculum we provide and improve the range and quality of experiences for all children, the impact of these experiences on children, and the outcomes which they achieve. Our programmes are stimulating, challenging and enjoyable. We respond to and meet the needs and interests of individual children. Our curriculum supports progression within and links between areas of learning, and promotes progress in wider achievements very well.

"The wishes and needs of the child were at the heart of staff planning. Staff were knowledgeable about the needs of individual children and worked with them to plan activities around their interests." CI Report Nov 2015

"Children were consulted on a daily basis and supported to make informed choices about their learning and development. Information collected supported responsive planning of experiences, activities, topics and outings." CI Report Nov 2015

"Children were at all times asked for their opinion and active learning was evident as children independently chose learning experiences. " CI Report Nov 2015

All staff work confidently with the experiences and outcomes from the Curriculum for Excellence and know how to use them in taking a coherent approach to learning, teaching and assessment. Our children are achieving their individual learning goals and are making appropriate progress in literacy and numeracy. They are developing skills for work, life and learning, and are taking increasing responsibility for their learning.

We provide very effective support to our children in transition from home to pre-school. We pay very good attention to continuous progression in children's learning, including how they learn, during the key transition stages of pre-school to Primary 1.

"There were very good links with local primary schools and shared placement services. Transition to nursery and schools was carefully planned with parents and children being fully involved and consulted. The nursery implemented a full induction process to ensure that children were appropriately supported." CI Report Nov 2015

We use a wide range of learning environments and teaching approaches which are challenging, enjoyable and include creative and imaginative play activities. They start from, and are well matched to, the needs of individual children. They sustain their motivation and engagement and build on their previous learning. We work directly with our children to develop their independent learning skills. Play activities involve them with others in making decisions, investing and solving problems. The pace of learning enables all children to make appropriate progress.

"During the inspection, children could participate in free play and organised activities. We observed children making different use of resources available depending on their needs and wishes." CI Report Nov 2015

"The service was well resourced and offered children a variety of different activities to stimulate and challenge their learning." CI Report Nov 2015

"Children accessed resources that stimulated inquiry, exploration and curiosity." CI Report Nov 2015

"We saw that there were numerous resources looking at different areas of development and these were differentiated depending on the age and stage of the child." CI Report Nov 2015

Our interactions with our children show we have a comprehensive understanding of children's learning and development. We are very well judged to increase the complexity of children's play. We understand and develop children's motivation and build on this to sustain their purposeful involvements in play. Our relationships with children are consistently friendly and trusting and we use praise effectively to promote learning. We observe children closely to decide whether intervention is required and use information about their progress to plan future learning.

"We observed staff engaging with, and supporting children very well. There were lots of warm, affectionate interactions between staff and children." CI Report Nov 2015

"We observed that staff knew children and their families well and used this knowledge to provide positive, tailored experiences for children." CI Report Nov 2015

"Staff displayed a sound knowledge of the children in their care and their specific development needs. All staff had a lovely calm tone in their interactions with the children which helped maintain the positive atmosphere. Staff displayed good knowledge and skills and a mutual respect was evident between staff and children." CI Report Nov 2015

Our teaching fully involves children and encourages them to express their views and ask questions. Our questioning is skilled and we ensure children have time to think and reflect before responding. We value children's responses and develop their answers fully to extend learning and encourage effective contributions. We consistently promote curiosity, independence and confidence in children. We make sound judgements about children's progress and respond quickly to ensure that activities and experiences meet the needs of individual children. We take full account of children's varied patterns of attendance at our Nursery and ensure play and care routines are very well coordinated to take full account of their individual needs.

We were impressed by how the staff engaged with children and listened to their ideas. CI Report Nov 2015

"Staff used higher order thinking skills, asking children specific questions to help them to make meaning and connect understanding about different topics. This helped children to problem solve and to enjoy the sense of achievement from working things out themselves." CI Report Nov 2015

We place meeting the learning and development needs of children at the centre of our work. We match learning activities and resources to the age, needs and abilities of individual children. Our approaches to development and learning are relevant and challenging and take full account of children's experiences, interests and individual ways of learning. Our children are able to make choices, follow their own interests and are absorbed in their play. Our programmes are flexible to enable individuals to progress at their own pace. We make effective use of resources to support children's learning and meet a wide range of learning and teaching styles.

We identify at an early stage, to review and evaluate children's needs, including those whose needs are different from their peers. We fully involve parents and carers and partner services in the process.

Our staff use an appropriate range of assessment methods, including observations and high-quality interaction with children. We monitor the support and intervention individuals and groups require. At least one member of staff knows the whole child very well through our Key Worker system. We observe

children closely at play, track their progress and use the information to plan their future learning and decide whether intervention is helpful. We have effective procedures for record keeping which support us to track and record children's progress, identify next steps and report to parents regularly.

"Staff conducted wellbeing and involvement observations and used a tracking system to ensure that children were supported to achieve positive outcomes. Parents were an integral part of this process." CI Report Nov 2015

"Staff enabled children to learn at their own pace and to develop confidence, self esteem and self control. They supported children to develop skills and competences such as making decisions, solving problems and communicating. Staff fully worked in partnership with parents to ensure that inclusive practice was achieved." CI Report Nov 2015

"Children's Learning Stories and Achievement Folders showed us how staff had considered children's individual interests and needs. These were shared with parents and parent comments were welcomed." CI Report Nov 2015

"The folders demonstrated that children were engaged and very good opportunities were provided for them to reach their potential. Staff regularly congratulated children on their achievements and successes. Positive, encouraging comments were recorded within children's folders. Building on children's self esteem and motivation to learn and contribute to their quality of life in the service. CI Report Nov 2015

As individuals and with colleagues, we evaluate our own work as reflective practitioners and make improvements, for example in playroom activities or the organisation of our programmes for the curriculum. We work together to evaluate provision in order to secure continuous improvement, including major changes where this is needed. We have very effective systems to gather the views of our staff, parents, children and others about the quality of our work.

"Children, parents and staff were involved in improvement planning and could provide views and comments and make suggestions for improvement." CI Report Nov 2015

"Consultation with parents and children about care and support was very strong. Parents engaged in their child's learning and the life of the service. There were numerous strategies implemented to allow children, parents and families to participate in assign and improving the quality of care and support." CI Report Nov 2015

Our vision, values and aims are used as the basis for reviewing our work. Our self-evaluation focuses on key aspects of our children's successes, achievements and wellbeing. It draws on a wide range of evidence and is rigorous, systematic and transparent. We reflect on current practice and evaluate any new

initiatives or changes we introduced. Through our Improvement Plan our strengths and areas for improvement are clearly identified. We share good practice. In our Nursery, self-evaluation is used to gauge progress and improvements and we can show clear evidence of improvements based on our cycle of self-evaluation. We focus particularly on continuing improvements to learning and teaching and the achievements of all our children.

We have highly motivated, skilled and qualified members of staff who provide an appropriately high-quality curriculum for all children including those with additional support needs. Our Nursery has effective, safe and transparent recruitment procedures. When appointing staff we give due regard to qualifications and skills, aptitudes and experience needed for each post and have an effective induction procedure for all new staff. We have clear procedures for setting the standard of conduct, care and welfare which all staff can expect and which are expected of them. Our staff know their responsibilities and rights, and relevant professional codes of practice. We have clear and well-supported framework of continuing professional development and review for all staff deployed in our Nursery. Information from staff review and other sources of informs staff development activities and supports continuous improvement.

"Staff records showed that staff had been recruited using safe recruitment practices." CI Report Nov 2015

"Staff held a range of childcare qualifications and were committed to their personal development as well as the development of the service. Staff worked very well as a team and supported each other in a constructive and caring manner." CI Report Nov 2015

"Staff we spoke with were highly motivated and were familiar with best practice guidance that could support them in their work with children." CI Report Nov 2015

We have clear procedures for financial control and make best use of the finances provided. We manage and monitor our expenditure openly and effectively. Our priorities for the use of financial resources are clearly linked to the day to day running of the Nursery though finances have been allocated effectively and efficiently to support our improvements priorities which in turn has led to positive outcomes for our children.

Vision and Leadership

Our vision is based firmly on high-quality early education and care for children and is in line with local and national priorities. The work of our Nursery gains direction from the statements of our vision, values and aims which we continually revisit and reinforce. This results in a strong sense of common purpose throughout our Nursery community. We take full account of our vision, values and aims when we review our work, implement improvements and shape future direction.

"All staff were involved from the initial planning of the service through to the final evaluations. They were consulted about all aspects of the service and their views and comments influenced the direction of service. Staff were also involved in evaluation processes following training and induction." CI Report Nov 2015

Continuous improvement and successes and achievements for learners are central to our Nursery's strategic direction. We ensure that high-quality learning through play is the central focus of our Improvement Plans, and that improvement priorities are linked to our practice. We make transparent and evidence-based decisions on the allocation of resources to target agreed objectives and achieve best value.

The Manager demonstrates commitment to learning by modelling good practice, giving feedback, sharing insights widely, stimulating self-evaluation and reinforcing a culture where staff feel able and confident to take lead roles in the work of the Nursery. The Manager's approach is consultative, securing shared commitment, though when required, drives action forward directly. The Manager reinforces a culture of distributed leadership where staff feel able to exercise initiatives and take lead roles within and beyond the playroom.

"Staff clearly felt supported by management and this was confirmed by the staff we spoke with during our inspection. Sharing learning was a feature of how staff worked together. This was achieved through regular training and staff meetings." CI Report Nov 2015

"It was evident that the manager had used her leadership values and skills to promote involvement from staff and delegates tasks to staff." CI Report Nov 2015

"She modelled very good leadership qualities thus promoting a culture of participation and involvement within the staff team. The manager supported and empowered staff in their self development. They were able to lead and share skills and knowledge. They were encouraged to bring new ideas and learning into the service." CI Report Nov 2015

The Manager is committed to planning and implementing strategies for improvement and understands the need for change, support and challenge, demanding targets and to manage change effectively. The Manager leads and manages change effectively and strategically by prioritising and focusing on a manageable number of high-priority initiatives and communicating them well.

"The manager had planned and developed systematic procedures for monitoring and evaluating service provision. She maintained a floor presence throughout the service and undertook regular monitoring of the quality of provision." CI Report Nov 2015

"Communication with staff was strong. Staff regularly attended meetings out with work time. The manager regularly communicated with staff throughout the session." CI Report Nov 2015

"We felt the service was working well to achieve its identified priorities through regular evaluation and the involvement of all those who used the service." CI Report Nov 2015

The Manager plays a very strong role in maintaining high levels of quality and leading improvements and innovation, learning and teaching, with a focus on impact and outcomes for all people.