**STANDARDS AND QUALITY REPORT**

**BISHOPBRIGGS VILLAGE NURSERY**

**CADDER CHURCH SOUTH HALLS**

**KIRKINTILLOCH ROAD**

**BISHOPBRIGGS**

**G64 2LS**

**2019-2020**

**Standards and Quality Report for Bishopbriggs Village Nursery**

**Context of the Establishment:**

**Bishopbriggs Village Nursery serves the community of Bishopbriggs, is centrally located in the heart of the village and was founded in 1972. We provide early learning and childcare for 30 children aged 3-5 years old from 8.50am-12pm, Monday to Friday, term time. We have a transition programme in place for new entrants to the nursery and for pre school children moving onto Primary School. This year we have 13 children transferring to 5 local schools.**

**We are a non-denominational, voluntary sector nursery with charitable status and have a Management Committee of volunteer parents and carers who have children attending the Nursery. The committee employs all the nursery staff and has overall responsibility for the nursery. The nursery manager is in charge of the day to day running of the nursery and of managing the staff team. We are currently in partnership with East Dunbartonshire Council to provide commissioned places for early learning and childcare. Our partnership status is subject to a comprehensive set of terms and conditions and strict regulation.**

**The staffing compliment exceeds the national guidelines and includes a Manager, three Early Years Practitioners, a Financial Administrator and a Kitchen Assistant. The nursery manager is the designated Child Protection Coordinator and Additional Support Needs Co-ordinator, and a practitioner acts as deputy in her absence. Three practitioners are qualified in First Aid.**

**We operate from Cadder Church South Halls in Bishopbriggs and have use of the main hall, a small room, kitchen, toilets and a small outdoor garden area. We also make use of local park areas. The staff team at Bishopbriggs Village Nursery create a learning environment which is relaxed and supportive and provides opportunities for observations, interaction and further exploration of interests and experiences. The learning environment is imaginatively resources and stimulating with opportunity for engagement, exploratory and spontaneous play. The imaginative use of space and resources creates opportunities for the children to work independently or collaboratively. We ensure that we have sufficient equipment and resources available at each session for the number of children attending.**

**Our vision is to engage actively in the pursuit of excellence by providing early learning and childcare of the highest quality that will enable all our children to become successful learners, confident individuals, responsible citizens and effective contributors.**

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| **Priority 1: To develop a workshop approach for children** |
| NIF Priority NIF Driver  | HGIOS?4/ ELCC QIs 1.2: Leadership of Learning3.3: Developing creativity and skills for life and learning |
| Progress and impact: Very good progress has been made. Almost all children are benefiting from the resources being easily accessed. It is developing children’s curiosity. Children have had some opportunity to explore open ended resources although this is something that needs developed.Next Steps: Develop more natural resources especially in the House Corner |

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| **Priority 2: To develop a more robust self evaluation process** |
| NIF Priority NIF Driver  | HGIOS?4/ ELCC QIs 1.1: Self evaluation for self improvement1.3: Leadership of change |
| Progress and impact: Excellent progress has been made in the self evaluation progress. A robust monthly cycle is in place where all staff take part in reviewing and reflecting on changes made. Staff are more confident in using government documents.Next Steps: To continue with monthly self evaluation process, working through the 2 year calendar |

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| **Priority 3: Use E Journals to improve tracking children’s progress** |
| NIF Priority NIF Driver  | HGIOS?4 / ELCC QIs 2.3: Learning, teaching and assessment |
| Progress and impact: Very good progress has been made. Almost all children are becoming involved in their learning. Staff are making good use of their observations, putting the children’s interests first and using them to inform the planning for their area. The E journals have been effective use of the observations, tracking and home links.Next Steps: To continue to monitor children’s progress using the online journals. |

**Key priorities for improvement planning**

HGIOELC QI’s - 2.5: Family Learning

2.7: Partnerships

Building the Ambition - 3.3: Involvement of the Family

We will work to develop our parental engagement, through our stay and play sessions. We will plan to make them more focussed using the children and parents/carers feedback. We also plan to hold more curriculum/ information days to inform the parents/carers.

HGIOELC QI’s - 3.3: Developing Creativity and skills for Life and Learning

Building the Ambition - Section 7: Putting Pedagogy into Practice

To create a nursery environment where children can explore natural/open ended resources. This will enable high quality engagement and interactions. The nursery will engage the children and parents when updating resources.

HGIOELC QI’s - 2.2: Curriculum

3.2: Securing Children’s Progress

Building the Ambition 4.1: How are play and learning connected?

Section 6: Early Learning and Childcare - what do children need?

To create a nursery environment where children can make good progress in early literacy and numeracy skills. Staff will make good use of the document ‘My World Outdoors’. We will also work closely with a primary school bridging the early literacy gap in boys.

What is our capacity for continuous improvement?

The manager and the staff team have established a welcoming ethos within the nursery. The nursery is well established in the community and have developed a culture to support and promote change and improvement in the nursery. We are confident that we have the capacity for continuous improvement and to implement improvement and change.

NIF quality indicators

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| Quality indicator  | Self-evaluation  | Inspection / Authority evaluation( If available) |
| 1.3 Leadership of change  | 4 | Satisfactory |
| 2.3 Learning, teaching and assessment  | 4 | Good |
| 3.1 Ensuring wellbeing, equity and inclusion  | 4 | Good |
| 3.2 Raising attainment and achievement  | 4 | Good |