**STANDARDS AND QUALITY REPORT**

**BISHOPBRIGGS VILLAGE NURSERY**

**BISHOPBRIGGS COMMUNITY CHURCH**

**21 PARK AVENUE**

**G64 2SN**

**2020-2021**

**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 24 children aged 3-5 years old from 9.00am-2.00pm, 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 16 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 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. Two practitioners and the manager are qualified in First Aid.**

**We operate from Bishopbriggs Community Church in Bishopbriggs and have use of the room downstairs, within the room there is a playroom, small kitchen area, toilets, a small staff room, cloak room and access to an outdoor 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.**

|  |  |
| --- | --- |
| **Priority 1: To engage parents/carers in the life of the nursery and their children’s learning** | |
| NIF Priority  NIF Driver |  |
| Progress and impact: Relationships with parents/carers have been strongly built. Staff know the parents/carers of all the children and are approachable at all times. Parents can talk to staff on a daily basis, via phone call/emails or at parents night.  Learning journals have been used hugely due to COVID – 19 pandemic. We were due to start more focussed stay and play sessions after the Easter break. Most parents completed surveys regarding their children’s learning, the new move in August and COVID-19 surveys.  Due to COVID-19 we were unable to carry this out in a formal way, we informed parents of learning through home learning while the nursery was closed.  Observation weeks were embedded into our planning format. Staff observed the children the first week in their area, to identify the children’s interest and what the children know already.  Next Steps: To continue to involve parents/carers in their children’s learning | |

|  |  |
| --- | --- |
| **Priority 2: To continue to enhance our resources (open ended and natural resources)** | |
| NIF Priority  NIF Driver |  |
| Progress and impact: Children are consulted with all new resources being purchased. Charts and votes happen when deciding what resources are to be purchased. Continue to carry this out as much as possible.  Staff have worked incredibly hard to set up the new nursery making resources easily accessible for the children to access. Children are able to ask for other resources if they wish. Staff are observing the children in their area and adapting or adding resources to increase learning.  Next Steps: When updating resources to source open ended resources | |

|  |  |
| --- | --- |
| **Priority 3: To enhance the children’s literacy and numeracy knowledge and engage them in this learning.** | |
| NIF Priority  NIF Driver |  |
| Progress and impact: Staff continue to involve literacy and numeracy resources within all areas of the nursery.  Due to COVID-19 we were unable to visit other establishments. Staff continue to research numeracy and literacy ideas and training.  Next Steps: Continue to encourage Literacy/ Numeracy and Health and Wellbeing experiences in all areas of the nursery. | |

**Key priorities for improvement planning**

Priority 1 – Health and Wellbeing – Particularly Nurture

Staff will ensure that all children have the necessary time to settle into the nursery. There will be time to develop relationships with their keyworker and all staff with the nursery. Staff will ensure that essential communication to parents/carers, which will ease their minds. Adequate time and signage available for children and parents/carers to ensure they have the time to say goodbye to the children. Children have the opportunity to talk about their feelings and the changes in the nursery. Sid and Shanarri Wellbeing toolkit as a yearly backdrop focussing on a wellbeing indicator each month.

Priority 2 – Outdoor Learning

To develop the outdoor area and outdoor learning within the new premises. Direct access to outdoors and opportunities for staff training. Applying for grants or organising fundraising to develop resources and experiences. Staff will be given opportunity to talk to and if allowed visit other establishment outdoor areas. Time to read and review “My World Outdoor” and “Space to Grow”.

Priority 3 – Continuing to ensure achievement and learning

To observe the children and spend time getting to know what the children know and what they still need to learn. To track children’s learning through planning using the E’s and O’s and benchmarks. Learning journals and observations are used for this. Celebrating children’s outside achievements with nursery through the journals or conversations with parents/carers. Providing stickers to the children helping with their learning that they have done at nursery.

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

|  |  |  |
| --- | --- | --- |
| 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 |