

Establishment: Nithsdale Road Nursery School Session: 2021/22

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| EVALUATIVE STATEMENTS EVIDENCE | | | |
| Quality Indicator  1.3 Leadership of Change | What are the current strengths in this area? | What key evidence do you have of improvement in this area?  (People’s views/observations/data) | |
| Developing a shared vision, values and aims relevant to the ELC setting and its community | Our vision, value and aims has been reviewed and refreshed to underpin the current work of the setting and ensures that all staff shares the responsibility for creating a positive and caring ethos. There is a genuine commitment from all staff to share our vision with our families and ensure that we continue to deliver high quality early learning and childcare.  Senior Leaders are highly visible and play a critical role  Ensuring that we continue to deliver and promote high quality early learning and childcare. | * Gathering views from our service users in a variety of ways tells us that are families are being listened to and we respond appropriately thus meeting their needs. Despite the Covid 19 outbreak and subsequent lockdowns we continuously adapted to meet the needs of our families with all staff developing new ways to communicate and stay connected with our families. * Digital Technology is playing an increasingly crucial role in how we gather the views and communicate with our service users. The nursery benefits from the expertise of a Digital Leader of Learning to support parents, staff and children make progress in digital learning. * Consistently good feedback from service users through questionnaires, day to day contact and social media indicates that we continue to deliver high quality early learning and childcare and are meeting the needs of our children and service users. * All staff have a yearly performance review to ensure that their personal and professional developmental needs are being met thus ensuring we are able to plan strategically and appropriately for continuous improvement. | |
| Strategic planning for continuous improvement | All practitioners have leadership responsibility and as a result of this they are keen to develop their practice to the highest quality thus creating an ethos whereby a strong culture of distributed leadership is in place. There is in place a genuine interest from all staff in children’s learning and development and this leads to a clear understanding by all to the needs of the nursery and its community. There is a clear and shared understanding of the needs of the children, the setting and its local community. | * Care Inspection December 2018: Quality of care and support – Graded **Excellent** and Quality of management and leadership – Graded **Excellent** * All practitioners have taken part in training which has directly impacted on children’s experiences and had positive outcomes on their learning processes. A record of all training is kept in place on site. * The nursery is in its second year of using Literacy and Numeracy Trackers to support assessment of learning and as a result staff can clearly identify children’s progress and next steps in learning. Almost all children leaving to go to school were on track in achieving early level in literacy and Numeracy. * High uptake of training opportunities indicates a strong level of commitment to personal and professional development. * All staff have taken part in online learning and some staff have achieved their Apple Teacher Award with a view to all staff working towards this award. This is highlighted in SIP. | |
| Implementing improvement and change | Self- evaluation is viewed and utilized by staff and service users as a process that leads to improvement. Monitoring and evaluation of all aspects of our setting is seen as an integral part of our service and staff, parents and children are involved in this process ensuring we get the whole picture of our setting. Changes to the Senior Management Team have added strength with a wider knowledge base now in place as a result senior leaders are confident in managing change and at a pace which is more appropriate in the current climate. | * Regular staff meetings foster a culture of reflection and there exists an environment whereby professional dialogue is encouraged and valued allowing us to remain focused. * Senior staff communicates clearly targets for improvement and staff are facilitated to manage and take forward. * Improvements are clearly indicated to service users. * Children’s views and comments are sought in a number of ways to ensure we are meeting their needs. There is clear evidence of this throughout the establishment ensuring that the child’s voice is highly visible. * School Improvement Plan in place and reflects the needs of the establishment. | |
| Self- Evaluation is continually reviewed and utilized as process for improvement. Digital Learning will become more embedded in our practice thus ensuring robust systems are in place for the gathering of views of all service users in a variety of ways. | | Overall Evaluation  Excellent  Very Good  Good | Satisfactory  Weak  Unsatisfactory |
| EVALUATIVE STATEMENTS EVIDENCE | | | |
| Quality Indicator  2.3 Learning, teaching and assessment | What are the current strengths in this area? | What key evidence do you have of improvement in this area?  (People’s views/observations/data) | |
| Learning and engagement | The ethos and culture of the setting supports a strong commitment to positive interactions and is built upon very positive and nurturing relationships. All children have been observed to feel safe and secure. Almost all children are part of our ECO Committee. Almost all children are motivated and show a high level of engagement in their learning. The outdoor space offers opportunities for all learners to develop skills in curiosity, creativity, problems solving, gross motor skills development and develop an understanding of sustainability. The setting is able to offer almost a full outdoor service delivery. | * All children take part in PATHS and this allows them to contribute to the setting by taking on leadership roles. (Twiggles Helpers) * Fourth Green Flag (May 2021) demonstrates our continued commitment to learning for sustainability. We are also only one of two nurseries to be awarded Gold Acorn Status in recognition of LFS. * COP 26 will feature highly this year with examples of our good practice already highlighted in the launch Program. * Our curriculum starts with the needs of the child. It has breadth, balance, depth and offers flexibility in order to meet individual needs. We work closely with our parents to make sure we know our children really well.   By operating a key worker system ensures that our children make the key transition from home to nursery and to ensure we best meet the needs of all children. | |
| Quality of interactions | Almost all of our children are highly motivated, confident and happy to come to nursery. Our very good staff child relationships ensure that all our children are well supported to make decisions, exercise choice and take responsibility for their own learning. Almost all children interact confidently with each other and many have developed good friendships. Almost all of our practitioners have a sound understanding of child development. Careful consideration is given to the learning environment affording all children opportunities to make many choices and lead their own learning. Outdoor play is a high priority in the setting and there is strong evidence supporting positive interactions and development of relationships as the children return after lockdown. | * Well planned purposeful play experiences ensures continuity in learning. * Effective use of practitioner’s bilingualism offers support to children and families to ensure home language is supported as well as key communication with parents is not missed. * Regular staff meetings offers staff the opportunity to evaluate and share the learning taking place and allows for the opportunity to evaluate provision, resources and discuss issues as they arise and solutions are sought. * Regular staff review allows for reflection on current practice and offers a medium to identify training gaps to ensure best service delivery. The authority has been proactive in supporting all staff with robust training programs for all levels thus ensuring quality lies at the heart of what we do. * Excellent use is made of our outdoor area. Almost all learning/play and interactions now takes place outdoors. | |
| Effective use of assessment | Almost all staff effectively uses observations to inform learning and all children are actively listened to identify individual needs and interests. Where necessary, interventions are well planned and timed appropriately. Opportunities are in place to share progress with all parents at various times throughout the year. Very effective use is made of practitioners’ bilingualism to support the majority of children in their learning and in feeling safe, secure and nurtured. Almost all staff are confident using Numeracy and Literacy Trackers which has afforded staff the opportunity to monitor learner’s progress in a more robust way. There is a clear training program in place to support all staff and key staff identified as Champions to add further support. | * Children’s progress in their individual learning profiles and the recording of their achievements and next steps provide a holistic and reliable view of progress. * Individual profiles provide opportunities for children to reflect on their own learning and can share at home with parents. * Interim meetings and transition meetings are all in place in order for parents to receive information on their child’s progress. This can be done digitally and by telephone. * Bilingual staff are available to support parents thus ensuring key messages are accessible. | |
| Planning, tracking and monitoring | Manageable systems are in place for recording and tracking children’s progress, achievements and next steps in learning which is clearly understood by all staff. A few children who require additional support are tracked robustly to ensure maximum progress is secured. Planning intervals are flexible and loosely based on the long term annual plan. | * Conscious efforts have been successful in reducing and streamlining planning formats thus ensuring time is correctly prioritized to work with children. * Planning is evaluated in depth using curriculum design principles ensuring very good understanding of our children’s progress. * Well-being assessment plans are in place and are regularly reviewed by relevant staff, effectively ensuring that the needs of all learners are considered. * This year our planning has become more visual with an increase in the use of mind maps for discussion, reflection and the identification of next steps in learning leading to a significant improvement on how children’s learning and achievements is captured and recorded. * Excellent relationships with our key primary schools have resulted in a robust transition program ensuring effective movement into, across and from our setting. | |
| Evidence of children’s progress is consistent and robust. Moderation is used to raise standards and expectations across the early level with practitioners taking a collegiate approach to reach agreements. Continued use is made of assessment tools/frameworks to ensure our evidence is reliable and valid. Opportunities are in place to involve parents in this process using digital technology. | | Overall Evaluation  Excellent  Very Good  Good | Satisfactory  Weak  Unsatisfactory |

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| EVALUATIVE STATEMENTS EVIDENCE | | | |
| Quality Indicator  3.1 Ensuring wellbeing, equality and inclusion | What are the current strengths in this area? | What key evidence do you have of improvement in this area?  (People’s views/observations/data) | |
| Wellbeing | Relationships between practitioners, children and families are very good. A real sense of community exists at Nithsdale Road Nursery and we are highly regarded within the community. A strong emphasis is placed on promoting a positive and inclusive ethos and a member of staff is always there to meet and welcome children and families on a daily basis. Team work is understood and valued and very good relationships exist throughout the nursery. Opportunities are in place for all children to talk about their feelings, behaviors and their rights and responsibilities. Practitioners have a very good understanding of (GIRFEC) and all children’s individual records contain a copy of a ‘well-being wheel’ which is annotated with information specific to the child’ development and progress. Information from parent induction is used to populate before the child starts nursery.  A high level of sensitivity and care is shown by staff in their interactions with children and they plan with the uniqueness of each individual child in mind. As a result of this almost all children are kind and caring towards each other. | * Care Inspectorate Report Dec 2018 indicates the nursery is performing to a very high standard. * A ‘How Nurturing is our Nursery’ is issued and discussed each year and results consistently show that our parents regard our practice as very good. * Our well established PATHS Program supports children and families in the promotion of positive behavior, whilst supporting Glasgow’s vision as being a nurturing city. * The nursery has a number of national awards for our approaches in promoting health and wellbeing. Tooth brushing friendly training and breast- feeding friendly training undertaken every two years. Child Smile training updated for all staff September 2021. * Children’s plans in place and are reviewed and updated regularly ensuring information is accurate and up to date. | |
| Fulfillment of statutory duties | All staff ensures that we comply with the necessary statutory duties as outlined to us by Glasgow City Council and the wider community. Taking into account national guidance/documentation. A range of training opportunities have been accessed to help practitioners develop their practice and provide appropriate support to children and families. For example, Glasgow Counts in our Playrooms, Gender friendly nursery. Communication friendly Award to be in place for end of current session. | * All staff takes part in regular personal development discussion. * High up take of training opportunities ensures staff keep up to date with current practice ensuring best outcomes for children. * All staff registered with necessary regulatory bodies. (SSSC and GTC) Systems in place to ensure registrations do not go out of date. (Aug inset) * Management Circular 57 *Child Welfare and Safety* reviewed annually by all staff. * Induction in place for all new staff. | |
| Inclusion and equality | Equality and diversity are actively promoted and celebrated. There is a very good knowledge of the context of the local area. The majority of children come from homes where English is not the main language spoken. Parents are encouraged to share festivals and celebrations that are important in their lives. There is a strong focus on celebrating the range of languages spoken. A few children have identified additional support needs. These children all have individual targets identified in their wellbeing assessment plans to help them make progress in their learning and social skills and are well supported. Senior staff work together to regularly review programs and will readily make adaptations to ensure access for all. | * Effective strategies are in place to support communication by the excellent use of EAL and bilingual staff * Very good input from parents to support mother tongue. Story- telling, signage and interpreters. * Robust programs are offered with bilingual and monolingual children working together so that children can be effective role models for each other. * Good record keeping by EAL Teacher allows progress to be monitored. * Flexibility of programs and pace of a day in order to meet the needs of all learners. * Wellbeing Assessment Plans are in place, regularly reviewed and targets communicated to all staff. * Enhanced transition in place for those children who are going to school or on an alternative pathway who may require additional support. * All Behavior is Communication Training has been delivered to all staff and is reviewed each year to ensure continuity and the promotion of positive behavior. | |
| Using an ethos based firmly on a nurturing approach we will support our nursery community repair, recover and rebuild. This will be managed at a sustainable pace with regular opportunities available for professional dialogue and discussion resulting in positive outcomes for children with particular emphasis on the support and promotion of wellbeing. | | Overall Evaluation  Excellent  Very Good  Good | Satisfactory  Weak  Unsatisfactory |

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| Quality Indicator  3.2 Securing children’s progress | What are the current strengths in this area? | What key evidence do you have of improvement in this area?  (People’s views/observations/data) | |
| Progress in communication, early language, mathematics, health and wellbeing | There is a strong focus on health and wellbeing and as a result of this almost all children are making very good progress. Almost all children have developed an awareness of what makes a healthy lifestyle. Most children are able to express their feelings clearly and can relate different feelings to their personal experience. Almost all children are developing their fine and gross motor skills.  Most of our children are developing in their language as a result of being bilingual. Almost all children enjoy exploring mark making in a range of motivating contexts. All children have a daily story. Listening skills are developing well with almost all children being able to listen well and recall an event or story. In numeracy and mathematics almost, all children are making very good progress. As a result of staff attending Glasgow Counts Training there is an increased knowledge and understanding of the delivery of the mathematics curriculum. All children have daily access to our excellent outdoor space which is a truly valuable learning environment and is a key strength in our establishment. Children are given opportunities to develop social skills, problem skills such as abilities to negotiate compromise, cooperate and work together. Children are encouraged to explore, risk assess and develop their gross motor skills | * Structured Program in place (PATHS) to best meet the needs of children socially and emotionally.   Making good use of produce in our garden by cooking with supports our children learn about sustainability as well as what constitutes a healthy lifestyle.   * Lending library with a variety of books including bilingual books in place to promote literacy and a love of books and reading. * Good variety of ICT equipment with added support from our Digital Leader of Learning (DLOL). * Targeted interventions by key staff to support language acquisition. * EAL Teacher delivers phonological Awareness Program to further support the development of early literacy skills * Strong focus on music, singing and rhyme to support phonological awareness leading to improvements in early literacy- (reintroduced august 2021) * Almost all our time is spent outdoors. * Key focus on outdoor learning. The nursery operates Forest Kindergarten 2 days per week | |
| Children’s progress over time | Learning for sustainability has a high profile and as a result almost all our children are developing a wide range of skills and depth of knowledge. Regular litter picks allows the majority of children to develop an awareness of looking after our environment and local community. Almost all our children are very confident within the setting and are independent and confident decision makers as they are given the freedom to move freely around the setting. Almost all Staff are confident in making judgments around children’s progress. They show sound knowledge of children’s learning and continuously offer high level experiences to ensure progress is made. Professional dialogue is a key feature of our practice ensuring that keyworkers are afforded flexibility in moving forward practice to best suit the needs of children. | * A well- established forest kindergarten ensures that all pre -school children have an opportunity to enjoy a new experience of the world around them. Allowing children to explore, risk assess, make decisions in a different learning environment whilst having a positive impact on their health and wellbeing. * Well balanced programs, good playroom organization and well managed playrooms allow staff to make good judgments on children’s progress through listening, talking to children and sharing information with colleagues. * Effective use is made using mind maps to capture children’s learning and ensure the child’s voice is represented. * Overtime children show increased perseverance and can now stay on task for longer periods. * Children show high levels of curiosity and ask questions to support their learning. * Opportunities are presented throughout the year for parents to discuss their children’s progress and help identify next steps in learning. * Effective tracking of progress in place ensuring that we know the progress our children are making. | |
| Overall quality of children’s achievements | Overall almost all our children are achieving well. The nursery is well supported by our parents who share with us a very positive attitude to learning and achievement. Attendance levels are very good with almost all children attending daily. There is a strong culture of celebrating and sharing achievement and is evident throughout the nursery. There are a variety of methods in place to support and enhance communication and language skills. Strong links with a local business has enhanced all children’s outdoor learning experiences. Children benefit from staff training. The key areas of Literacy, Numeracy and health and wellbeing remain a key focus. | * Attendance is good with almost all children with an attendance of 80% or above. * Almost all our pre -school children are on track to achieving early levels in numeracy and literacy. * There are a few children who are working at further level in numeracy and literacy. * Very good support from EAL/Bilingual staff. * Strong Community links * We are one of the first nurseries in Glasgow to be awarded a Gold Acorn Award for our continued learning for sustainability work (June 2019) Leading to a nomination for a Trades House Award. | |
| Ensuring equity for all children | Nithsdale Road Nursery has a number of key features which facilitates inclusion such as strong ethos and values, high expectations of learners and a committed and enthusiastic team who fully believe in the benefits of inclusion and equality. All staff are committed to reducing barriers to learning and work hard to ensure all children are an integral part of our nursery. Diversity is very much celebrated resulting in very effective partnerships with service users. Praise and encouragement is used in a meaningful and respectful way and is further supported by a very positive image of the child which is held and shared by all practitioners. | * Clear and shared understanding of the needs of the children, the setting and its local community. * A very effective partnership that exists this is reflected in the positive staff/parent relationships. * Excellent Transition program exists with our Primary Schools. Enhanced Transitions are in place for children and families who may require additional support. * Environments very reflective of our diverse setting. * Strong committed staff team. * There are clear identified training targets in place for new staff to ensure continuity. | |
| What would be your next steps in this area for improvement?  Ensure our learning environment is enabling, rich, varied, nurturing and safe. Children are motivated and stimulated with strong emphasis on outdoor learning. Careful consideration is given to resources, pace of day and sensitive interaction. | | Overall Evaluation  Excellent  Very Good  Good | Satisfactory  Weak  Unsatisfactory |
| EVALUATIVE STATEMENTS EVIDENCE | | | |
| Quality Indicator  2.5 Family Learning | What are the current strengths in this area? | What key evidence do you have of improvement in this area?  (People’s views/observations/data) | |
| Engaging families in learning | Our families show a genuine interest in their children’s progress and learning. All parents have access to text messaging service, regular newsletters and nursery website. Most parents attend parent’s meetings/open days. Some of our parents have English as an additional language and require support to access information. This is well supported by bilingual staff. Almost all parents have participated at some level over this year. Attendance is very good with almost all children with over 80% attendance. | * Litter picks/big clean up (good response from parent volunteers) * ‘How Nurturing is our Nursery’ parent questionnaire very good responses from parents. * World Book Day Bilingual story telling sessions delivered by parents. * Bilingual staff in place to support transition. * Parents meetings (formal) November and May. | |
| Early Intervention and prevention | Our parents are viewed as partners within the establishment and this is a strong feature of the nursery. All parents are invited to an induction prior to starting nursery this supports our clear commitment and understanding of quality transitions and the importance that some of the first transitions can impact on all the family. Very good relationships are formed between all staff and families. | * Strong community links * Very good relationships with local primary schools supporting transition * Very good intervention process for children that might need additional support. * Very good reputation within the community and as a result we have a very full waiting list with many families forgoing other nurseries until a place becomes available here. | |
| Quality of family learning programs | We have made very good progress this year with a real focus on involving families in a variety ways and ensuring that all families are presented with opportunities to engage in and learn together with their child. Parents were involved in Forest Kindergarten. All parents are invited to join their child during their time at forest kindergarten. Almost all parents take this opportunity either with one visit or take part in the whole program. Parents get the opportunity to see first- hand the benefits of outdoor play and learning. All of our pre school children and their families had the opportunity to take part in the Families in Partnership Project. Some families were given more targeted support. The aim of the program was to support positive transitions. As a result of the program e saw an increased level of meaningful family engagement. An added benefit was one local primary school also got involved thus strengthening our already very good transition program.  As a result of lockdown all staff adapted well and developed their own skills by using a more creative approach to meeting our children and family’s needs. | * Forest kindergarten is very well established and almost all parents are involved at a level which takes into account the differing needs of individual families. A significant benefit that is seen and commented on by parents who take part is the positive impact that they feel and see to their own health and wellbeing. * There is a strong emphasis on nurture and the parent/child relationship. * Positive and respectful relationships with staff and parents are very good. * Relationships between some families and nursery staff strengthened as a result of The Families in Partnership Project. * Parents reported a better understanding of nursery learning approaches and were more confident in their child being ready for school. * On- line skills are growing and there is a strong commitment to engage in a meaningful way with our families using digital technology. | |
| What would be your next steps in this area for improvement?  **Continually review our processes to ensure effective communication with our families takes a high priority whilst recognizing the challenges that now exist as a result of COVID-19. Further develop and promote the effective use of digital technology.** | | Overall Evaluation  Excellent  Very Good  Good | Satisfactory  Weak  Unsatisfactory |

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| Establishment Profile | |
| Headteacher/Head of Establishment | Annemarie Miller |
| Senior Leadership Team | Mary Cumming – Team Leader  Tracey Docherty – Team Leader |
| Area/Local Improvement Group | South Lig 2 |
| Learning Community | Govan/Bellahouston |
| Roll | All children accessing 1140 hours (unique number is 65) |
| FME/SIMD Profile | Around 80% of children come from homes where English is not the main language spoken with many of our families being bilingual. Only a small number of children come from SIMD 1 or 2. |
| Linked Trios/Quads | Pollokshields Early Years, Govan Family Learning Centre. Festival Park Day Nursery and Broomloan Road Nursery School. |
| Key Partners | Sowing Seeds (local Business) St Albert’s Primary School, Glendale Primary School and Pollokshields Early Years (Transition and Admissions) Bellahouston Park Rangers/garden nursery |
| Awards | 4 Green Flags (May 21) Healthy Choices, Happy Children Bronze, Silver, Gold and Platinum Awards for Health and Wellbeing. Nursery featured on Eco Schools Scotland website as an example of good practice (school grounds) Breast Feeding Welcome Award. Learning for sustainability Green and Gold - Acorn Award. Child Smile Oral Health Program Accreditation. |
| Key Initiatives | PATHS, Forest Kindergarten. Family in Partnership Program. |
| Staffing Information | 1 Head of Establishment (52 week) 2 Team Leaders (Term Time) 7 Full-time. 2 PT (17.5 hrs.& 21 hours) 1 EAL Teacher (12 hours per week) |
| Date of most recent HMI Inspection / Care Commission | Education Scotland Report February 2017  Care Inspectorate Report December 2017 |
| Other information | Nithsdale Road Nursery was inspected by Education Scotland late December 2016 (4 very goods) Care Inspection carried out end November 2017 graded excellent. |