



**Clackmannanshire
Council**

www.clacks.gov.uk

Comhairle Siorrachd
Chlach Mhanann



Park ELC

Standards & Quality Report 2021/2022



This report highlights:

- **What we achieved in 2021/2022**
- **Our priorities for 2022/2023**

Context of the School/ELC Setting

Background to our ELC (nursery)

Park ELC is situated in Alloa South East and opened in September 2021. The nursery delivers high quality early learning and childcare for the children and families with flexible options for the delivery of the free 1140 hours of early learning and childcare and is open all year.

The skilled and experienced team at Park ELC offer children aged 2-5 years a nurturing and caring environment full of opportunities to take part in rich learning experiences through play, real life experiences, high quality interactions and outdoor play to ensure that all the children reach their full potential.

The Park ELC team are looking forward to working more in partnership with families now that restrictions allow and becoming a real hub within the community to support families above and beyond the delivery of 1140 hours.

The older part of the building that was previously known as Park Nursery Class and Tower Nursery underwent transformational change with a large extension that was carefully planned and shaped to get the most out of the site and to create an internal courtyard feel to the main outside play areas. The extension gives an open feeling and yet provides lots of smaller spaces where groups or individuals can go for a quieter time, with use of acoustic panels to help keep noise levels regulated indoors. In addition, the nursery now has renewable air source heating pumps as its main heating source, helping to reduce carbon emissions and helping us to improve our environment.

Park ELC is open all year round and offers families flexible Early Learning and Childcare from 8.00am until 5.40pm. It has capacity for 140 children aged 2 to 5 years.

Park ELC official opening event, February 2022

Management and Staffing Structure

We are currently staffed with a Head of Establishment, Depute Head and a Senior Early Learning and Childcare Educator (SELCE), 26 Early Learning and Childcare Educators (ELCE), 2 Lunchtime Learning Assistants and a Learning Assistants (LAs), and our Clerical support as well as numerous students who are here on placement throughout the year.

The Head of Establishment is responsible to the Chief Education Officer for the efficient management, administration and leadership of the ELC Centre and reports directly to the Quality Improvement Officer and Senior Service Manager.

Staffing

The staff team has remained relatively consistent throughout 2021-2022. We have had a number of staff leave to take up new promoted posts as well. At the end of term, we were joined by Lorna Willows, Head of Menstrie ELC, a highly experienced Head of Establishment to provide additional support and Yvonne Lindsay an experienced Depute head from Sauchie ELC who has joined us on secondment as Depute Head.

Improvement Planning

All staff have taken part in discussions around improvement planning using self-evaluation to evaluate the service. We reflect on our evaluations during staff development days and at staff meetings to ensure we have a whole team approach to evaluating the service. We then use this to inform improvement planning for the future.

We received positive feedback from parents at the end of term about the nursery environment which was a major focus for improvement at the end of term. Some parents told us that they felt very well supported during the covid outbreaks that affected our service delivery this year with keyworker provision mentioned, grab bag lunch deliveries and activities that were suggested on Class Dojo.

Care Inspectorate carried out an unannounced COVID inspection in April 2022 and as a result we have a thorough action plan for improvement.

Vision, Values and Aims

We had developed the following statements in 21-22 and planned to carry out a full consultation with our parents and partners about our vision, values and aims however these are being revisited in 22-23 and further developed.

The current vision is:

We want to transform the lives of the children and families that we work with by making sure everyone feels welcome and valued at Park ELC. We strive for excellence and want to give every child the opportunity to be the best version of themselves always motivated to meet their full potential. We want to build on each child's existing knowledge and help them develop skills for life by learning through play in a happy relaxed nurturing environment.

Our current aims are:

At Park ELC Centre we truly believe that every day is a learning day and we believe that children are only able to be fully open to learning when they feel safe, secure and nurtured in the learning environment.

We seek to:

- Provide a safe, happy, nurturing and stimulating environment in which every child and all involved in their development will feel welcome, respected, valued and confident.
- Provide relevant high quality learning experiences that support and challenge children's learning supported by a progressive and balanced curriculum
- Ensure children are at the centre of their learning, consulted in decision making and experiences take account of their individual interests and needs both from home and in the centre.
- Encourage respectful relationships in an environment where children are supported to develop their emotional resilience and recognise that everyone has equal status using conflict resolution to support this
- Ensure children are consulted in decision making and experiences take account of their individual interests and needs using the planning in the moment approach to support this
- Establish and nurture strong partnership links with parents and the wider community to work productively together to continually improve the service we provide.

Our aims and objectives reflect the key principles of the Health and Social Care Standards- Dignity and respect, Compassion, Inclusion, Responsive care and support and Wellbeing

Our Promise

We promise to treat every child with love and respect and offer them an individually tailored learning experience that meets their individual needs and builds on their prior learning from home, working with parents to achieve this.

Review of progress for 2020 - 21

Priority: 5.1 Children’s health and wellbeing are supported and safeguarded during the COVID-19 pandemic.

- children are nurtured and supported throughout their changed experience in their early learning and childcare setting
- effective communication with families and other professional enables responsive care to support children through changing circumstances

NIF Priority: Health and Wellbeing and Attainment
NIF Driver: Assessment of Children’s Progress

Improvement Priority:
Health and Wellbeing and Attainment

How Good Is Our ELC?

2.4 Personalised support

Themes

- Universal support
- Role of practitioners and leaders
- Identification of learning needs and targeted support.
- Removal of barriers to learning

2.6 Transitions

Themes

- Quality of support for children and their families
- Collaborative planning and delivery
- Continuity and progression in learning

National Care Standards

1.3 If my independence, control and choice are restricted, this complies with relevant legislation and any restrictions are justified, kept to a minimum and carried out sensitively

1.13 I am assessed by a qualified person, who involves other people and professionals as required

1.14 My future care and support needs are anticipated as part of my assessment

1.15 My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices

1.19 My care and support meets my needs and is right for me

1.31 As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials.

2.19 I am encouraged and supported to make and keep friendships, including with people my own age.

2.22 I can maintain and develop my interests, activities and what matters to me in the way that I like.

3.8 I can build a trusting relationship with the person supporting and caring for me in a way that we both feel comfortable with.

3.9 I experience warmth, kindness and compassion in how I am supported and cared for, including physical comfort when appropriate for me and the person supporting and caring for me.

3.10 As a child or young person I feel valued, loved and secure

Realising the Ambition

2.3 Being Me - Being a Toddler and Being a Young Child

3.4 Doing the Right Thing for Me

3.5 When things in my life are not straight forward

4.3 Play Pedagogy from the beginning of ELC and beyond

6.1 Putting Pedagogy into practice

8.0 Transitions matter; to me

Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?

Children and families were well supported throughout the changes in service provision in 21-22 as a direct result of COVID 19 outbreaks and children’s health and wellbeing was always our main priority when planning for their transition back into nursery following periods of disruption to the service.

Throughout the reduced service before the Christmas break we kept in touch with our families in a

variety of ways including:

- Door stop visits to drop off lunch grab bags
- Welfare calls to vulnerable families
- Class Dojo suggestions for activities
- Using Twitter to Signpost to services for support
- Information shared via Class Dojo before returning

During December 2021 guidance changed and we were required to create pods within the nursery. Pod arrangements were communicated to parents via Dojo and letters for returning in January including changes to keyworker and new pod entrances. The grouping of children within the pods were carefully created taking into account friendships groups and feedback from parents which resulted in some changes following discussions with parents.

When children returned in January 2022 staff observed that most children had coped with the introduction of pods and how well they had adapted to their new environment.

Our Class Dojo posts received an average of approximately 75 views per post throughout the term which showed us that we were reaching the majority of parents. We sent letters to the parents that were not on Class Dojo with updated information.

Next Steps: What are you going to do now?

We would like to take all that we have learned about transition throughout the last year and our areas for improvement on more/better communication with all our families on a daily basis. We plan to explore creative ways that we can do that and involve our families more in the life of the nursery.

Review of progress for 2020 - 21

Priority 2:

Parental engagement, partnership and participation

By June 2022 responses to Class Dojo, learning journals and parent questionnaires will have improved by a minimum of 40% ensuring participation and partnership working is at the heart of all communication.

NIF Priority: Health and Wellbeing and Attainment
NIF Driver: Assessment of Children's Progress

Improvement Priority:
Health and Wellbeing and Attainment

How Good Is Our ELC?

2.5 Family learning

Themes

- Engaging families in learning
- Early intervention and prevention
- Quality of family learning programmes

2.7 Partnerships

Themes

- Engagement of parents and carers in the life of the setting
- The promotion of partnerships
- Impact on children and families

National Care Standards

2.8 I am supported to communicate in a way that is right for me, at my own pace, by people who are sensitive to me and my needs.

2.9 I receive and understand information and advice in a format or language that is right for me.

2.10 I can access translation services and communication tools where necessary and I am supported to use these.

2.11 My views will always be sought and my choices respected, including when I have reduced capacity to fully make my own decisions.

2.12 If I am unable to make my own decisions at any time, the views of those who know my wishes, such as my carer, independent advocate, formal or informal representative, are sought and taken into account.

- 2.13 If a decision is taken against my wishes, I am supported to understand why.
- 2.14 I am fully informed about what information is shared with others about me.
- 2.15 I am enabled to resolve conflict, agree rules and build positive relationships with other people as much as I can.
- 2.16 If I am fostered, my foster family is supported to fully include me in family life.
- 2.18 I am supported to manage my relationships with my family, friends or partner in a way that suits my wellbeing.
- 3.19 My care and support is consistent and stable because people work together well.
- 4.17 If I am supported and cared for by a team or more than one organisation, this is well coordinated so that I experience consistency and continuity.
- 4.18 I benefit from different organisations working together and sharing information about me promptly where appropriate, and I understand how my privacy and confidentiality are respected.

Realising the Ambition

2.3 Leading through learning together with families

Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?

We have partially achieved this outcome however our ambitious plan was overtaken by events with covid when we had to significantly reduce the service due to an outbreak.

We had an excellent response to our fund-raising event in November of 2021. Our nursery community sponsored the children to take part in a danceathon and we raised a significant amount of money to host a party for our children. Although we were unable to provide the children with a Christmas party due to covid, we had an end of term party instead which was very well attended and enjoyed by all.

We started a parent's group in May 2022 to improve parental engagement and this was very well attended. Parents were invited to bring children in to the nursery at the end of term in June 2022 once restrictions had been lifted. Parental feedback at that time was very positive about the nursery environment and how much they were enjoying being able to come in when bringing and collecting their child. Some parents said they felt much better leaving their child knowing what the environment looked like and what was on offer for their child throughout their day.

Our Class Dojo posts received an average of approximately 75 views per post throughout 2021-2022 which showed us that we were reaching the majority of parents. We also sent letters to the parents that were not on Class Dojo with updated information.

Jammies with Jen was a huge success and received great feedback from parents and children. Here are some of the comments left on Dojo:

Z loves this story 😊❤️

F loved listening to the gruffalo 😊

R loves the live ones

Thank you so much she will watch it after her bath

C is loving these stories, he has even said to his big brother 'that's Bobbie from my nursery'

Care Inspectorate also reported the following in their inspection report from April 2022:

We spoke with five parents when they collected their children and received one email. Parents' comments were mostly positive, and they felt that children's needs were being met and that staff knew them well. They also commented that some aspects of communication could be improved. Below are some comments which represent parents' views:

"My child is very well cared for in my opinion and the staff are fantastic"

"I have never yet had a "parents evening" style call, meeting or report which is a little disappointing"

"I am a key worker, my child's place remained available to them, which was a huge help, staff did all they could to accommodate what I needed if their space ever had to be reduced. They were amazing!"

"It would be good if the learning journals could be updated more regularly to see how my child is progressing"

"I really like to see, that they have the opportunity to be out and about exploring their local community"

Next Steps: What are you going to do now?

We plan to use a variety of methods to engage parents in the life of the nursery and be fully involved in their children's learning journey. These include:

Home visits as part of the induction process

Continue to use Dojo

Parent's evenings

Ejournals and paper journals

Use of Twitter (@ParkELC1)

Consultation exercises

Paper and digital questionnaires

Review of progress for 2020 - 21

Wellbeing

- By June 2022 85% of Park ELC children will regularly demonstrate that they feel safe and secure at Park ELC

NIF Priority: Health and Wellbeing and Attainment
NIF Driver: Assessment of Children's Progress

Improvement Priority:
Health and Wellbeing and Attainment

How Good Is Our ELC?

1.5 Management of resources to promote equity

Themes

- Management of finance for learning
- Management of resources and environment for learning

2.1 Safeguarding and child protection

Themes

- Arrangements for safeguarding, including child protection
- Arrangements to ensure wellbeing
- National guidance and legislation

2.4 Personalised support

Themes

- Universal support

National Care Standards

1.19 My care and support meets my needs and is right for me.

1.20 I am in the right place to experience the care and support I need and want.

1.28 I am supported to make informed lifestyle choices affecting my health and wellbeing, and I am helped to use relevant screening and healthcare services.

1.29 I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect.

3.20 I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities.

3.21 I am protected from harm because people are alert and respond to signs of significant deterioration in my health and wellbeing that I may be unhappy or may be at risk of harm.

3.22 I am listened to and taken seriously if I have a concern about the protection and safety of myself or others, with appropriate assessments and referrals made.

<ul style="list-style-type: none"> •Role of practitioners and leaders •Identification of learning needs and targeted support. •Removal of barriers to learning <p>3.2 Securing children’s progress Themes</p> <ul style="list-style-type: none"> •Progress in communication, early language, mathematics, health and wellbeing •Children’s progress over time •Overall quality of children’s achievement •Ensuring equity for all children 	<p>3.23 If I go missing, people take urgent action, including looking for me and liaising with the police, other agencies and people who are important to me.</p> <p>3.24 If I might harm myself or others, I know that people have a duty to protect me and others, which may involve contacting relevant agencies.</p> <p>3.25 I am helped to feel safe and secure in my local community.</p> <p>4.3 I experience care and support where all people are respected and valued.</p> <p>4.4 I receive an apology if things go wrong with my care and support or my human rights are not respected, and the organisation takes responsibility for its actions.</p> <p>4.27 I experience high quality care and support because people have the necessary information and resources.</p> <p>5.1 I can use an appropriate mix of private and communal areas, including accessible outdoor space, because the premises have been designed or adapted for high quality care and support.</p> <p>5.2 I can easily access a toilet from the rooms I use and can use this when I need to.</p> <p>5.3 I have an accessible, secure place to keep my belongings.</p> <p>5.4 If I require intimate personal care, there is a suitable area for this, including a sink if needed.</p> <p>5.6 If I experience care and support in a group, I experience a homely environment and can use a comfortable area with soft furnishings to relax.</p> <p>5.11 I can independently access the parts of the premises I use and the environment has been designed to promote this.</p> <p>5.16 The premises have been adapted, equipped and furnished to meet my needs and wishes.</p> <p>5.17 My environment is secure and safe.</p> <p>5.18 My environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noise and smells.</p> <p>5.19 My environment has plenty of natural light and fresh air, and the lighting, ventilation and heating can be adjusted to meet my needs and wishes.</p> <p>5.20 I have enough physical space to meet my needs and wishes.</p> <p>5.21 I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices.</p> <p>5.22 I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment.</p>
--	--

<p>Realising the Ambition</p> <ul style="list-style-type: none"> 2.3 Being Me - Being a Toddler and Being a Young Child 3.2 What I need from the adults looking after me 3.4 Doing the Right Thing for Me: How to do the right thing for me 3.5 When things in my life are not straight forward 4.3 Play Pedagogy from the beginning of ELC and beyond 6.1 Putting Pedagogy into practice 8.0 Transitions matter; to me
--

Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?

We provided professional learning sessions with colleagues from the Educational Psychology team on Readiness 4 Learning, brain development and understanding regulation strategies using the PACEful approach to bring PACE to our interactions. PACE stands for Playfulness, Acceptance, Curiosity and Empathy and is a relational regulation strategy. We implemented this with all children as a strategy to help defuse situations so that regulation could be the focus. As a result, mini-maps were completed for individual children and regulatory activities planned to meet individual needs which offered children regular predictable opportunities to regulate, should they need them. We revisited training and reflected on the regulatory activities on offer and timetabled these throughout the day. Some children responded well to the activities on offer and massage and yoga were by far the most popular activities. Unfortunately, we were unable to repeat the mini-map exercise for all children however the maps that were completed showed some progress in self-regulation based on staffs’

professional judgement.

Next Steps: What are you going to do now?

At the end of term, we identified Readiness 4 Learning champions per zone to lead regulatory activities and work with Educational Psychology and the full staff team to develop this approach to supporting individual children's needs so that this work continues to be developed throughout 22-23.

Key priorities for School Improvement Planning 2021 - 2022

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Here are some of the key priorities for Park ELC in 22-23

Care Inspectorate Action Plan of Improvements

Curriculum Development:

Raising attainment

By June 2023 80% of Park ELC children will increase their baseline scores in literacy and numeracy

By June 2023 Park ELC will have completed the first attempt at a full cycle of tracking and monitoring and reflected on the findings and process

Centre Development:

By June 2023 Park ELC will have a pedagogical statement

By June 2023 Park ELC will have a curriculum design that demonstrates a purpose led curriculum based on individual community, aspirations for learners and inclusion

Workforce development:

By Feb 2023 100% of Park ELC children will have a bespoke package of support and interventions in place e.g., universal support in speech and language, lift interventions etc.

By Feb 2023 100% of Park ELC staff will have an understanding of regulatory activities for children.

By Feb 2023 100% of Park ELC children will have access to regulatory activities throughout their day

By June 2023 80% of children that required interventions will improve in their overall LIFT assessment data

By June 2023 100% of Park ELC 2-year-olds will have made progression on the developmental milestones' tracker

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement.

We have a robust Action Plan for our Care Inspectorate improvements and an ambitious Improvement Plan that will ensure continuous improvement at Park ELC.

Senior management team and staff have clear roles, responsibilities and remits encouraging leadership at all levels. We also have an early year's teacher joining the team from August and with the additional support from Lorna Willows and the continuation of the seconded

Depute Head we have greater opportunity and continuity with coaching, mentoring, monitoring and general quality assurance.

Self-Evaluation of the Core HGIOS?4/HGIOELC? QIs

QI	School/Setting SE	HMIE (if inspected in current academic session)	Care Inspectorate gradings (if inspected in current academic session)
1.3	2	NA	See below
2.3	3	NA	
3.1	3	NA	
3.2	2	NA	

Care Inspectorate

Quality of care and support	2 - Weak
Quality of environment	3 - Adequate
Quality of staffing	2 - Weak
Quality of management and leadership	3 - Adequate

You may wish to include an evaluation of a QI you have been focussing on

QI	School/Setting SE	
2.4 Personalised Support	3	
2.7 Partnerships	4	