



Standards and Quality Report 2021 -22

School: Forfar ELCC	Manager: Paula Anderson
May 2022	

Data collection to inform self-evaluation and planning next steps:

We have drawn on a variety of data from different sources to effectively evaluate our progress and identify key actions for next session. This includes:

- Demographic: descriptive information about the school community.
- School Processes: what is happening now to support holistic outcomes for learners e.g. approaches to planning and reviewing learning and teaching, including direct observation
- Pupil Learning: holistic outcomes of our children and young people e.g. attainment data
- Perceptions: what all stakeholders think about the learning experience e.g. parental questionnaire and learner feedback. Review of progress with authority improvement priority.

Angus improvement priority 2021/22

By June 2022, all children will have been supported with any learning and development deficit and 85% will be observed to be making progress within their milestones.

Progress and impact: What did the data tell you?

Our data shows that as of March 2022, most pre-school children have been observed to be making progress in all areas of their milestones. 90% of pre-school children have been observed to be making progress in areas of speech and language, gross motor and attention. Final data for 2021/22 will be collated in June 2022.

As of March 2022, the majority of our ante pre-school children have been observed to be making progress in areas of speech and language, gross motor, social and emotional development and attention. Most ante pre-school children have been observed in areas of language and literacy, numeracy and fine motor skills but requiring support to be making progress. Final data for 2021/22 will be collated in June 2022.

As of February 2022, 80% of our 2-year-old children are achieving most of their milestones. Final data for 2021/22 will be collated in June 2022.

Review of progress with improvement plan for session 2021-22

HGIOELC Improvement Priority 1.1: Self-evaluation for self-improvement

- Views gathered: questionnaires, parent chats, networking.
- 'You said.... We did...' Acting on views of children/parents/partners.
- Evaluation against HGIOELC, Realising the Ambition: Being Me, and Care Inspectorate
- Audits of environment focusing on literacy.
- Working Party Groups established to support practitioner and setting development and provide leadership opportunities.

Progress and impact: What did the data tell you?

- 21 out of 54 families completed a parent questionnaire.
 - All agreed that they have good relationships with all staff, the Online Learning Journals provide information about children's learning, support is provided during transition periods, My World reviews provide a positive experience for progress and future possibilities and the outdoor space provides stimulating learning experiences.
 - Almost all agreed that good procedures are in place for induction and transitions. Parents/carers commented that COVID has had a negative impact on this.
- All staff completed a questionnaire.
 - All staff agreed that they had taken part in an induction process.
 - Almost all staff agreed that they have a clear understanding of their roles and responsibilities.
 - Most staff feel valued and listened to, and their health and well-being is considered high importance.
- All practitioners engage fortnightly evaluating against documentation and use evaluation to inform next steps.
- Audits of the environment focusing on literacy have been carried out termly and reviewed at in-service day.
- Working party groups focusing on digital technology, family learning and outdoor learning have continued from last year and groups continue to meet regularly working on improvements for the setting.
- All staff agree that the working party groups are positive and enhance the development of the setting.

HGIOELC Improvement Priority 1.2: Leadership of learning

- Professional Learning – Reviews, PRD, SSSC, INSET, CPD.
- Quality planning that involves a shared dialogue to ensure consistency across the centre.

Progress and impact: What did the data tell you?

- All staff have had regular reviews where opportunities are provided to discuss roles and responsibilities highlighting areas of strengths and areas for development. Opportunity is also provided to discuss future possibilities.
- All staff have had training opportunities.
 - 100% of staff attended High Quality Interactions and Provocations, and Observing and Supporting Schematic Play.
 - All staff have attended training with a focus on literacy.
 - Over 73% of staff attended Digging Deeper training.

- All practitioners meet weekly to discuss and record children's learning and agree next steps. Meeting minutes are recorded and shared with all staff.

HGIOELC Improvement Priority 2.2: Curriculum

- Children have access to the local environment.
- Robust planning and high quality observations for 2 year olds fully embedded.

Progress and impact: What did the data tell you?

- All children take regular visits in the local community, including trips to the local shops, the community garden, Forfar Loch, garden centre and Forfar Academy Campus.
- 2-year-old children's learning is recorded against Realising the Ambition, SHANARRI, and Schematic play.
- Practitioners supporting our 2 years olds have requested training opportunities with a specific focus on learning and development for this age group.

HGIOELC Improvement Priority 2.3: Learning, teaching and assessment

- High quality observations linking to national and local guidance (benchmarks, E&O's, Pre-birth to 3, etc.) with SMART next steps.
- Tracking reports, focused time, and together time highlight gaps in learning which informs planning and next steps in each child's learning journey.
- Planning is consistent and focuses on meeting children's developmental and learning needs.

Progress and impact: What did the data tell you?

- All staff attended training on High Quality Interactions and Provocations.
- Curriculum for Excellence and Benchmarks are used to track and record learning for our 3-5s.
- Tracking reports are printed monthly showing an overview of learning. Where gaps are identified intentional promotions and provocations are used to plan next steps and support learning.
- Due to staffing, shift patterns, and other areas of priority together time has not been happening regularly. Moving forward together time will be carried out daily at a set time.
- Planning guides and documentation in place and embedded to ensure a consistent approach.
- In the moment planning which is responsive to the children's interests is embedded.

HGIOELC Improvement Priority 2.4: Personalised support

- Children are supported through periods of change with effective use of visual symbols and communication tools, i.e. Boardmaker symbols, Makaton.
- Cosy Corner sessions working with nurture team and EAL to support children's progress and development.

Progress and impact: What did the data tell you?

- All staff carry Boardmaker symbols and use to support communication and transitions.
- Makaton signs are introduced weekly and shared with families.
- ASN central team have visited once and offered training to upskill and develop confidence in staff when supporting ASN.
- EAL provide weekly support.

- Nurture team have visited once and offered support and training for cosy corner and language and communication. Language and communication training will be specific to providing support with 2 year olds.

HGIOELC Improvement Priority 2.5: Family learning

- Family Learning opportunities: PEEP, Bookbug and any identified opportunities to support families and children. (As restrictions allow)

Progress and impact: What did the data tell you?

- Due to restrictions and staff not trained in PEEP and Bookbug these have not taken place.
- Working party group focusing on family learning has ensured communication and support is provided to families.
- Working party group have supported families to engage with online learning journals, and led the parent questionnaire.

HGIOELC Improvement Priority 3.1: Ensuring wellbeing, equality and inclusion

- SHANARRI wellbeing indicators are visible throughout the setting and the language is used daily to promote wellbeing and encourage discussions on emotions.

Progress and impact: What did the data tell you?

- SHANARRI wellbeing indicators are displayed in the centre and the children engage with one indicator a week.
- Children and staff record and evidence SHANARRI understanding on wall displays.

HGIOELC Improvement Priority 3.2: Securing children's learning

- Developmental milestones recorded and tracked throughout academic year.
- My World reviews

Progress and impact: What did the data tell you?

- Developmental milestones are recorded and tracked in November, February and June.
- Individual next steps are identified to target gaps within milestones.
- Milestones data has been used to inform 2021/22 improvement priority.
- As of March 2022 data shows that majority of ante pre-school children require support to be making progress in language and literacy, numeracy and fine motor skills.
- Data as of March 2022 shows that 25% of pre-school children require support to be making progress in numeracy.
- A breakdown of data for individual milestones shows that 60% of our 2-year-old children are not achieving 75% of their gross motor skills and their self-help and independence milestones.
- Milestones data will be gathered in June 2022 and used to inform 2022/23 improvement priority.
- My World reviews had been led and supported by management and as of April 2022 most staff feel confident to lead reviews and are supported by Senior Early Years Practitioners when required.
- Almost all parents/carers have attended My World reviews within required timescales.

HGIOELC Improvement Priority 3.3: Developing creativity and skills for life and learning

- Higher order questioning and quality interactions embedded into practice to encourage enquiry and curiosity.
- Our outdoor environment features high quality learning opportunities.

Progress and impact: What did the data tell you?

- Higher order questioning prompts displayed around setting.
- Support provided by central team teaching staff to role model higher order questioning.
- Outdoor environment is safe, secure and supportive, which is inviting to children.
- Outdoor learning working party group focuses on the development of the environment.
- 100% of parents/carers who completed the questionnaire agreed the outdoor space provides stimulating learning experiences.

Next Steps for 2022/23

- Continue with working party groups to support the development of the setting.
- Continue with links in the community and extend further where possible to include the local library, fire service, care homes, etc.
- Provide training opportunities specific to supporting our 2 year-olds.
- Establish and embed a consistent routine for together time.
- ASN team to provide training to upskill and develop confidence in staff.
- Cosy Corner training has been arranged for June 2022 and a group will lead sessions during 2022/23.
- Language and Communication training has been arranged for June 2022. All practitioners working with our 2 year olds will attend training.
- Stay and Play, and Bookbug sessions are to be planned for coming academic year within the setting.
- Milestones data to be gathered and used to inform priorities.

What is our capacity for improvement?

How good is our leadership and approach to leadership?

All staff are committed to professional learning and development. Suitable time is allocated within working time agreement to facilitate training. 1st aid training opportunities are now available to ensure almost all staff are 1st aid trained.

With restrictions being removed outside agencies are beginning to attend the setting which is promoting positive relationships and leading to improved opportunities for children to meet individual needs. Having the opportunity to work with outside agencies is enhancing professional dialogue and information sharing.

Our improvement priorities are focused on areas of development identified through robust evaluations and data gathering. Staff engage regularly with documentation to self-evaluate and reflect on practice and the development of the setting. All staff have a clear understanding of our improvement priorities and are fully committed to working towards our aims. Recent Care Inspection commented that all staff are proud to work at Forfar ELCC.

Our quality assurance is robust, Care Inspectors commented on our quality assurance being very detailed and in-depth. Our quality assurance calendar highlights all the events throughout the year. All policies, procedures, and protocols are in place and are reviewed regularly. There is a fully established review process for all staff with a focus on their roles and responsibilities, identifying areas of strengths, areas for development, and future possibilities.

Opportunities are provided for practitioners to take on leadership roles through working party groups. Senior Early Years Practitioners attended pedagogical leadership training and they have taken this training forward to develop provocations, intentional promotions, and the visual environment.

How good is the quality of education and care we offer?

Positive feedback was received from the parent questionnaire. Comments from parents included, Forfar ELCC is a great place, the nursery is absolutely brilliant, my child loves it, and it's been an amazing experience.

Daily opportunities are provided where staff engage in the emotional wellbeing of the child. Children are supported to share their emotions and identify how different situations can make them feel. By using age and stage appropriate resources, such as, 'The Colour Monster' story, ensures that children develop a good understanding of their emotions and the emotions of others.

The use of Boardmaker symbols and Makaton is used to support communication and transitions. Sufficient time is given to children to process changes throughout the day and practitioners have regular discussions about the support we provide and to ensure we are building resilience in our children.

The Solihull approach is embedded within the setting supporting mental health and wellbeing of children, families and staff.

How good are we at ensuring the best possible outcomes for all our learners?

We have high expectations for all and our team strive to provide the best possible outcomes for our children. We are a reflective setting who are fully committed to ongoing development.

As a result of self-evaluation and feedback from recent Care Inspection we need to:

- Introduce peer monitoring to offer opportunities for professional dialogue and to share practice.
- Children self-serve at meal times and this was an area of strength from recent inspection but as restrictions now allow we can support and encourage children to develop further independence by self-serving side options.

Quality Indicator	Evaluation (six-point scale)	
	ELC	School
1.3 Leadership of Change	5	
2.3 Learning, teaching and assessment	5	
2.7 Partnerships	5	
3.1 Ensuring wellbeing, equity and inclusion	5	
3.2 Raising attainment and achievement	5	