

Standards and Quality Report 2021



Forfar Early Learning and Childcare Centre

Manager: Paula Anderson

Forfar Early Learning and Childcare Centre is a brand new purpose built stand-alone nursery within Forfar. We opened our doors to children and staff in February 2021. We are registered for 135 children accommodating 97 3-5 year olds and 38 2 year olds. We offer 2 delivery models within the setting. DM1, term time, 190 set days at 6 hours per day: 0900 – 1500 and DM3, 46.6 weeks of the year, 228 set days at 5 hours per day: 0800 – 1300 or 1300 – 1800. We currently have 13 children enrolled and we are staffed with 2 Senior Early Years Practitioners, 8 Early Years Practitioners, 3 Early Years Assistants. We also have a Manager, Depute Manager and Clerical.

92% of our children have English as a first language. Of the remaining 8%, Latvian, Polish and Urdu are additional languages. Forfar ELCC sits within the SIMD ranking decile 6. 33% of children enrolled live within the SIMD ranking decile 4 or below. The remaining 67% of children live within the SIMD ranking of decile 5 and above.

Review of progress with recovery/improvement plan for session 2020/2021

Since opening in February 2021 we have made good progress with our improvement journey. The children we have attending had not attended any other educational setting prior, therefore we have no data to confirm or establish any deficit COVID-19 has had. Initial concerns raised by parents/carers and staff were that children would find transitioning from home to nursery challenging and there may have been some anxiety and apprehension with leaving parents/carers. However, almost all children have joined us happy and eager to explore their new environment. Those children who have joined us have all settled in well and quickly developed familiarity with daily routines.

As a new setting we established positive relationships amongst staff and parents/carers. Feedback from parent questionnaires resulted in all feeling safe with appropriate measures in place in accordance with COVID guidelines. It was also imperative that we provided a welcoming and inclusive ethos.

As part of our ongoing self-evaluation for self-improvement we focused on building and sustaining a highly professional team, ensuring children were involved in planning for their own learning and that everyone's wellbeing was at the forefront of our practice. As a result of our self-evaluation process, the key priority for improvement next session is:

By June 2022, all children will have been supported with any learning and development deficit and 85% will achieve most of their milestones.

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:

Pupil Learning Data: Milestones, online learning journal observation tracker, learning and teaching tracking report and child engagement audit from floorbooks.

Demographic: Information about learner characteristics e.g. EAL, ASN, SIMD and attendance.

School Process Data: WTA and staff training engagement.

Perception Data: Parental questionnaire and staff feedback.

School Improvement Priority 1

Build and sustain a highly professional team.

What are the gaps/deficits for:

Individual learners?

Staff?

Parents / carers and the wider community?

What did the data tell you?

- All staff have received Solihull training and time is now needed to embed this approach across the setting.
- All staff are beginning to utilise documentation i.e. HIGIOELC to support self-evaluation.
- All staff working within the centre received an induction review. This provided an opportunity for staff to share their areas of strength and areas for development. Although this was a good opportunity for professional dialogue, management's evaluation of the process indicated that the format requires to be addressed to ensure we are targeting the key roles and responsibilities for each job role.
- Working party groups were created with varying levels of success. Moving forward groups will be combined to ensure sufficient staffing with different levels of experience to reach desired success.
- Building positive relationships has been a key focus for us but due to COVID restrictions we have been unable to ensure this is widespread across all family members as we have only been allowed one adult into the grounds at a time, with social distancing and face masks required. Due to not having opportunities for families to enter the building has proved to be a barrier to us achieving a high standard of quality positive relationships. All parents/carers and children are new to the setting so there were not any pre-established relationships to build on.

What has gone well that may support recovery of learning for:

Individual learners?

Staff?

Parents / carers and the wider community?

What did the data tell you?

- Robust staff handbook and induction and development handbooks have been created with 100% staff engagement.
- All staff working in the setting have had the opportunity to meet with management to reflect on practice and identify areas for development.
- All staff engaged in training, with all staff being trained in the Solihull Approach.
- Online Learning Journals are fully embedded into everyday practice with almost all desired monthly quotas being met.
- Observations are of a high quality.
- All staff working in the setting have engaged in a working party group to support the development of the setting.
- Weekly staff meetings take place where children's learning and development is discussed. Every second meeting is extended where there is a focus on evaluation using the HIGIOELC document, improving staffs understanding of this document and how we use it to support high quality practice. These meetings allow staff to share ideas and work

together to provide stimulating and engaging experiences based on daily observations. These meetings also provide a consistent approach to high quality learning.

- A QA calendar has been created and available for all staff to access. Monthly breakdowns are created with a detailed agenda of week by week requirements.
- Management tasks are clearly identified with high expectations relayed and understood.
- All staff are registered on the correct part of SSSC register.
- All parents agreed that we provide a welcoming and inclusive ethos with regular communication.
- All parents agreed that their child is safe, happy and secure with us.
- All parents agreed that appropriate measures are in place in accordance with COVID guidelines.

From the above identify key actions that are required to address the gaps/deficits for:

- **Individual Learners**
- **Staff**
- **Parents/carers and the wider school community**

- The Solihull approach to be fully embedded into everyday practice. Review of the approach will take place in August and again in December.
- Management to continue to support and provide guidance on the use of HGIOELC to self-evaluate individual practice and practice as a whole within the setting.
- Regular reviews with management will continue but with a clearer focus on job roles and responsibilities.
- Working party groups to be merged for next session to ensure improved opportunity for success.
- As and when restrictions lift, provide opportunities for family engagement within the centre. Family Learning Working Party Group to address issues of restrictions and what support can be provided now.

School Improvement Priority 2

Children are involved in planning for their own learning.

What are the gaps/deficits for:

Individual learners?

Staff?

Parents / carers and the wider community?

What did the data tell you?

- Floorbooks are embedded into every day practice with engagement almost daily.
- Medium term planning allows for an overview of learning to be recorded over a period time. Stronger links need to be evidenced between floorbooks, online learning journals and medium term planning (golden thread of learning).
- 7 principles are used to evaluate learning at the end of medium term planning. One medium term plan has been evidenced, the quality of evidence from learning needs to be strengthened.
- Online learning journals are part of everyday practice with 77% staff recording observations within the last 3 months. Documents to be used routinely to record high quality observations.
- Within 3 months 50% of our ante-pre children have achieved their milestones to date.

What has gone well that may support recovery of learning for:

Individual learners?

Staff?

Parents / carers and the wider community?

What did the data tell you?

- All preschool children have achieved their milestones to date.
- All children have been engaged with planning and recording the floorbooks. There is evidence of all children's voice and mark making.
- All children received frequent observations ensuring all children are receiving a broad general education.
- Within 3 months 77% of staff engaged with the online learning journals ensuring they are meeting required monthly targets.
- To date 50% of children have had recorded experiences across all areas of the curriculum. For each curricular area percentages are as follows: HWB 100%, MNU 83%, LIT 100%, EXA 75%, SCN 58%, TCH 50%, SOC 58% and RME 92%.

From the above identify key actions that are required to address the gaps/deficits for:

- **Individual Learners**
- **Staff**
- **Parents/carers and the wider school community**

- Frequent support, guidance and feedback will be provided to all staff to achieve consistent high quality observations. Good practice will be evaluated at in-service days. Clear guidance will be provided to ensure consistency.
- All children will be supported to ensure a broad general education and they are meeting their required milestones.

School Improvement Priority 3

Children's wellbeing strengthens their ability to achieve success.

What are the gaps/deficits for:

Individual learners?

Staff?

Parents / carers and the wider community?

What did the data tell you?

- All staff trained in the Solihull approach and this now needs time to be embedded into everyday practice and extended to parents/carers.
- All staff have a good knowledge of SHANARRI, now the language needs to be embedded across the setting.
- All children are supported to self-register where they express their feelings by using a happy tree and a not happy tree.

What has gone well that may support recovery of learning for:

Individual learners?

Staff?**Parents / carers and the wider community?****What did the data tell you?**

- 5 members of staff are trained in level 1 and 2 of Makaton. All staff are using signs to aid communication.
- Boardmaker symbols are displayed throughout the setting and all staff carry visuals to support communication.
- A clear and unique vision statement has been created in consultation with all staff and shared with all families.
- Termly newsletters are produced and shared with all staff and all families.
- All parents/carers agreed they are well informed and receive regular communication.
- Staff engage in daily interactions with parents/carers at drop off and pick up.
- Induction meetings are arranged for all children and one adult.
- My World reviews are arranged for all children and one adult at appropriate times according to the child's start date.
- All parents/carers agreed that their child feels happy and safe at nursery.

From the above identify key actions that are required to address the gaps/deficits for:

- **Individual Learners, cohorts, classes and groups**
- **Staff**
- **Parents/carers and the wider school community**

- SHANARRI to be displayed within the setting and language to be used daily. Opportunities for staff, children and parents/carers to add to a SHANARRI tree.
- Support children in daily opportunities to discuss and share their feelings.
- Support staff through training and twilight sessions to ensure they all have positive mental health and wellbeing.

Quality Indicator	Evaluation (six-point scale)	
	ELC	School
1.3 Leadership of Change	4	
2.3 Learning, teaching and assessment	4	
2.7 Partnerships	4	
3.1 Ensuring wellbeing, equity and inclusion	4	
3.2 Raising attainment and achievement	4	