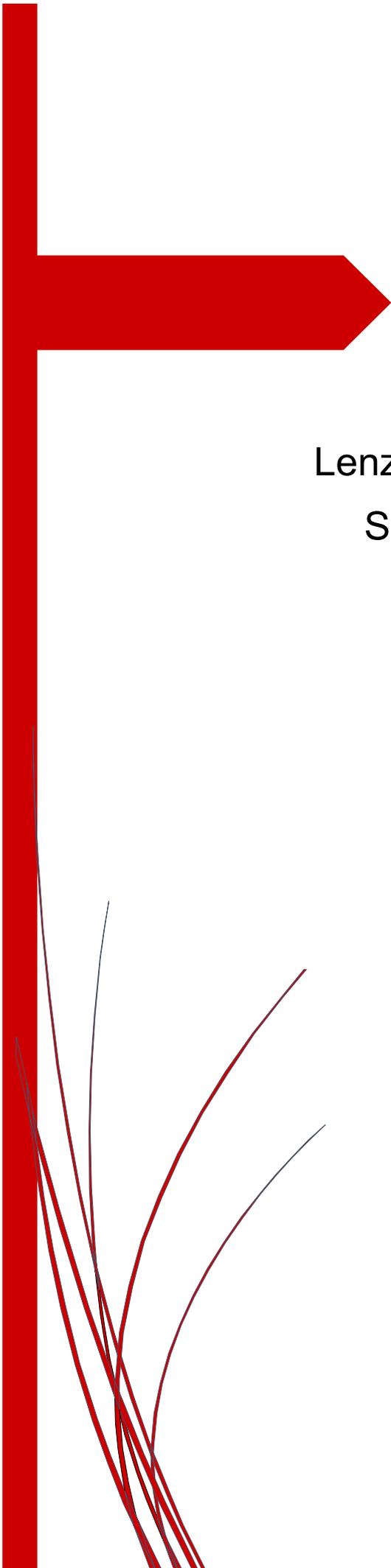


# Lenzie Meadow Early Years Centre Standards and Quality Report 2022/23



## **Context of the Centre**

Lenzie Meadow Primary and Nursery was established on 18<sup>th</sup> August 2016, bringing together learners and staff from Lenzie Primary School and Lenzie Moss Primary School. The school roll at present is 575 pupils. We also have accommodation for a 54:54 nursery for 3 to 5 year olds and a 10:10 provision for 2 year olds. The nursery offers extended day and year provision. The current nursery roll is 107.

Our school and nursery catchment area consists of a mixture of local authority and owner occupied housing. We have an SIMD of 0.5% in Decile 1-2 with 1% of pupils in Decile 9-10. 4.69% of our pupils receive free school meals.

The nursery benefits from its own building which is attached to the Primary. Please refer to our school handbook for more information and photographs of our excellent facilities and extensive outdoor space. Our staffing structures can also be found within the staffing section of the handbook.

The nursery team consists of a Head Teacher, Depute Head of Centre, 2 Nursery Teachers who work job-share, 2 Senior Early Years Workers who also work job-share, 20 Early Years Workers, 3 Early Years Support Workers, 1 Modern Apprentice and 1 Early Years Housekeeper.

## **Vision, Value and Aims**

Our values and aims are as follows:

### ***To create learners who are:***

- *Happy, Self-confident, Motivated and Responsible individuals who strive to achieve their very best in all pursuits.*

## **OUR VALUES**

- *Be Kind*
- *Be Safe*
- *Be Responsible*

## **We aim to**

- *enable individuals to achieve their full potential, academically and socially*
- *foster a spirit of independence*
- *promote positive attitudes in our school community with an emphasis on respect for oneself and others*
- *ensure equality of opportunity for all within an inclusive environment*
- *to develop a sense of caring, trust and honesty in all learners*

***We work in partnership with our parents and the wider Lenzie Meadow School Community to build the very best in achievement and attainment for all.***

## **Our Aims and Objectives**

Children entering Primary 1 come from a variety of nurseries in the local area. Extensive transition plans are in place and staff visit each nursery in the final term to speak with the new learners who will be attending. A pre-entrant programme with Lenzie Meadow Nursery normally runs throughout the year ensuring smooth transition across the early level; helping to familiarise our children and parents with the school's curriculum and assessment procedures. Ongoing Covid-19 restrictions have impacted significantly on our transition programmes however, we have adapted

and found new ways of supporting this through our day to day planning and as well as virtually.

Strong links have been developed with parents and the local community, and we have a very committed and supportive Parent Teacher Association and Parent Council. The nursery supports local events and utilises community links to enhance both our attainment and achievement. We promote community involvement with the children accessing areas such as the local moss, rugby pitches, play park and shops with local businesses such as: Moss Flowers also visiting the nursery and spending time working with the children. Many of our children access extra-curricular activities such as: tennis, swimming and sports squad. Our PTA and PC meetings have continued virtually as a means of planning for moving forward as soon as time allows.

Our current Improvement Plan has been implemented as we have continued to navigate through the Covid-19 pandemic, this in turn will impact our 2022/2023 Improvement Plan.

### Progress in Centre Improvement Plan (CIP) priorities

<b>Centre priority 1: Improvements in Health and Wellbeing with a focus on Nurture and Resilience.</b>	
<p>NIF Priority</p> <ul style="list-style-type: none"> <li>•Improvement in children and young people’s health and wellbeing</li> </ul> <p style="text-align: center;">Choose an item.</p> <p>NIF Drivers</p> <ul style="list-style-type: none"> <li>• school leadership</li> <li>• parental engagement</li> <li>• Teacher Professionalism</li> </ul>	<p>HGIOELC QI’s</p> <ul style="list-style-type: none"> <li>• QI 1.3 Leadership of Change</li> <li>• QI 3.1 Ensuring wellbeing, equality &amp; inclusion</li> <li>• QI 2.6 Transitions</li> </ul>
<p>Progress and impact:</p> <ul style="list-style-type: none"> <li>• Regular communication through Learning Journals, Facebook, termly newsletters, ‘Meadow Monthly’ curriculum updates, parent phone calls and home-link projects has resulted in positive relationships with our children and families during the Covid-19 pandemic. Parents/carers are encouraged to feedback via email, through our newsletter tear off slip and in our parent feedback/comment jar which is available at the front door daily and almost all of these comments have been positive comments on how well their child is doing or how happy they are with the service.</li> <li>• We have supported the children through the ongoing changes such as: daily routines, transitioning from working in bubbles and also staffing, moving forwards at a steady pace as we return to our pre-covid status. Almost all have settled back well and the few who have found these adjustments difficult have been supported by their keyworker throughout, staff have consulted with parents/carers as required with this. This has meant a settled atmosphere in the EYC.</li> <li>• Nurture and resilience remain a priority throughout the nursery setting with the implementation of weekly PATHs/Forest sessions taking place for all pre-school children as well as small group time experiences. We have adapted the nursery environment to introduce more quiet spaces including a base area with soft furnishings and sensory resources which are accessed by all children and particularly our children with ASN. We also have access to a quiet nurture space within the primary school which will be further developed in the coming months. As a result most of the children are now able to discuss their feelings better and therefore staff are able to meet their needs.</li> <li>• Transitions have been of huge importance this year and all children going to Lenzie Meadow Primary School have had three school visits, several walks around the school environment as well as having weekly access to the gym hall for ‘Going for Gold ‘and access to the MUGA pitches for our weekly SfA football sessions. All other children transitioning to P1 have visited their intended Primary School and teachers from these schools have also visited the nursery. For children with additional support needs we have created an enhanced transition programme and have been rolling this out since September 2021. Children receiving enhanced transition have had additional visits to the school and classroom as well as additional teacher meets, transition TAC meetings and also engaged with social stories and communication passports related to starting school. As a result almost all children are excited about going to school and their parents have indicated that they also feel prepared.</li> </ul>	

Next Steps:

- Continue to focus on Nurture and Resilience.
- Introduce secure base areas for the children within the playroom and implement daily emotional check in sessions.
- Re-evaluate current transition processes from: home to nursery, room to room, nursery to school etc.

**Centre priority 2: Improvements in literacy skills throughout the nursery both indoors and out with a particular focus on our Language and Communication Friendly Nursery.**

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
  - Closing the attainment gap

NIF Drivers

- teacher professionalism
  - school leadership
  - Assessment of children's progress
  - Parental engagement
  - Performance Information

HGIOELC QI's

- QI 2.3 Learning, Teaching & Assessment
  - QI 3.2 Ensuring children's progress
- QI 2.5 Family Learning

Progress and impact:

- Our Language and Communication Friendly Nursery has improved with more signs and symbols being used around the nursery both indoors and out. All staff have everyday Boardmaker symbols on their lanyard for daily use with the children and a few of the children also have communication diaries to support them within the nursery environment. It is evident that the children use and respond to these when in the room and as a result are showing increasing independence within their play.
- All of the children participate in our 'Talk 4 Writing' programme. Almost all of the children have grasped the story orally, the majority of them then follow on from this by creating their own story maps, this programme has received positive feedback from our SLT team and has also been referred to as 'outstanding' by one of our nursery parents.
- To differentiate activities based on children's needs, interests and stages of development, the playroom is resourced with tuff trays with small world resources, puppets, or story spoons to encourage children to retell the story through play. The majority of the children can sequence the story using a prop. For our children in our challenge group as well as story maps we encourage story map innovation where aspects of the story are innovated taking the original story as a skeleton. All of the children in our challenge focus group can create and innovate a story and some of these children can also write key words independently to accompany the story. Staff also introduce environmental print from stories to support children's print awareness.
- We have also introduced a celebratory finale at the end of each 'Talk 4 Writing' block which has included: the Great Animal Race, the children participating in a Bear Hunt and our very own version of Rosie's Walk including creating a farm in our nursery garden. As well as creating a context for children these activities have allowed for interactions with parents through Facebook, with events being recorded and shared and most parents either commenting or accessing the post.
- We have adapted our playroom in order to promote a literacy rich environment, this includes: books and writing materials available in all areas, exposure to different kinds of print on posters/signs etc. with opportunities to experiment in mark making and writing throughout. A few of the children have spent some time creating their own stories to share with their friends.
- Most of our children participated in a sponsored reading challenge in line with World Book Day, they were challenged to read and record as many books as they could in one week. Most families took

part and in total the children read an incredible 648 books with their families. We used the success of the families' engagement to invite parents to record themselves reading stories for the children which we played on the smartboard for World Book Day. The children were surprised to see some of their Mums and Dads as well Grandparents and siblings reading a story for all their friends to watch. As a result this has raised awareness of the need for reading for enjoyment within the home and children regularly are sharing about the books they have read.

- We have created a language intervention programme for our children who have additional support needs with language and communication: The 'Teddy Talk' programme that is based on recommendations from Speech and Language therapists. This programme involves the nursery teacher working with small groups of focus children, exploring key contexts for learning through Colourful Semantics, Makaton, using Boardmaker and nursery rhymes. All of the children who attend this group are now speaking in 4-5 word sentences +. Before the introduction of this intervention the majority of the focus group were speaking in 1-2 word phrases.

**Next Steps:**

- Continue to develop our outdoor environment with a key focus on embedding literacy throughout.
- Continue to improve upon our LCFE.

**Centre priority 3: Improvements in mathematics throughout the nursery both indoors and out with a focus on numeracy and problem solving.**

NIF Priority

- Closing the attainment gap
- Improvement in attainment, particularly in literacy and numeracy

NIF Driver

- Teacher professionalism
- Parental engagement
- assessment of children's progress
  - performance information

HGIOELC QIs

- QI 3.2 Ensuring children's progress
  - QI 1.2 Leadership of Learning
- QI:2.3 Learning, teaching and assessment
- QI 2.5 Family learning

- In order to promote mathematics we now have a designated Maths area in the playroom resourced with various problem based activities. All of the children in the nursery regularly access this area. Almost all of the children have made progress in their number sense based on 'Seal' maths assessments. In a recent glow forms survey return, the 10 parents who responded commented on how they feel their child has progressed in numeracy and said they felt that their child has made good progress in their number sense.
- To promote information handling, nursery staff create various graphs with children to identify favourites/children's choices. All of the children contribute to these graphs. Almost all of the children can count the number of children correctly in each part of the graph. The majority can identify most, more than, least etc. A minority of the children can identify the difference between when using these graphs.
- To support children's awareness of routines and seasons we have interactive season displays where the children sort items based on seasonal features. Almost all of the children can sort the season's features appropriately. We regularly sing days of the week and months of the year songs at together times. The majority of our children can identify days of the week/ months of the year accurately.
- All of the children have been taking part in number story activities where a new number story is introduced with a new maths concept every 6 weeks. We have been developing

numeracy awareness outdoors through naturalistic number based activities, such as scavenger hunts, tally's, number formation and counting using materials from nature.

- Through our 'Seal' maths and 'Number Sense' assessments we have identified that attainment in mathematics is higher than last year with almost all children showing progress in this area. Number formation is age appropriate with the majority of children being able to form numbers 1-5. All children can count with 1:1 correspondence, the majority can order numbers to 10 and a minority are able to add and subtract within 10. A minority of children are working with numbers to 100. One child is multiplying to 30.
- Our families have been engaging well with 'Meadow Monthly' numeracy and mathematic activities, learning the number rhymes and stories and carrying out the suggested activities of community number hunts and board games. This has impacted positively on their learning in the centre as children are then using what they have done at home in their play.
- Home link 'Star gazing' packs have been developed to support awareness of shape development and movement. All of the families who have received these so far have responded positively and shared their experiences with us via our Facebook page.
- We have promoted skills in information handling, collecting and sorting data through the use of voting, graphs and mind-maps which help to support the children's voice.

#### **Next steps –**

- Embed STEM based approaches in context to further develop skills.
- Further develop staff skills, knowledge and abilities to support, challenge and differentiate learning.

#### **Progress in National Improvement Framework (NIF) priorities**

- Improvement in attainment, particularly in literacy and numeracy;  
Our assessments of children and our current tracking and monitoring process have identified that almost all children have made progress in these areas.

We will continue to provide support and challenge as required.

- Closing the attainment gap between the most and least disadvantaged children and young people;

Our positive relationships and good knowledge of our children and families allow us to offer additional support where required.

We work with other agencies on an ongoing basis as well as having a nursery based Family Champion and Autism Advisor who offer ongoing support to our families.

We aim to promote the knowledge and skills of our staff team in differentiation in order to further support the needs of individual children.

- Improvement in children and young people's health and wellbeing;

We have promoted health and well-being through our positive relationships with our children and families and our ongoing focus on Nurture and Resilience.

We hope to undertake further staff training in 'Nurture' and to further develop our quiet nurture spaces.

### **Self-evaluations of How Good Is Our Early Learning and Childcare**

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Very good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very good	Very good
3.2 Securing Children's Progress	Very good	Good

### **Summary of Centre Improvement priorities for Session 2022/23**

1. To continue to promote the health and well-being of our children and families with a focus on Nurture.
2. To promote numeracy both indoors and out, focussing on differentiation, challenge and support.
3. To continue to promote literacy both indoors and out as well as the ongoing development of our LCFE.

### **What is our capacity for continuous improvement?**

Our staff are keen to move forward following the Covid-19 pandemic. All staff have responsibilities within our Improvement Plan with others having additional Champion roles too.

We aim to provide a high quality service for our children and families through consultation with all stakeholders as well as ongoing self-evaluation and implementation of a robust monitoring programme.