



Standards and Quality Report 2022 - 2023

Willowview Early Learning Centre

Context of Willowview Early Learning Centre

Willowview Early Learning Centre is based in Soroba Road Oban. We opened in August 2021. We are registered for 64 children and cater for children aged 2 – 5 years. We operate a 48 week service to provide a choice of placements within 1140 hours to meet family's needs.

Willowview ELC has 2 large indoor play areas and a magnificent large outdoor area where nature based learning enhances the curriculum and ensures the Health and Wellbeing of all children.

We strive to ensure that all children receive good quality learning experiences in order to close the attainment gap and where children learn skills for life.

We have built up very good links within our community that support children and their families including our feeder Primaries and other Early Years establishments.

We have been engaging our families in celebrating all children's learning together and this resulted in children taking ownership and showcasing their nursery to their parents and carers.

A visit from Care Inspectorate in May of this year highlighted our strengths and some areas for improvement and this is highlighted in our areas of priority.

We endeavour to ensure that all children and families and our staff team will be made to feel Safe, Nurtured, Respected and included as well being given opportunities to be Active, Responsible and Achieving

Our Mission Statement which was created in consultation with our children, families, staff and our colleagues from Health.

At Willowview Early Learning and Childcare we will provide a welcoming nurturing environment, where children, families and staff feel safe, secure and happy.

We will value and respect each individual's skills, ethnicity and promote diversity.

We will ensure that we celebrate everyone's achievements whether in nursery or at home incorporating children's rights to ensure all children reach their full potential, build their confidence and learn skills for life.

Review of SIP | Priority 1: Health and Wellbeing of children and staff

Progress and Impact: NIF School Leadership and School Improvement

Progress:

Our focus remains on the Health and Wellbeing of all children, staff and families.

Parents and carers were contacted before the children started nursery and they shared some of their family learning which was displayed on the wall prior to children visiting. This created a sense of Belonging for the children as there were familiar photos of themselves and their family.

Induction for the children took place both indoors and outdoors. Parents and carers were introduced to their child's/ren's Keyworker. A nursery session was set up so that the children and parents knew what learning experiences were on offer to the children and how it links with Curriculum for Excellence and Realising the Ambition. Care Plans were completed to gather information about the child's prior learning and this acted as a starting point for us to plan for each individual's child's learning.

Head of centre and staff team welcomed each child and their family to the centre on a rotational basis to build relationships and trust between home and nursery.

We used observations, interactions and use of GIRFEC to make accurate judgements on children's progress in settling in to their new setting.

Our methods included Developmental Milestones Toolkit, Leuven scale of Wellbeing and Involvement, Realising the Ambition and PATHS to develop use of emotional literacy.

For staff we undertook robust induction process, support meetings were put in place. Weekly staff meetings took place using Solution oriented process where each team member has a voice, is listened to and contributes to the development of the centre. A Wellbeing pack was developed and given to staff along with suggested websites to support emotional wellbeing. Each staff member undertook a performance review with Head of Centre.

Impact:

- Feedback from children and parents/carers and Care Inspectorate has validated that our children and families feel welcomed, children settled very quickly and Health and Wellbeing Nurture and UNCRC was at the heart of everything that we do in Willowview Early Learning and Childcare.

"All the staff at Willowview ELC are amazing within the nursery, they know my child so well they provide lots of fun activities. I honestly can't fault anything within the nursery. They have really helped my child to become so confident he/she is always so happy to go to nursery,"

- Through an inclusive management style all staff felt they had a voice, were listened to and had developed personally and professionally as Early Years Practitioners.
- Care Inspectorate said "Staff were responsive to children's needs and felt well supported by the management team"

Next Steps: To continue to develop and upskill our staff team to ensure that all children's needs are met.

To develop capacity in leadership at all levels within the team.

- To continue to develop Health and Wellbeing across the curriculum using the language of GIRFEC
- Work towards achieving a bronze award for Rights Respecting schools.
- To develop a system to collect Data to identify our areas of strengths in Health and Wellbeing and areas where we can improve outcomes for children.
- We will deliver sessions to support families in understanding learning through Play
- Continue to develop further our nurturing principles with children, families and our staff team.
- To continue to support staff on their journey at Willowview and support new staff as they join the team.
- To continue to keep nurture and Health and Wellbeing at the heart of everything we do in Willowview as this will support closing the attainment gap.

Review of SIP | Priority 2 Develop a Mission Statement

Progress and Impact:

Progress

We have a Mission Statement in place which reflects our practices and our beliefs for all our children at Willowview Early Learning and Childcare.

Mission Statement

At Willowview Early Learning Centre we will provide a welcoming nurturing environment, where children, families and staff feel safe, secure and happy.

We will value and respect each individual's skills, ethnicity and promote diversity.

We will ensure that we celebrate everyone's achievements whether in nursery or at home incorporating children's rights to ensure all children reach their full potential, build their confidence and learn skills for life

Impact

- As a result of developing a Mission statement, it has created a collective moral, ethical influence on how we as a staff team aim to provide the very best for children and families at all times.
- Families are clear about our inclusive and ethical ethos.

- The Community are clear about what we try to achieve as we build more links with the wider community.
- We will ensure that all new staff understand and promote our ethos.

Next Steps:

- To develop a Vision, Values and Aims, using a consultative process including our children, parents, community and our supporting professionals to ensure our identity reflects improving outcomes for our children.
- To improve further Family Engagement through a variety of activities that meet the needs of children and their families.
- A children's council will be set up and children will be consulted on many issues within the establishment. Weekly meetings will take place with the children.

The above will be carried forward from year 2022-2023 due to having not achieved the above.

Review of SIP | Priority 3 Self-Evaluation process

Progress and Impact:

Self-evaluation processes have improved and children are now involved using Floor books to identify what they are learning and reflect on it. Staff now complete a reflective account of their day and week, where they looked at the strengths and identified where there needs improvement. As a result of this staff are much more aware of the quality of the learning opportunities that are provided for children.

The Care Inspectorate said "Management and staff were committed to the ongoing improvement and development of the service to achieve the best outcomes they could for children and their families. They were demonstrating a strong capacity for improvement. It was evident the quality of play was firmly at the heart of their improvement planning. They understood the importance of maintaining standards, being outcome focussed and consolidating the work already underway

Next Steps:

- To continue to ensure that all staff understand their role and commitment to improving the service.
- Continue to provide training for staff about the importance of reflection and evaluation
- Self-evaluation wall to be set up so that the evaluation process is more visible and inclusive
- Build self-evaluation into every staff meeting so that staff become more confident in using evaluative language and thinking about what is working well and what we can improve on and impact this will have on outcomes for children.
- To continue to use and develop reflective proforma's and adapt as staff develop.
- Training to be provided for staff to build capacity within the team.

Review of SIP | Priority 4 Curriculum development Literacy and Numeracy

Progress and Impact:

Progress in literacy

Our children have made good progress in literacy as identified through the use of literacy trackers.

Children's plans are in place to support some children who require it and support from other agencies is in place.

Children's learning in literacy was recorded by themselves in floor books or scribed by the adult and children were encouraged to develop new language through story choices each day and use of story cape to recall the story.

This now is required to be embedded in daily practice. Specific next steps for individual children now needs to be identified.

Progress in Numeracy

Our children have made good progress in Numeracy as identified through the use of our Numeracy trackers and developmental milestones. Children were able to build complex buildings with wooden blocks, they developed problem solving in the outdoors, spatial awareness, how high they could climb, filling up the water butt, how much could be transported in wheelbarrows and much more. The children were confident in using number and measure and could count up to 10 and backwards.

What we need to improve on is gathering evidence of how children get from one stage of development to another.

What we need to do now is increase staff awareness of developing more focused learning in numeracy indoors and outdoors.

Next Steps:

Literacy

- Staff training on literacy through use of Building the curriculum 3
- To ensure that literacy is reflected in all areas of the nursery.
- To continue to use our Literacy trackers to identify children's strengths, where support is required and areas where children require more challenge.
- To continue to access supporting agencies where a child requires it.
- Develop suggested continuous provision guidance for staff in literacy in each area of the nursery. Staff awareness of continuous provision and embedding literacy as day to day. e.g. Magazines, recipe books within the role play area.
- Identify more clearly when children are making progress in literacy.
- To develop a system of collecting data on literacy which will help us identify our strengths and areas for improvement

Numeracy

- Staff training on numeracy through use of Building the curriculum 3
- To ensure that numeracy is reflected throughout the nursery
- To continue to use our numeracy trackers to identify children's strengths, areas where support is required and areas where children require more challenge
- Identify more clearly when children are making progress in numeracy.
- Develop suggested continuous provision guidance for numeracy in each area of the nursery.
- To develop a system to collect data on numeracy

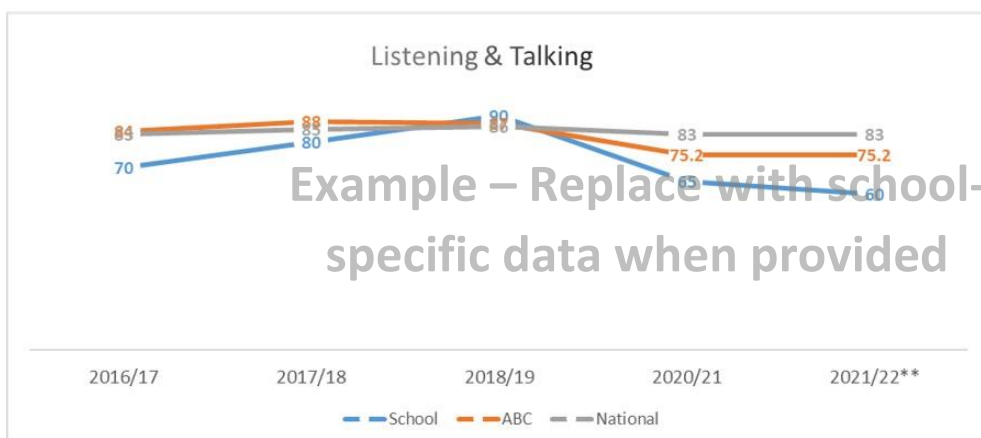
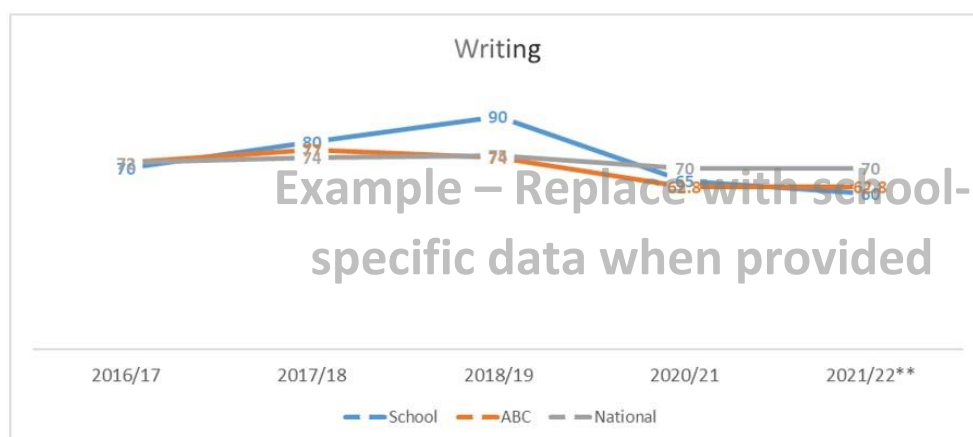
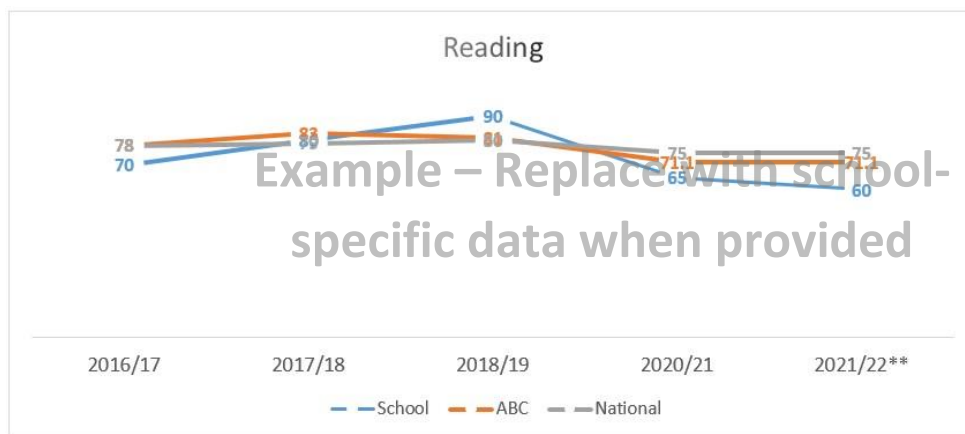
Review of SIP | Developing in Faith Priority

Progress and Impact:

Next Steps:

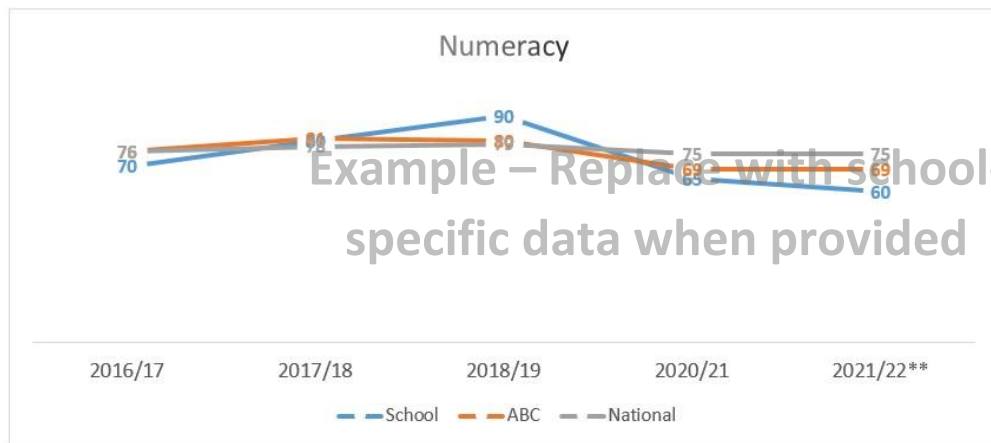
1.1 Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2016/17, 2017/18, 2018/19, 2020/21 and 2021/22.
(teacher judgement – confirmed levels – 5 year trend).



1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2016/17, 2017/18, 2018/19, 2020/21 and 2021/22. (teacher judgement – confirmed levels – 5 year trend).



Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

Overall quality of our learners' wider achievements

Highlights of session 2022 - 2023

Through the use of Seesaw, we are sharing learning of children at home and in the community. Parents are also extending the learning that is happening in the nursery and sharing it through Seesaw.

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

Comment on progress made with the following aspects of empowerment:

- curriculum;
- improvement activities;
- parental and community engagement; and pupil participation.

https://education.gov.scot/improvement/learning-resources/an-empowered-system/?dm_i=LQE,6RTY0,WAUPY4,R37A1,1

Comment on progress made with Pupil Equity Funding, taking account of the five key areas below:

- attendance;
- attainment;
- exclusion;
- engagement;
- participation.

| Quality Indicator | How are we doing? | How do we know? (Evidence) | School Self-Evaluation (1-6) |
|--|--|---|------------------------------|
| 1.1 Self-Evaluation for Self-improvement | At Willowview ELC we have developed systems to evaluate our service and gather evidence from a variety of sources. | <p>Feedback from children and parents/carers, Education Scotland and Care Inspectorate has validated that our children and families feel welcomed, children settled very quickly and Health and Wellbeing and UNCRC was at the heart of everything in Willowview.</p> <p>Through inclusive management style all staff felt they had a voice, were listened to and had developed personally and professionally as Early Years Practitioners.</p> | 4 |
| 1.3 Leadership of Change | There are a variety of systems in place to evaluate and reflect on outcomes for children and families and this is at the heart of our ethos. | <p>Care Inspectorate said:</p> <p>Management and staff were self-evaluating and critically reflecting on their work in several ways. For example, through staff meetings, day to day discussions and reflections within Floor books. This was having a positive impact on outcomes for children and families, with staff considering the child's voice through planning and development of the service.</p> | 4 |

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| 2.3 Learning, teaching and assessment | Most of our children are engaged in their play and learning through quality of interactions. This has supported children to develop their curiosity and creativity, extending their thinking and widening their skills for life. | It was noted in our Care Inspectorate report that most of our children were happy, eager to play and engaged well with the learning experiences on offer. | 4 |
| 3.1 Ensuring wellbeing, equality and inclusion | Health and Wellbeing is at the heart of everything that we try to achieve at Willowview. As a fairly new service and opening during a pandemic it was important to build relationships with everyone. Support was accessed for children in partnership with supporting agencies and our Early years teacher | <p>Feedback from children and parents/carers and Care Inspectorate has validated that our children and families feel welcomed, children settled very quickly and Health and Wellbeing, GIRFEC and UNCRC was at the heart of everything in Willowview.</p> <p>Through inclusive management style all staff felt they had a voice, were listened to and had developed personally and professionally as Early Years Practitioners.</p> | 4 |
| 3.2 Raising attainment and achievement | Please see SE section | | |