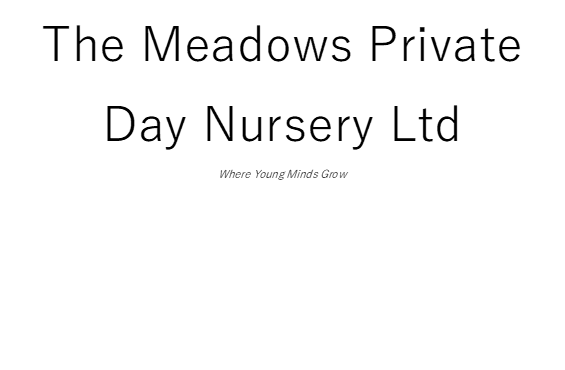


Standards and Quality Report

2023/24



**Introduction**

The Meadows Private Day Nursery was opened in February 2017. It is a small open plan setting providing care for a maximum of 37 children aged 0-12 years of age at any one time.

A screenshot of a computer

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Continuing to share our home grown produce with our community

Aug 2022

Makaton training for all staff

Sep 2022

A screenshot of a computer

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Doing our bit for charity

Sep 2022, Dec 2022

A screenshot of a computer

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Developing links with the local primary

Mar 2023

Promoting the UNCRC

Jan 2023

**Vision**

The aim of our service is to grow happy, confident children that will make a positive impact in our world.

This will take place in our safe, secure, nurturing environment. This encompasses natural elements as much as possible to engage the children’s curiosity and enquiry. To achieve this the manager and staff team will work in close partnership with the family to ensure that all relevant information is gathered and acted upon prior to taking up a place in the nursery. Initial visits and settling in sessions are carried out in person before any child starts. Initial care plans are drawn up within 28 days and updated as and when required with consultation with the child and their family, no longer than 6 monthly. We follow in the moment planning which means children’s next steps are always geared to individual children and their interests. The children’s needs are monitored and reviewed using the relevant curriculum framework documents. As far as possible we aim to offer parents as much flexibility as possible via our booking system and allocation of funded hours.

**Values**

* + Dignity and respect
  + Compassion
  + Inclusion
  + Responsive care and support
  + Health and well being

**Aims**

To achieve our vision, we will work in close partnership with the children and their families to ensure that we meet their needs effectively through regular consultation and review. This is mainly done remotely via our online system Famly but we also carry out in person meetings at least twice a year. We offer parents flexibility with regards to meeting their childcare needs through a booking system and the children’s needs are monitored and reviewed using the relevant curriculum framework documents Pre Birth to 3 and the Curriculum for Excellence as well as Realising the Ambition, Getting it Right For Every Child (GIRFEC) and How Good is our Early Learning and Childcare (HGIOELC).

**Context of the early years centre**

The Meadows Private Day Nursery is registered with the Care Inspectorate for a total of 37 children at any one time. This includes 6 spaces for children under 2 years old as well as 6 spaces for school aged children. Since opening in 2017 we have supported more than 200 children. From our last unannounced inspection in May 2018, we were graded –

* Quality of care and support 4 - Good
* Quality of environment 4 - Good
* Quality of staffing 4 - Good
* Quality of management and leadership 4 - Good

The nursery is located on the main B743 road which runs through the village of Mossblown. We provide care for families from the neighbouring villages of Tarbolton, Annbank, Mauchline and Ochiltree as well as the town of Ayr. Mossblown is part of the Ayr North and former Coalfields communities’ locality (ANFCC).

For the most recent time periods available, Ayr North and Former Coalfield Communities had:

* + 13% of Mothers exclusively breastfeeding at 6-8 week review.
  + 28% of Mothers smoking during pregnancy.
  + 52% of Teenage Pregnancies
  + a 91% uptake of 6 in 1 Immunisation for the eligible population.
  + a 94% uptake of 24 months MMR Immunisation for the eligible population
  + 68% of Primary 1 Children with no dental caries
  + 75% of Primary 1 children with healthy weight
  + 0% of people lived in the least deprived SIMD quintile, and 59% lived in the most deprived quintile.

Table 1: Percentage population living in the 2016 and 2020 SIMD Datazone Quintiles

Quintile Percent of Pop (2016) Percent of Pop (2020) Difference

SIMD 1 58.3% 58.7% 0.4%

SIMD 2 27.3% 23.4% -4.0%

SIMD 3 14.3% 17.9% 3.6%

SIMD 4 0.0% 0.0% 0.0%

SIMD 5 0.0% 0.0% 0.0%

The nursery is situated between the local schools and early years centres in Mossblown and Tarbolton. We can provide wraparound care for children attending these schools. As such we have good professional relationships with them and plan appropriate transition activities and celebrations for example during June for P1 transitions. We also have children transitioning to St John’s primary school this year.

As of August 2019, we offer funded childcare to all 3 and 4 years old as well as eligible 2 years old on a flexible basis to suit the needs of families. This year we have had 9 ante pre-school children and 7 preschool aged children take up this offer. From these 9 preschool children we have achieved successful outcomes as detailed in the table below.

2023 2022 2021

% Achieved all milestones in communication 60% 57% 57%

% Achieved all milestones in numeracy 60% 57% 57%

% Achieved all milestones in health and wellbeing 100% 100% 100%

January 2020 saw us expanding our service to enable us to deliver care and learning to under two years in their own separate area which in turn enabled us to better meet the needs of all our children and close the attainment gap as per the National Improvement Framework. This also enabled us to reinstate our before and after school care service. This year we have been able to successfully retain our 100% achievement in health and wellbeing. This is due to us being a small service, we are able to offer the children a nurturing home from home environment in close partnership with our families. We also employ local people with local knowledge. This enables our families to relax and share more openly which in turn means we have a better understanding of the children’s wellbeing needs. This year has seen us successfully take on our second modern apprenticeship. She is on track to be finished well in advance of her September deadline.

Referrals from external agencies can also be accommodated via a request for assistance procedure to offer families much needed support and respite. Since opening we have supported approximately 13 children through this system.

The building has 3 rooms to enable the children to develop and learn in a safe age-appropriate area. The Nest for approximately ages 0-2½, The Hive for approximately 2½-5 years and our smaller room The Burrow that houses our before and after school care. The setting cares for children from 7.30am until 6pm and offers a drop off and pick up service from Annbank and Tarbolton Early Years Centres and Primary schools. There is a quiet area off The Nest to allow those children who require a rest during the day to do so without being disturbed by the day’s hustle and bustle. To meet the differing toilet needs of the children there is a separate changing room and children’s toilet with all amenities at the children’s level to encourage independence and privacy. We have a large, secure outdoor area at the rear of the building that the children access daily. Each room has access to a covered area so that the garden and outdoor play can be enjoyed year-round.

Summer 2023 sees us saying goodbye to 2 members of staff as they go off on maternity leave. All staff within the nursery are qualified to or are working towards their SCQF level 7 award in early years. Senior staff are also working towards their SCQF level 9 qualifications. From the total staff team, the manager is BA qualified, 1 senior is working towards her BA, 1 senior has her SVQ level 9, 1 senior is working towards her SVQ level 9, 1 practitioner is BA qualified, 1 practitioner is SVQ level 9 qualified, with the rest of the practitioner team being level 7 qualified. All staff members have annual supervision and appraisals which helps to identify areas for improvement that they can access to help meet their SSSC PRTL requirements. In line with our partnership agreement with South Ayrshire council we have a peripatetic teacher supporting the children’s learning.

Staff meet the developmental needs of all the children through fun activities following In The Moment Planning. This sees them carrying out focused observation of the children and consultation with them to ensure everything is appropriately geared towards their needs and interests. Parents receive regular updates on their child’s progress through our online daily diary via an app called Famly as well as individual reviews carried out at no longer than 6 monthly intervals. An open-door policy is in operation to discuss anything at any time.

**What key outcomes have we achieved?**

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| **School Priority**  To develop and implement Literacy strategies that will impact on children’s overall attainment in this area with 60% of children reaching their pre-school developmental milestones.  Looking at:   * Breadth * Challenge * Application   To improve phonological awareness to include rhyme and syllables | |
| **NIF Priority: -**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in employability skills and sustained positive school leaver destinations for all young people | **Links to HGIOELC QI: -**  2.3, 3.2 |
| **Progress and Impact**  60% achieved all their developmental milestones before starting school in August 2023  **Next Steps**  To develop and implement Literacy strategies that will impact on children’s overall attainment in this area with 75% of children reaching their pre-school developmental milestones.  **Looking at:**   * Breadth * Challenge * Application   To improve phonological awareness to include syllables and words that start with the same sound. | |

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| **School Priority**  To develop and implement Numeracy strategies that will impact on children’s overall attainment in this area with 60% of children reaching their pre-school developmental milestones.  Looking at:   * Breadth * Challenge * Application   Subitising, 2D shapes, 3D shapes, and mathematical language in everyday context. | |
| **NIF Priority: -**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in employability skills and sustained positive school leaver destinations for all young people | **Links to HGIOELC QI: -**  2.3, 3.2 |
| **Progress and Impact**  60% achieved their developmental milestones before starting school in August 2023  **Next Steps**  To develop and implement strategies and activities that will impact on children’s overall understanding of their rights.  **Looking at:**   * Breadth * Challenge * Application   100% attainment being reached in achieving ‘I can contribute my views and tell people what I like and dislike’. | |

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| **School Priority**  To develop and implement Health and Wellbeing strategies that will impact on children’s overall attainment in this area.  Looking at:   * Breadth * Challenge * Application   Support and encouraged the children’s knowledge and understanding of where food comes from and what constitutes a healthy lifestyle as well as how to prepare and cook healthy meals and snacks. | |
| **NIF Priority: -**   * Closing the attainment gap between the most and least disadvantaged children * Improvement in children and young people's health and wellbeing * Improvement in employability skills and sustained positive school leaver destinations for all young people | **Links to HGIOELC QI: -**  2.3, 3.1, 3.2 |
| **Progress and Impact**  100% achieved their developmental milestones before starting school in August 2023  **Next Steps**  To develop and implement Health and Wellbeing strategies that will impact on children’s overall attainment in literacy and numeracy.  **Looking at:**   * Breadth * Challenge * Application   Improving the learning and teaching offered in our outdoor areas. Not simply recreating indoor play areas and experiences outdoors but reflecting upon the unique opportunities outdoor play lends for big movement and dynamic play. For instance, areas for digging, growing and splashing in puddles. | |

**Evaluation Summary**

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| --- | --- |
| Quality Indicator | School Self Evaluation  (Please add 3 or 4 evaluative statements linked to the themes) |
| 1.3  Leadership of change  Developing a shared vision, values and aims relevant to the school and its community.  Strategic planning for continuous improvement.  Implementing improvement and change | Our vision was updated this year in consultation with the staff team. This was in line with rolling out our planning ethos of In the Moment Planning (ITMP). Our parents, and carers as well as the children who attend our setting were included last year. It incorporates the feedback from our parental questionnaires which praises our welcoming, home from home feeling. We have a strong focus on being very child led.  We have been very fortunate to have a consistent management and senior staff team. Though we are currently looking at changes to our core staff team with staff moving on and maternity leave coming up. To set our annual priorities, we take account of the data gathered from our milestones. As well as local inspection reports and national priority reports. This is then embedded within our planning for learning for staff and children whilst taking account of individual needs and preferences. This can be seen in our online learner profiles. Staff changes means that to meet our identified priorities the management team are having to give more support to the hands-on team through weekly meetings.  All staff are included in implementing change by being allocated areas for them to improve. They are guided and supported by senior staff members and relevant training is sought where appropriate. We are continuing to make good progress with meeting our health and well-being milestones but due to staff changes we are still looking to further enhancing our literacy and numeracy provision to support our children to meet our milestone goals. |
| 2.3  Learning, Teaching and Assessment  Learning and engagement  Quality of interactions  Effective use of assessment  Planning, tracking and monitoring | Child centred approaches are extremely evident, staff know the children and their families well. The children are happy and have formed close, positive relationships with the staff team. With ITMP staff are carrying out focused child observations on a 10-weekly rotation. They are beginning to use these observations to impact and inform play area design (inside and out) to meet the varying needs and individual developmental goals. We are currently fully implementing the ITMP ethos and working with Leuven’s scale to ensure that the children have a rich learning environment that they can freely choose from.  Senior staff have a vast knowledge of the children and their families. This has enabled the staff to build positive relationships with them resulting them going the extra mile to support children and their families. The pace of the day is dictated by the children, they have free flow inside and out. ITMP is used to meet the children’s interests and developmental milestones. For some junior staff this is an area of improvement that we are working on to get them up to speed with how to scaffold children’s learning appropriately and with challenge.  Staff are very knowledgeable on the children’s needs and interests. With the focus observations and Leuven’s scale staff are beginning to use this information to inform room layout and experiences offered. Previous progress achievements are looked at to inform next steps. Other professionals are involved where appropriate to support children’s progress and to identify and support individual needs. Using the online learning journey on Famly parents have real time access to their children’s care and learning journeys.  Key workers have diaries, notebooks etc to organise their children, their interests and how to reach their milestones. ITMP, focus observations and Leuven’s scale is being used to support next steps. This is in its initial stages with key workers being supported to draw up their own individual planning for their individual groups to meet their next steps. Key workers have an hour off the floor each week in my office to do paperwork where I can offer support and advice. Managers and senior staff have access to data on progression towards next steps. Key workers are being supported to use this data for their care planning. |
| 3.1  Ensuring wellbeing, equity and inclusion  Wellbeing  Fulfilment of statutory duties  Inclusion and equality | Staff members have attended nurture training and are knowledgeable of the children in their care and how to meet their developmental needs. Senior staff contact health visitors where needed and liaise with schools for successful transitions for P1. We have greatly extended our food larder where the local community can collect useable food to help reduce landfill and challenge the poverty gap. Children are actively involved in setting golden rules and completing checklists to ensure the setting is looked after and everyone is safe and healthy. Each room has a rights wall on the UNCRC but this needs to be further embedded for children’s knowledge and understanding. As well as shared with parents and families.  All children have a child centred care plan in place that is reviewed within 6 months. With ITMP staff are carrying out focused child observations on a 10-weekly rotation. Using the online learning journey on Famly parents have real time access to their children’s care and learning journeys. All staff members are registered with the SSSC and are aware of and working towards their PRTL requirements. We are currently having weekly staff meetings to support staff with planning and assessment. Annual appraisals are carried out as well as following the national induction document to ensure staff are aware of their obligations. Annual child protection training is carried out.  Staff members are knowledgeable of our children’s family backgrounds (whilst maintaining confidentiality). Positive relationships are in place with parents and children’s named people. We have clear strategies in place to reduce the barriers that some children face mainly via PEEP sessions. Those children who come via RfA and/or have social work involvement staff attend TAC meetings etc to ensure the children can access the relevant support they require. STINT paperwork is in place for those children who need it and are reviewed regularly in line with the individual needs and circumstances. |
| 3.2  Securing children’s progress  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 | Children are progressing well across the nursery. Numeracy skills have been developed across the board. Our milestone data has increased slightly from last year; 100% in health and wellbeing as well as 60% for literacy and numeracy. Tracking information is gathered across the year and double checked by the senior prior to submission in June. This year graphs and syllables aren’t a strong point.  Our milestone data is accurate and in line with local expectations. Our achievement levels have been consistent since starting our partnership agreement especially with health and wellbeing. Children’s attendance data is high across the centre which has a positive impact on consistent learning areas. Parents share home learning achievements via learning journey posts on Famly. This could be better used in the centre by linking with Talk Box times. Children move on from us successful, confident learners.  Home learning bags have been introduced, talk boxes are being used. A wow wall has been introduced to share achievements from home. Achievements need to be recognised and celebrated more within the setting.  Children are included and progressing well. We have clear strategies in place to reduce the barriers that some children face mainly via PEEP sessions. Staff members are building up positive relationships with those children and families who are accessing our service via a ‘request for assistance’. We have greatly extended our food larder where those in need can collect useable food to challenge the poverty gap as well as introducing a Christmas jumper swap shop and lending library. This encourages positive wellbeing outcomes for the wider family. |

**What are the key priorities for improvement in 2023/24**

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| --- |
| Priority 1: -  Raising attainment and achievement in Literacy, closing the poverty related attainment gap |
| To develop and implement Literacy strategies that will impact on children’s overall attainment in this area with 75% of children reaching their pre-school developmental milestones.  Looking at:   * Breadth * Challenge * Application   To improve phonological awareness to include syllables and words that start with the same sound. |

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| Priority 2: -  Raising attainment and achievement in Numeracy, closing the poverty related attainment gap |
| To develop and implement Numeracy strategies that will impact on children’s overall attainment in this area with 75% of children reaching their pre-school developmental milestones.  Looking at:   * Breadth * Challenge * Application   Attainment being reached in relation to the use of graphs and charts. |

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| Priority 3: -  Raising attainment and achievement in Health and Wellbeing, closing the poverty related attainment gap |
| To develop and implement Health and Wellbeing strategies that will impact on children’s overall attainment in this area.  Looking at:   * Breadth * Challenge * Application   Improving the learning and teaching offered in our outdoor areas. Not simply recreating indoor play areas and experiences outdoors but reflecting upon the unique opportunities outdoor play lends for big movement and dynamic play. For instance, areas for digging, growing and splashing in puddles. |

**What is the capacity for improvement?**

As a growing setting we are constantly making improvements to our indoors and outdoors environments whilst maintaining a high standard of care and support. We are continuing to limit the use of plastic resources opting for more natural and inviting ones. This year has seen us manage some unusual higher staff changes. The summer of 2023 has seen another 2 staff go on maternity leave. We will use the quieter summer period to embed the changes ITMP has caused as well as support our new members of staff in their role.