



## Ferguslie Early Learning and Childcare Centre



## STANDARDS AND QUALITY REPORT

June 2019

This report will inform you of our progress and achievements in the last session and let you know about our plans for 2019-2020. I hope that you find it helpful and informative.

Audrey Copland

Head of Centre

## OUR CENTRE

Ferguslie Early Learning and Childcare Centre is located in a purpose built facility, which is part of the Tannahill Community Centre that is in the heart of Ferguslie Park and services a diverse and economic community. Most of our children live within the Ferguslie Park Area with a small percentage attending from other areas within Renfrewshire. The setting provides Early Learning and Child Care for 97 children aged between 0-5 years.

Our learning environment is influenced by a philosophy based on the work of Fredrick Froebel who was an educational pioneer of the nineteenth century. The impact of his work is deeply embedded within our play based pedagogy supporting skills for learning, work and life, and building relationships within the community.

The centre has established close links with the community partners to ensure that the needs of individual children and their families are met effectively, and offers support to families to engage with agencies through building strong partnerships working and adopting a multi- agency approach within the community.

At present we are piloting our third phasing of the 1140 hr with (32) 3-5 year old and (13) 2-3 years olds benefiting from the additional hours. Our staffing currently consists of: 1 Head of Centre, 1 Depute Head of Centre 2 senior Early Learning and Childcare Officers, 13 full time Early Learning and Childcare Officers, 4 Part time Early Learning and Childcare Officers, 1 Lunch Support Worker, 1 Graduate and 1 clerical worker.

## OUR VISION, VALUES AND AIMS

At our Centre our philosophy is to create a calm, peaceful atmosphere where children feel nurtured, respected and loved so that they blossom and grow, building a strong sense of confidence and self-esteem within an environment that provides learning space for children to be curious, creative and inspired by the caring, interested adults who value and respects each child and their family as unique individuals.

Our centre values and understands the importance family and community has on the impact of the developing child and we seek to connect whenever possible the opportunities to share learn and grow together. Within Our Centre we encourage children to take forward their ideas and thought that ignite new interests and learning and share these at home with their family.

We aim to provide a rich learning environment that will stimulate children both indoors and outdoors in conjunction with the Froebelian principles. This provides children with the opportunity to learn problem solving skills, life skills, and risk taking as well as developing creative and logical thinking.

## SUCSESSES AND ACHIEVEMENTS

Ferguslie E.L.C.C. Centre is promoting the Scottish Governments vision in ensuring that every child achieves the highest standards in literacy and numeracy and ensuring every child has the same opportunity to succeed with a particular focus on closing the poverty-related attainment gap. The increased number of children and families utilising 1140 hours has required us to re-evaluate the pace and balance of our day, which has created a more meaningful learning environment for our children. Children and families are now becoming more involved in the meaningful experiences available, with progress continuing to be made by promoting health and wellbeing through parental engagement fostering positive attitudes to lifelong learning.

Ferguslie E.L.C.C. Centre along with other E.L.C.C establishments were invited to attend the first Renfrewshire Learning Festival, which was organised to share good practice within the local authority. Practitioners from the centre attended the two-day festival and set up a learning zone highlighting two of the areas of excellent practice within Ferguslie E.L.C.C. Centre - discovery play and following on from our Froebelian philosophy, children learning the skill of sewing. Representatives from the 'Feegie Needlers' sewing group, which meet weekly in the Tannahill Centre, and two of our parents who attended to share how they have been working in collaboration and to discuss the impact this has had on their own learning journey. Four children along with two practitioners attended on the first day to facilitate a café, selling homemade scones and serving refreshments to other professionals attending the event. The event was a great success and was attended by a high number of early year's staff within Renfrewshire.

In collaboration with the Educational Psychologist, the centre has developed an approach to measuring our children's wellbeing and involvement using the Ferre Laevers Scale. Consequently, staff skills and knowledge has been extended and used in practice to support the pedagogical approach to children's wellbeing and involvement. Appropriate and well-planned experiences support our children's increased abilities to learn within a nurturing environment that focuses on wellbeing, involvement and attachment. This methodology allows staff to closely monitor individual children, and be proactive in their approach to offer support in a timely fashion that best suits the need of the child.

**\*Rainbow Café** – The children with the support of practitioners continue to operate the café for the local community within the nursery centre on a monthly basis. The children have been enhancing their literacy and numeracy skills through contributing to the life of the community participating in real life experiences and developing skills for learning, life and work while working alongside other adults. The café has continued our intergenerational links within our community together with the children attending the local day care centre for the elderly to share in baking opportunities and storytelling. The impact of these projects has ensured that children are recognised and valued and are becoming an integral part of their community.

**\*Forest** – Our parents/carers continue to have opportunities to play and learn together with their children through visits to the forest. Froebel emphasises the importance of children learning outdoors and being in contact with the natural world. The forest offers rich learning experiences as the children use all their senses to explore, develop their curiosity, creativity and imagination. The parent/carers have been developing their capacity in allowing children to take more risks and build their confidence. This approach has led to a healthier appreciation of the outdoors and improved wellbeing.

**\*Wee Feegie Needlers** - The children and parents/carers continue to participate in this local community group as part of our children's continued interest in sewing and designing. The local group continues to share their sewing techniques with the children and their parents on a weekly basis. The five families that attend on a weekly basis report that they feel more confident and that their newly developed skills and the relationship with the community has given them the sense of belonging.

**\* Book Bug Sessions** – Our successful Book Bug sessions continue to run twice weekly, one for the under 3's and one for the 3-5's. Both sessions continue to be well attended with an average of ten families per session. The parents/carers have the opportunity to support their child's early learning experiences through stories, rhyme and song within the nursery and the outdoors. The impact of this has built confidence and social skills as parent's/carers have the opportunity to meet other families.

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR CENTRE

### Leadership

- Parents/Carers increased access to flexibility through the offered 1140 hours has supported our families' opportunities to undertake employment, training and further education.
- Increased hours within the nursery has enhanced our children's opportunities to revisit learning, engage in real life quality experiences, embedding skills for learning, life and work.
- The majority of staff within the centre lead and manage target groups identified through the improvement plan taking responsibility to deliver and share their learning and skills with other staff members.

### Workforce Professionalism

- Our highly skilled workforce continues to identify and reduce barriers to effective learning. Promote equity across all aspects of our children's learning. Deliver rich opportunities for children to experience high quality play and care.
- Staffs increased knowledge and understanding of the UNCRC has created a culture of respect and demonstrates a strong commitment to children's rights.

### Assessment of Children's Progress

- High quality experiences enable our children to develop more opportunities to become deeply involved in meaningful play, which will support our children's attainment and ability to learn.
- Our cohesive approach to early level planning and transition has made small improvements to the links between nursery and primary. There has been a continued focus on literacy and numeracy enabling a shared vision on the implementation of quality practice and experiences.

### Parental Engagement

- Parents/Carers are supported to regularly and meaningful engagement in their child's learning.
- Our 'Learning to Play, Play to Learn' sessions encourage the families to pop in for a chat where staff can highlight and discuss play experiences the children enjoy and the benefits behind play.
- Children's profiles and journeys of learning can be accessed by children and parents/carers on a daily basis, with curricular development and children's progress being discussed on a more formal basis during our parent's nights, which are held towards the end of the summer term.
- Staff work collaboratively with families and support agencies to address consequences of social issues such as deprivation, unemployment and lack of confidence and self-esteem
- Our Parent Committee and fundraising groups continue to meet throughout the year sharing their thoughts and ideas for contributing to the nursery and focusing on fundraising for our various special events
- Parent/Carer participation continues to be encouraged at all levels through our variety of groups/events such as our Rainbow Café, Forest Schools, Book Bug and intergenerational groups. Developing their social and emotional wellbeing giving parents/carers and children the opportunity to deepen their sense of value and place within the community.

### Performance Information

- Our Froebelian ethos has created a shared vision for the continuation of the provision of high quality learning and teaching
- Staff continue to track children progress, this has allowed them to plan an environment that is conducive to the individual child's learning and developmental needs
- Staff continue to evaluate the impact of the quality experiences that are provided using the QI and use this to influence practice and the service provided

### Establishment Improvement

- Improvement methodology has influence change in practice and increased levels of engagement
- Staff are in the early stages of monitoring children's wellbeing and involvement
- Staff continue to build upon transitions for children, looking closely at the daily transitions for all children to ensure the continuum in the individual child's transition from nursery to school

## OUR KEY STRENGTHS

- Highly motivated, enthusiastic children who enjoy learning and make excellent progress.
- An extensive range of challenging and rich learning experiences which meet children's individual needs.
- A highly skilled and nurturing staff team who provide exceptional support for children and families.
- Highly effective partnerships with parents and other professionals.
- The strong and compassionate leadership of the head of centre.

## OUR NEXT STEPS – PRIORITIES FOR 2019-20

We believe that we have made very good progress during session 2018-19 and we will use the improvement priorities listed below to build on this progress moving forward.

- We will continue to develop the literacy skills of our children supporting and encouraging them to reach their full potential.
- To ensure a smooth and coherent foundation for our babies, toddlers and young children, our transitions into, across and from our setting will be handled sensitively and will involve all key people in the child's life.
- We will upskill staff them a deeper understanding of attachment theory and of the importance of nurturing relationships.
- Further encourage parental involvement and engagement, supporting parent/carers to be more involved in their child's learning.
- Continue to develop a strong commitment within our setting to encourage practitioners to undertake lead roles to motivate, support and inspire others.

Full details of our improvement priorities and actions are detailed on the improvement plan which can be accessed on our website or by contacting the office.

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### HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the service. You can do this by speaking to staff, participating in parent focus groups, responding to questionnaires/surveys and by completing evaluations at events.