

**Fullwood Nursery Centre
Improvement Report 2011/2012**

1. Key Strengths.

- The centre has a warm welcoming secure and positive Ethos.
- The centre effectively uses a Holistic approach to Health and Wellbeing and improving on healthy menus and embedding Health and Wellbeing into all aspects of Nursery life.
- The centre has effective Home learning links where Parent/Carers, children and staff are regularly consulted.
- Staff facilitate children's learning which impacts on learning outcomes.
- Numeracy and Literacy is embedded into all aspects of curriculum.

2. Good Practice.

Our children are actively involved in their own learning and are fully engaged in activities and their achievements are recognised and recorded. Children exercise choice and are involved in decision making in relation to their interests which is clearly evident in wallboards, floor books and photographs. Staff are more aware of the principles of the curriculum and planning reflects this where children's experiences and outcomes promote learning and development for each age and stage. Children have opportunities for outdoor play which we encourage, this enables them to explore their natural outdoor environment which also stimulates and brings health benefits.

Over the last few months staff have developed effective routines which have been introduced into the 2-3 area where children are becoming more independent and confident at serving their own snacks and lunches. The service is aware of all Children's health and wellbeing and provides opportunities to enable them to make choices.

Parent/Carers are actively involved in our establishment through the development of a Parent E.C.O. committee and Parent helper groups.

The centre encourages Parent/Carers to be involved in their child's learning and development, they feel supported by staff and contribute to the establishment's improvement through questionnaires Parent formal and informal Meetings.

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3. Evaluation.

What outcomes have we achieved?

Staff are aware and understand their roles and responsibilities to ensure continuity of care for children's health and wellbeing.

The Centre has progressed in the implementation of Curriculum for Excellence and the Pre-Birth to 3 documents and become confident in delivering this through Long, Medium and Short term planning. Staff have developed knowledge and have become more aware of the four capacities and ensure children are actively involved in their own learning appropriate and relevant experiences and outcomes. Through consultation and children's interaction the planning illustrates their enthusiasm and motivation which is reflected in floor books wallboards and individual profiles. Staff have attended internal and external training on curriculum design and are becoming aware of the entitlements.

Numeracy and Literacy is embedded throughout all areas of the curriculum where most children have become more confident and skilled in recognising and understanding early numeracy and are making very good progress. Staff have attended training courses which have give them ideas which challenge children's numeracy skills and take their learning forward. New resources which help develop children's numeracy skills have also been introduced to the curriculum.

All children are actively involved in outdoor learning through the development of our garden area and resources which also facilitates the child's knowledge of their outdoor environment and also benefit health and wellbeing. An E.C.O. committee has been formed which includes children, Parent/Carers and staff, the centre have registered and are now part of the E.C.O school where we have taken delivery of a "Rag Bag" bin and invited all stakeholders and the community to contribute to recycling.

Over the last year the service has began to embed self evaluation in order to identify areas for improvement. The views and feedback of parents have been used to make a number of changes to practices as well as management. Staff have become more confident in using the Child @ the Centre 2 and have undertaken a number of audits to improve outcomes for children as learners. Management has begun to encourage staff to become more reflective in their practice through a number of training and consultation evenings held over the year. Our self evaluation programme now needs to be more focused on children as learners, be more systematic and involve all stakeholders in the process.

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4. How well do we meet the needs of our nursery community?

A Coffee morning for Parent/Carers was organised in April where parents were invited to come along and have an informal chat with the nursery manager and staff a questionnaire was also on offer for parents to comment on the quality of service. Consultation with Parent/Carers on the evaluation of the service provides us with information to facilitate change and improve our quality.

Motherwell Library has been contacted to arrange visits from the Library Bus on a regular basis they will contact the Nursery in August 2011. This will give children the opportunity to and develop experiences of early literacy and social studies.

The Dental Hygienist visits the Nursery regularly and the tooth brushing programme exists to help children understand the importance of good oral hygiene.

Staff are supported by N.L.C. Development Officer who visits the service and offers invaluable guidance and advice.

Senior staff and Management have links with local schools visits are arranged involving children and Parent/Carers to ensure smooth transition from Nursery to school. School liaison with nursery staff during this crucial time in children's transition this helps to improve children's self esteem, build confidence and allow parent to

5. How good is the Education we provide?

Resources are well maintained, organised, and accessible and age and stage appropriate. Staff working in the 3-5 area plan a **broad and balanced** Curriculum following consultation with children, evidence is apparent in floor books, wallboards and children's Profiles, there is also opportunity to re-visit learning.

Staff have knowledge of children's prior experiences, learning and interests this helps them to take account of **personalisation and choice**.

Staff plan and organise a range of well designed activities which provide opportunities to extend skills ensuring rich opportunities for **progression and depth** of learning.

Strategies are in place which reinforces the development of early numeracy and literacy and the importance of health and wellbeing across the curriculum. This ensures a well designed curriculum offering **relevance coherence and breadth**.

Staff promote **challenge and enjoyment** with opportunities for exploration and discovery of the outdoor area which is being improved with the planting of apple trees, better placed chalk boards and re-citing of the summer bench, vegetable garden and digging area.

To maintain continuity in technology the use of Smart boards are located in the 2-3 and 3-5 areas alongside I.T.C. equipment. The use of technology and gaining knowledge of I.T.C. impacts on the child's independence and confidence for future learning.

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6. How good is our Management?

As a new Manager in post the importance of forming a working group is to involve all stakeholders in self evaluation processes for improvement for change and delivery of high quality of service.

Staff have a coherent vision of what is important for our establishment and use best practice in self evaluation processes we constantly evaluate the level of service to facilitate change and improve on children's quality of learning and embed changes into practice. The establishment is actively involved with members of the community and Parent helpers and the formation of a committee.

Management and senior staff are committed to the cohesion of the staff team and deal effectively with divisions and challenges.

7. How good is our Leadership?

Our vision for the future is to take the service forward by consultation to improve the quality of provision through evaluation with all service users and staff.

Staff are able to communicate a clear view of our aims and ensure there is a committed approach to children achieving high quality learning.

Leadership responsibilities demonstrate a commitment to a high quality learning environment modelling good practice. Leadership responsibilities also ensure all stakeholder views and evaluation for an improved service is respected and our improvement priorities are linked to practice.

Staff feel valued and supported and are confident and able to demonstrate self motivation, their continual personal development and training is current and appropriate and commitment to a high quality learning environment is achieved.

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Assigning levels using Quality Indicators?

Quality Indicator	Level
1.1 Improvements in performance	4
2.1 Children's Experience	5
5.1 The Curriculum	5
5.3 Meeting learning needs	5
5.9 Self Evaluation	4

8. What is our capacity for Improvement

ASSESSMENT: Implementation of Building the Curriculum 5 will ensure improvements in planning which recognises children's achievements for age and stage of development. The centre will record processes of ongoing dialogue and reflection to ensure next stage of learning is appropriate and specific support needs are met.

Our aim is to further Support Parent/ Carers to understand their child's learning and achievements through Individual Learning Plans, sharing information by using progress booklets and children's transitions.

SELF EVALUATION: We want to further embed our self evaluation to develop a programme that has a more rigorous systematic approach and involves all stakeholders in the process.

OUTDOOR LEARNING: We aim to further develop and promote outdoor learning in lines with Curriculum for Excellence.

ECO: To incorporate ECO schools Scotland programme. The service will develop an active eco committee to promote a holistic approach to environmental awareness and further demonstrate opportunities for projects such as vegetable growing which would incorporate numeracy, science, health and wellbeing.