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Renfrewshire Council Children’s Services

**Childcare First – Rainbow Nursery**

**Self-Evaluation Summary**

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# **Self-evaluation summary**

Please use this document to highlight key aspects of the establishment’s work. You are asked to focus on the three key self-evaluation questions from How good is our early learning and childcare?

* How are we doing?
* How do we know?
* What are we going to do now?

Consider how you triangulate your evidence to ensure your evaluative judgements are robust. Please keep the information as clear and concise as possible using bullet points to indicate high level evaluative messages which can then be teased out in discussion during the Quality Improvement (QI) visits.

Collectively, establishments, parents, communities and partners share a wealth of data and information about children’s successes and achievements. Through joint analysis of a wide range of data you should take specific action to support those groups or individuals who require targeted interventions. This is essential to achieve excellence and equity for all learners and close attainment gaps which may exist in your establishment.

Moderation of professional judgement of children’s progress is an important feature of highly-effective self-evaluation. Establishments should clearly identify opportunities to work effectively in partnership with colleagues who have evidenced improvements in children’s progress.

This will ensure that sound professional judgements are based on a wide range of evidence and on a consistent and shared understanding of standards within Curriculum for Excellence levels.

**Submission of self-evaluation summary**

Please email the self-evaluation summary, with the relevant section(s) completed, to your link Education Manager/Partner Support Officer/Development Officer by the dates listed below. Remember to add the date of completion to your statement.

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| QIs **1.3 and 2.3\*\*** | Submit by **9th September 2022** |
| QI **3.1** | Submit by **30th November 2023** |
| QI **3.2** | Submit by **31st March 2023** |

\*\* QI 2.3 statement was updated and submitted in January 2022 so there is no requirement to provide a further update for this QI.

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| **Self-evaluation summary for ELC settings:** | | | |
| **How well are you doing?**  **What’s working well for your learners?** | **How do you know?**  **What evidence do you have of positive impact on learners?** | **What are you going to do now?**  **What are your improvement priorities in this area?** | **How would you evaluate this QI using the HGIOELC? six‑point scale?** |
| **QI 1.3 Leadership of change 14/07/2022**  Developing a shared vision, values and aims relevant to the ELC setting and its community  Strategic planning for continuous improvement  Implementing improvement and change | | | |
| The setting established co-ordinator roles, assigning responsibilities to staff for designated areas of learning within the setting. Although this is still in the early stages, it is beginning to have a positive impact for the children within the nursery.  The setting has adapted it’s environment throughout to create a neutral, calming space for children and staff that is consistent throughout. The environment has been a vast improvement, making the environment cleaner, more inviting and also avoids being over-stimulating for our children with ASN. The learning environments now promote independence, imagination and curiosity. | Staff use the Termly Project Planner to evaluate their designated areas and highlight the rationale for change and their plans to improve the focus area. The positive impacts can be identified in observations of children and parental feedback.  The improvements can be identified through observations of the children’s play, who are developing greater imagination, creativity and problem skills from using the open-ended resources. The neutral aesthetic of the environment can also be seen in the overall calmer atmosphere in the play rooms. Feedback from staff and parents is extremely positive also. | Management will continue to monitor and support staff in these designated co-ordinator roles to promote improvements across the setting.  We will continue to carry out environmental audits of the setting to establish areas of development for the future and to ensure a high standard learning environment is maintained moving forward. | Good |

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| **How well are you doing?**  **What’s working well for your learners?** | | **How do you know?**  **What evidence do you have of positive impact on learners?** | | **What are you going to do now?**  **What are your improvement priorities in this area?** | | **How would you evaluate this QI using the HGIOELC? six‑point scale?** |
| **QI 2.3 Learning, teaching and assessment 14/07/2022**  Learning and engagement  Quality of interactions  Effective use of assessment  Planning, tracking and monitoring | | | | | | |
| The nursery has started using an online platform, Learning Journals for observing and tracking children’s learning. The nursery is still in the initial stages, however many staff members are finding the tracking system much more useful to recognise gaps in children’s learning and identify their next steps. More training is required to promote this even further.  The setting has promoted loose parts play within all learning environments and has been well received by staff and children. The children are showing developments in imagination, creativity and problem-solving skills. The nursery has invested in a wide variety of resources to promote this, as well as collecting recycled resources.  The higher focus on child-led and ‘in the moment’ planning has been beneficial for learners as their have become more engaged in their learning as it is self-directed, following their ideas and interests.  The staff have been creating hands-on experiences that promote active learning that fully engage children’s interests. | Staff are using learning trackers to identify goals and next steps for children’s learning and this can be seen in their individual learning plans for children.  The benefits of the loose parts resources can be identified through observing the children’s play and the quality interactions between staff and children.  Children’s higher levels of engagement can be observed through their play. The staff in the 3-5 room evidence child-led learning through floor books with help from the children and the staff in the 0-3 years rooms, use in the moment planning sheets to record significant learning throughout the day.  The high-quality learning experiences can be seen through photos on wall displays, children’s online learning journals, floor books and planning sheets. | | Management will continue to support staff in using Learning Journals to carry out observations and track children’s learning. Staff will use the data to plan for key areas of children’s learning and management will use the data to monitor and assess key areas of improvement within the nursery. The team as a whole will carry out regular environment audits to ensure the learning environment is support of the children’s development needs. Further training in observing and quality interactions that include adequate support and/or challenge for children will be provided. | | Good | |

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| **How well are you doing?**  **What’s working well for your learners?** | **How do you know?**  **What evidence do you have of positive impact on learners?** | **What are you going to do now?**  **What are your improvement priorities in this area?** | | **How would you evaluate this QI using the HGIOELC? six‑point scale?** | |
| **QI 3.1 Ensuring wellbeing, equality and inclusion 14/07/2022**  Wellbeing  Fulfilment of statutory duties  Inclusion and equality | | | | | |
| The health and wellbeing co-ordinator has been appointed and has contributed positive ideas for improvement. They have undergone mindfulness training and is scheduled to attend yoga training also. Staff have been working well to promote positive health and wellbeing through daily routines and their practice throughout the setting.  Staff have attended training on ‘Supporting Self-Regulation in Children’ which staff have been utilise within their practice.  The staffing structure has undergone some changes to create more consistent teams within each of the playrooms which promotes continuity of care and allows children and families to develop positive relationships with the staff that care for them. Staff have also benefitted from this restructure by feeling more included in a consistent team, instead of time spread across different playrooms.  The staff room has been adapted to create a calm, relaxing environment to rest during their shift. All work related materials have been removed to allow staff to truly switch off from work. Framed artwork illustrating apps that support mental wellbeing offers staff support in a discreet format, should they need it. | The health and wellbeing co-ordinator completes relevant paper that evaluates health and wellbeing within the setting and plans for areas of improvement. Evidence of positive impacts can also be identified in children’s learning trackers and the Renfrewshire Council Progression toolkit, which demonstrates high levels of achievement within this curriculum area.  Observing staff’s practice and the interactions with the children when supporting them to self-regulate, demonstrates how staff have utilised the knowledge gained from training.  The positive impact of the staffing re-structure can be obtained from the professional dialogue staff carry out, which shows staff appreciate being valued members of a team, and feedback from parents who appreciate consistent staff teams caring for their children.  Staff feedback has been really positive regarding how “nice and cosy” the staff room feels now. | | The nursery manager will continue to support the efforts of the health and wellbeing co-ordinator to improve practice across the setting in this particular curriculum area.  We will continue to monitor children’s learning trackers and Renfrewshire Council Progression Toolkit to highlight areas of focus with the health and wellbeing curriculum area for children.  We will continue to provide continuity of care with a consistent team of staff in each of the playrooms, in order to develop positive relationships between staff in each team and also between staff, children and parents.  We will continue to promote the importance of mental wellbeing for the staff, and find systems that promote positive mental health at work. | | Good |

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| **How well are you doing?**  **What’s working well for your learners?** | **How do you know?**  **What evidence do you have of positive impact on learners?** | **What are you going to do now?**  **What are your improvement priorities in this area?** | **How would you evaluate this QI using the HGIOELC? six‑point scale?** |
| **QI 3.2 Securing children’s progress 14/07/2022**  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 | | | |
| The setting has introduced a new system for recording and tracking children’s learning using the online platform, Learning Journals. Staff are still in the initial stages of implementing this, but feedback has been positive from staff and parents. The staff can clearly record observations and track children’s learning easily, making it simple for staff to identify areas of focus and follow next steps for children.  The Progression Toolkit has been a useful resources for staff to identify key areas where more support is required for children to raise attainment. Staff can use the toolkit to influence decision made on resources offered and the level of support they should provide children to meet certain criteria of the curriculum areas.  Staff are enjoying using the planning format and the children appear more engaged in learning with the staff using this planning approach, as learning is more child-led. Staff could still benefit from further training on planning in order to improve further, specifically with being aware on how to offer the appropriate amount of support and/or challenge for children. | Children’s progress can be identified through their Learning Journals as staff record achievements and share with parents online. This can also be recognised through the children’s learning trackers and the Progression Toolkit. Children’s learning can also be observed through staff’s professional dialogue and the interactions they have with children as they discuss their learning. The staff complete Individual Learning Plans for children weekly that demonstrates the targets set for them and the progress they are making each week. Evidence of children’s learning is also recorded in floorbooks (3-5yrs) which children contribute to also. | We will continue to use the data collected to plan for children’s learning and support staff in using the new system of recording and tracking children’s learning. We hope to encourage further engagement from parents in their children’s learning also. We aim to introduce the use of floor books into the 0-3yrs department also as we believe this method of recording learning is more child-friendly and enjoyable for staff to do alongside the children. Some staff still require a little support with the new approach to planning for children’s learning, therefore we will provide all staff with further training and support them until they feel totally confident. | Satisfactory |