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# Session: 2019-20

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| Establishment |  | **Burnbrae Childrens Centre** |
| Head of Establishment |  | Janis Maguire |
| Area/Local Improvement Group |  | South LIG 1 |
| Head of Service |  | Maureen McKenna |
| Area Education Officer/Quality Improvement Officer |  | Donna Baillie |

**CONTENTS**

1. Vision, Values and Aims

2. Summary of Self-Evaluation Process / Priorities for Improvement in the current session

3. Action Planning

**Action Plan Summary for Stakeholders**

| **1. Our Vision, Values and Aims** |
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| **Our vision is to work closely with our families to build positive respectful partnerships which will enrich learning both at home, in nursery and in our community.****We will foster and develop an inclusive approach ensuring that children are aware of their rights as individuals, in a nurturing environment which encourages exploration, creativity and fun to aspire them to be the best they can be.** **Burnbrae** – in our community**Unique**- every child will be treated as an individual**Respected** – children will be listened to and know who to speak to if they need support**Nurture** – to provide a safe and secure environment**Building** – trust through communicating in an open and honest way **Resilient** – Up for a challenge, - Never give up!**Achieving** – children will experience exciting active learning both indoors and out.**Equality** – everyone will have active involvement in all areas of the nursery and the community |

| **2. Summary of our self-evaluation process.**  |
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| Our Self Evaluation is driven by How Good Is Our Early Learning and Child Care (HGIOELC) and a monitoring calendar is used for systematic evaluation, we work alongside Educational Psychologist with regards to additional support for learning which supports staff in the implementation of Getting it Right for Every Child We take account of Glasgow City Council local outcomes and keep abreast of Education Scotland and Scottish Government initiatives.  We gathered evidence from:* Weekly room meetings ensured that there was opportunity for staff discussion (pre 1140hrs)
* Staff have annual PDP and mentoring throughout the year ensuring that we were on track to support staff skills to further develop their knowledge.
* Questionnaires and ‘post its’ to answer question on white board at main entrance are used with Parents/carers
* Staff In-Service Training
* HGIOELC quality indicators
* Monitoring and playroom observations

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| **Strengths identified:*** **LPA role with the focus on Literacy has up skilled some staff and had impact on children’s language skills**
* **One staff member has completed Glasgow Counts Training and has impacted on numeracy within the playroom**
* **Home visiting programme has been very successful in building relationships with families and easing Home nursery transitions**
* **Collaborative work with LC has resulted in enhanced peer relationships, moderation and assessment and networking opportunities**
* **Digital Learning Strategy poster created with LC nurseries**
* **Two staff members are currently undertaking BA IN Childhood Practice**
* **Promoted family learning with ‘Wee Play’, PATHS,STEM home link bags, and parents joining us on trips**
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| **Priorities for development:****1: Ensuring Well-being , equality and inclusion****2: Developing Creativity and skills for learning and life****3: Effective use of Assessment** |

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| **No.** | **Quality Indicator** |  **Priority**  |
| **1** | **3.1** | **Ensuring Well-being , equality and inclusion** |

| **Tasks to achieve priority**  | **Timescale****and checkpoints** |  **Evidence of Impact > (data, observation, views)** |
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| Revisit our nursery values with staff, children & parents | Term 1,2,3,4 | In service training ,for all staff, parents workshop,questionaires- parents staff & children. Values embedded in our practice |
| Staff Induction new staff /Checklists – all staff | Term1 &3 | Checklists for all staff, staff support sessions, childrens learning opportunities |
| Well being of practitioners | Term 1,2,3,4 | PDP’s, Peer support buddies, training opportunities, reflective question checklist, moderation checklist , room meetings, coaching sessions  |
| Gender Friendly Accreditation | Term 1,2,3,4 | Parents info session, staff training, environment  |
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| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| Kim, Mairi – Gender friendlyLearning community nurseriesParentsSMT | Equipment/resourcesArrange visits to other establishmentsProfessional dialogue sessions.Training |

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| **No.** | **Quality Indicator**  |  **Priority**  |
| **2** | **3.3** | **Developing Creativity and skills for learning and life** |

| **Tasks to achieve priority**  | **Timescale****and checkpoints**  |  **Evidence of Impact > (data, observation, views)** |
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| Inservice ‘What is creativity?’ | August 2019 | All staff will have an awareness of creativity  |
| Playroom Organisation /Environment’s | Term1,2 | Scanning & Scoping exercise , collaboration, partnership working |
| Tapestry – training for Teacher Learning communities  | On-going thru term 1,2,3,4 | Raising attainment through staff understanding the importance of reflecting and embedding measures into everyday practice |
| Digital learning to enhance teaching & learning |  Term 2 ,4 | Profiles, learning conversations, parents input |

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| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| Tsk 1, 2 - Amy & KimTask 3 – Tapestry Task 4 – all staff & Learning community ,DL champion | WIFIProfessional dialogue Training |

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| **No.** | **Quality Indicator**  |  **Priority**  |
| **3** | **2.3** | **Effective use of assessment** |
| **Tasks to achieve priority**  | **Timescale and checkpoints**  |  **Evidence of Impact > (data, observation, views)** |
| Planning process  | Term 1,2 | Environment poster, reflective account of zone including skills & dev |
| Moderation & assessment ; collaborative working with Hill park LC  |  Term 1, 2, 3 4 | Increase in confidence in practitioner judgements – practitioners questionnaires, assessment information will be better, more consistent expectations of learning & understanding with and beyond  |
| Partnership with parents  | Term 1 , 3 | Learning journal input from parents, parents meetings, dialogue, seesaw (wifi dependant) |
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| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| All staff LCDigital Learning ChampionParents | Equipment WifiVisits to other establishmentsProfessional DialogueTraining |