

Sheephouse Nursery



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

2-6 Sheephousehill

Fauldhouse

West Lothian

EH479DY

ABOUT OUR SETTING

Sheephouse Nursery is a small nursery and out-of-school club based in Fauldhouse, West Lothian and serves the community of Fauldhouse and the surrounding towns and villages. Sheephouse opens 51 weeks of the year, Monday to Friday between the hours of 7am and 6pm. Sheephouse was established in 2012 and has gone from strength to strength most recently recognised by The Scottish Government and the Children and Young People Improvement Collaborative (CYPIC) being successful in achieving an innovation award. Our innovation award is based on raising attainment across literacy, numeracy and health and wellbeing through using both our indoor and outdoor environment for play based learning opportunities. This in turn aimed to close the attainment gap between the most and least disadvantaged children. This project has continued for two consecutive years and is now firmly established as best practice within our setting and our vision, values and aims, The Sheephouse Way. This was recognised at the Scottish Learning Festival in 2021 and 2022, as well as within our own local authority of West Lothian, when we presented at the Froebel conference alongside our team and children.

The Sheephouse team consists of our Director, ELC and OSC manager, Senior ELC team leader, team leader, ten practitioners, two trainee practitioners, our own nursery cook and two “Sheephouse keepers” who clean the setting daily. Sheephouse can accommodate 43 children at any one time, and we use our space as a whole to maximize child-led play and learning opportunities. The setting comprises of four playrooms, a separate kitchen, dining room, a baby change and a large garden space including an outdoor playroom “The Baa’rn. Our team leaders work closely with the wider team and our families to plan individually for children ensuring there are age and stage appropriate play and learning opportunities which meet their individual needs and support children with additional support needs to achieve full integration into our setting. We are currently building a small extension At Sheephouse with the aim to add value and flexibility to our spaces which will enable our team to better support our children and afford them the highest quality opportunities for play and learning.

We like to get outdoors in all weathers and use a lot of loose parts and participate in a lot of risky and deep play opportunities across the entire setting. Our team also make best use of the facilities within our local community including the local library, parks, and community hub. We also visit the local forest weekly, with our children from across our entire setting for Forest Kindergarten sessions led by our team, three of which have completed the forest kindergarten course.

Each child is assigned a key worker; however, we are very fortunate that being a small setting the children and team are very familiar with each other and develop very secure relationships making any transitions seamless.

Sheephouse is a West Lothian Council Partner provider, and we work in close collaboration with the Development Officers to ensure best practice and high-quality care, support, and learning. Upon entry to school, several of our children continue to attend our out of school club. Our out of school club serves both local primary schools; Falla hill Primary school and St John the Baptist Primary school. We also provide a holiday club service outside of the school term.

We are an inclusive service and provide care for children with varying additional support needs meaning that the team work closely with teams in local schools, West Lothian Councils ASN Development Officer, the health visiting team, speech and language therapists, pre-school home teaching and educational psychologists. The senior team regularly attend IEP meetings and CPM

meetings. For children who receive their ELC funding here at Sheephouse, the ELC manager and Senior team leader lead these meetings alongside the appropriate team members, and including other professionals as required to ensure quality care, consistent strategies to support behavior and learning and meet the individual needs of children and their families. Our team are recognised for their commitment to support these children and their families in the course of their Sheephouse journey, and have been approached by other agencies for ideas to support other partners in supporting their teams to support children within their own settings.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2022/23 and what the impact has been. Our future improvement priorities will be identified in our settings recovery improvement plan, which will respond to the national and local advice on the reopening of ELC.

We have shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf

We have also evaluated our overall provision using quality indicators (QIs) in How Good is Our Early Learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>Broaden children’s understanding of the well-being indicators whilst developing and understanding of different emotions, widen children, families, and team knowledge of the UNCRC principles to enable children to reach their full potential.</p> <p>Our measurable outcome for session 2022/23 was to raise attainment across health and well-being by broadening children’s awareness of the wellbeing indicators and children and team knowledge of the UNCRC.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • Placing the human rights and the needs of every child and young person at the centre of education. • Improvement in children and young people’s health and well-being. 	<p>We have made Very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Reviewed Vision, Values and Aims with stakeholders. • We created practical, hands on resources using the Children in Scotland GIRFEC toolkit to support the understanding of the well-being indicators. • Increased parental input into children’s learning and home learning through the introduction of iConnect software and the ParentZone app for daily communication and learners journals. • Continued to explore resources which increased the children’s awareness of emotions and the well-being indicators including log slices and The Colour Monster. • Incorporated SHANARRI emojis into practice for example Safe Sally, Healthy Harry. • Daily check-in’s for the children using emotion log slices to monitor well-being across their sessions. • Used the “I am me” resources” to develop children’s awareness of their rights in a child friendly way. • Team building opportunities to support team well-being. • Raised awareness of SIMOA campaign with the team, families, and children. • Introduced a toy elephant (SIMOA) for outings both locally and further afield with our pre-school children alongside our “magic number” on small balls detailing number of children on the outing across our entire setting. • The team completed CPL at our annual development day on the UNCRC and the Promise. • The team completed various sessions across West Lothian Council and the West Lothian and Forth Valley Regional Improvement Collaborative to support the understanding of UNCRC, Well-being indicators and attachment theory. • Effective multi-agency working. • Redesign of curriculum rationale. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • The team’s knowledge on the UNCRC and The Promise has increased which has developed their confidence in supporting children to understand their rights and awareness of the well-being indicators. • Almost all children have made progress and are achieving at or beyond the expected level in Health and Wellbeing. • The number of children achieving beyond the expected level in Health and wellbeing at the start of their pre-school year has risen by 7% between August 2021 and August 2022. • The number of children achieving at the expected level in Health and wellbeing at the end of their pre-school year has risen by 16% between April 2021 and April 2022. • The majority (64.5%) of children are achieving at the expected level in Health and well-being at the end of their ante-preschool year. • 32.5% of children are also achieving beyond the expected level in Health and well-being at the end of their ante-preschool year. • Our vision, values and aims and curriculum rationale are reflective of current thinking, relevant guidance and national policies and support current pedagogy.

	<ul style="list-style-type: none"> • There has been a significant increase in communication from home about children’s learning and achievements since the introduction of iConnect and ParentZone. <p>Our next steps will be to:</p> <ul style="list-style-type: none"> • Further increase the use of the child’s voice in displays and planning by using floor books and talking mats more frequently. • Deliver updated CPL to the team, due to team changes to upskill our practitioners into current best practice. • Team building opportunities for our team, due to a change in team dynamics and to support the well-being of our team. • Continue to use practical well-being materials such as Safe Sally and Healthy Harry to support transitions for our children both into our setting and across our setting. • Continued opportunities for stay and play open evenings / mornings. • Continued effective multi-agency working. • Further promote the SIMOA campaign with our youngest children, OSC and our families. • Update our personal plans to include clear and concise support strategies for each child, and ease of tracking progression.
<p>2.</p> <ul style="list-style-type: none"> • Extend and develop opportunities for parental engagement to support and extend children’s learning within the setting, enabling them to create their full potential. • Create more opportunities for family learning which in turn will support attainment across the early level. • Use tracking data to identify key priorities in children’s learning and inform parental engagement and family learning. <p>Our measurable outcome for session 2022/23 was to identify key priorities from</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Ahead of the implementation of iConnect and ParentZone, we sent surveys to our families around our communication methods, access to learners journals, and daily information. • The team completed training on the use of iConnect. • Consulted with a few of our parents and had a trial run of iConnect and ParentZone ahead of the official launch date. • Surveyed our parents and families around procedures for drop off and collection, parents evenings, stay and play and family learning. • Reviewed our Vision, values and aims with all stakeholders. • Redesigned our curriculum rationale. • Delivered updated CPL to the team to refresh knowledge and increase confidence using Key Aspects of Learning, West Lothian Council Progression pathways, quality observations and effective personal planning ahead of the move to electronic journals using iConnect. • The roll out of iConnect in August / September 2022. • Redesigned our personal plans to include up to date guidance and best practice taking account of The Care Inspectorates “The guide for Providers on Personal Planning in ELC”. • Used tracking analysis to identify gaps and determine our priorities for stay and play and family learning. These were rhyming and use of syllables as well as understanding subitising and complex patterns. • Reintroduced open mornings and family events. • Increased use of the home link through consultative planning and family learning opportunities. • Best practice visits to other settings and to support our children with blended placements.

tracking data to establish family learning opportunities and in turn raise attainment in Health and well-being, literacy and numeracy across the early level.

- More parental engagement with visits from children’s pets, and parents with specialist job roles which interested the children.
- Continued collaborative working with Speech and Language therapy.
- Continued to effectively maximise time spent in all three areas of our setting; indoors, outdoors and the Baa’rn to effectively support all our children’s learning needs.

Evidence indicates that the impact is:

- Almost all children have made progress in their learning by having access to high quality environments that meet their learning needs.
- There has been a significant increase in communication from home about children’s learning and achievements since the introduction of iConnect and ParentZone.
- Effective parental engagement has increased opportunities for family learning.
- Our vision, values and aims and curriculum rationale are reflective of current thinking, relevant guidance and national policies and support current pedagogy.
- Quality of planning has improved, through the introduction of the new consultative planning format and daily planners, including increased use of the child’s voice.
- The delivery of CPL on quality observations has increased confidence and improved the quality of practitioner observations.
- Tracking data shows that identified priorities from the tracker being used for home links and family learning is having a positive influence on children’s learning (see below).
- In identifying rhyming words, 8.5% more children are on track at the end of their ante-preschool year. This is replicated in our pre-school children with 11% less children achieving below the expected level at the end of their pre-school year and 13.33% more children achieving at the expected level.
- In identifying and clapping out syllables, 20% less children are achieving below the expected level at the end of the ante-preschool year, and 26% more children are at the expected level. This is replicated with our pre-school children with 22% less children achieving below the expected level at the end of their pre-school year and 27% more children achieving at the expected level.
- Additionally in numeracy, whilst subitising, 14.84% less children are achieving below the expected level at the end of their ante-preschool year. This can be replicated in our pre-school children with 42.2% more children achieving at the expected level at the end of their pre-school year.
- Whilst copy and repeating patterns, 24.44% more children are achieving at the expected level at the end of their pre-school year.
- Parental feedback indicates that stay and play open mornings are also having a positive impact on their children’s learning and early years’ experience, as well as their knowledge as parents.
- The number of children achieving below the expected level in health and wellbeing at the end of their ante-preschool year has decreased by 8.95% between 2022 and 2023.
- 17.32% more children are on track in Health and wellbeing at the end of their ante-preschool year in 2023 than 2022 and 7.6 % are achieving beyond the expected level.
- Additionally with our pre-school children, there is a 16% increase in the number of children on track in health and wellbeing at the end of their pre-school year in 2023 than 2022.
- The number of children achieving below the expected level in literacy at the end of their ante-preschool year has decreased by 12.6% between 2022 and 2023.

	<ul style="list-style-type: none"> • 13% more children are on track in literacy at the end of their ante-preschool year in 2023 than 2022 and 18.92% % are achieving beyond the expected level. • Additionally with our pre-school children, there is a 18.83% increase in the number of children on track in literacy at the end of their pre-school year in 2023 than 2022, and 3.33% less children are achieving below the expected level. • The number of children achieving below the expected level in numeracy at the end of their ante-preschool year has decreased by 9.45 % between 2022 and 2023. • 14.43 % more children are achieving beyond the expected level in numeracy at the end of their ante-preschool year in 2023 than 2022. • Additionally with our pre-school children, there is a 30.32 % increase in the number of children on track in numeracy at the end of their pre-school year in 2023 than 2022. <p>Our next steps will be to:</p> <ul style="list-style-type: none"> • Further extend parental engagement by inviting our families back into Sheephouse at drop off and collection times once our new extension is operational. • Further support tracking gaps in literacy (rhyming and syllables) through more use of digital pedagogies. • Review of EAL provision to ensure equity for all including the design of our enrolment information and news communications. • Update our personal plans to include clear and concise support strategies for each child, and ease of tracking progression. • Deliver and refresher of CPL to the team on effective planning, tracking and assessment due to team changes.
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Evaluative statement on the effectiveness of the setting's engagement with parents and other stakeholders in improvement planning and on reporting school performance.

Our improvement plan was sent to our parents and families in August 2022 ahead of the new session to keep them updated on our identified areas of improvement for the year ahead. At the same time, we also sent a revised copy of our curriculum rationale and vision, values and aims – The Sheephouse way, created at the end of the 21/22 session for the 22/23 session.

Children's progress reports based on the Building the Ambition drivers of learning were sent in November 2022 and June 2023. We also reintroduced in person parents evenings for the first time since the covid-19 pandemic and the subsequent restrictions this caused to ELC settings. Due to our ever increasing numbers and limited space, we ran three separate parents evenings, one for our under two's children, one for our two year old and ante-preschoolers and one for our pre-school children. This gave additional time to review children's personal plans, discuss progress and any concerns or next steps for learning with our families. Feedback and uptake were excellent with many of our families attending these sessions, or if they couldn't make it arrange an alternative time or telephone conversation with our team.

The move to iConnect and ParentZone has been instrumental in increasing the level of parental engagement as we recovered from the impact of the covid-19 pandemic. Many families are now much more engaged in their child's learning and feel confident to share home learning, or wider achievements with our team via the parent zone app. This has had a positive impact on our children's learning and attainment as a whole. During our previous consultations with our families, many expressed that they would like to drop off and collect inside, and to that end, upon completion of our extension which will add value and flexibility to our play spaces, we will be reintroducing this option for our families if they would like to. Further consultations via surveys and parent zone will continue within the coming week and months.

Ahead of the commencement of the 2023/24 session we reviewed our vision values and aims with all stakeholders including through surveys for our families, a Quality improvement session for our entire team, floor books for our pre-school and osc children and talking mats for our children under two years.

Our Wider Achievements this year including successes at the time of Remote Learning:

The training and development opportunities which were facilitated by our involvement in the Scottish Governments innovation award programme has supported our continued ability to successfully analyse tracking data and identify areas for improvement and development within Sheephouse. Enabling our children to have access to high quality environments in the indoors, outdoors, outdoor classroom and local community is now something which is embedded in our practice and wider business vision.

We presented at the UNCRC conference run by West Lothian Council, detailing how we promote children's rights within our setting which included the child's voice on how we support these rights at Sheephouse.

We continue to be signposted for best practice visits across the authority and have facilitated a few of these. These opportunities have continued to upskill our practitioners and develop their professional knowledge and support personal growth.

We facilitate weekly forest visits for all our children from our littlest lambs under two years to our pre-school and osc children. The skills learnt from this have been included in our family learning programme, encouraging our families to take part in scavenger hunts and woodland walks in both local forestry areas and further afield.

We had a Christmas fair and raised £900 for Cash for Kids Mission Christmas, as well as being a collection point for gifts for the appeal where our office was taken over with gifts for children across Edinburgh, The Lothians, Fife, and Falkirk. This went a long way to support disadvantaged children in our area.

We continued to build community links with our children visiting the local library for book bug sessions, or sometimes the librarian visiting us at Sheeppouse. We also have established an effective partnership with St Andrew’s church taking part in their local tree-fest celebrations, including quiz sessions and carol services, with them supporting mission Christmas via this partnership. We have also borrowed their chairs for our children’s grad”ewe”ation ceremonies in 2022 and 2023.

The team have also completed a range of CPL including child protection, positive behaviour supports, Supporting children with additional support needs, sign-a-long, Schematic play, developing a successful team, the UNCRC and The Promise, networks, and clusters across the authority with partner settings. The ELC manager also attended the consultation event run by Education Scotland and The Care Inspectorate on the production of a shared inspection framework.

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Very good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children’s progress	Good

+Delete if not relevant

*(Indicators used in How good is our school? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)