# landscapeA4SQRCover

The summary report is provided for parents/careers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

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|  | **Our achievements and improvements this year.** |
| **We would like to highlight the following improvements/achievements:**  We reopened in August 2020 after being closed in 20th March, 2020 due to Covid-19. Obviously, this was a stressful time for everyone which was heightened within the playgroup as 2 of our keyworkers decided to leave just before we reopened. Prior to reopening with the help of our Chair Person and Treasurer we were able to advertise and employ a new practitioner who became keyworker for the Blue Group and we also employed a Modern Apprentice. To assist the children in settling back into the setting after being off for so long and having to Stay at Home to help lower the Covid-19 cases we separated the children from the groups of the Staff members that left amongst the two remaining keyworkers. In August 2020 we only reopened to our returning children. This soft return approach was a fantastic opportunity for us to reintroduce the children to the playgroup, to their new groups and keyworkers, to get to know the children in individual groups and to observe the children and support the individual needs of each child (QI 2.4 Personalised support).  We reopened with strict Covid rules in place which brought many changes to our practice but we have fantastic support from our committee and all of our families. Unfortunately, we had to let many families down from our waiting list that were due to start in August 2020 as we simply did not have the staff to safely bring any more children into the group. We therefore only reopened to our returning families until Caitlin, our new practitioner, had time to complete her induction process, settle into the playgroup and become familiar with our policies and procedures, thereafter we started to introduce new children and families to the group. We then employed Gina who joined us in September 2020. Starting this new practitioner allowed us to safely start more children. Once Gina had completed her induction process and became familiar with the groups policies and procedures, we were able to start more new children and they joined the yellow group. The new members of our team have settled well into the playgroup especially with the additional challenges that this year has brought to us all. Our remaining team members Janice and Elaine have done an amazing job supporting and mentoring their colleagues and ensuring they feel welcome and part of the team.  All of our Practitioners have a good attachment with the children in their key groups as well as the other children in the playgroup and they work hard to establish and maintain good relationships with the children’s families. Our children know who they can speak to in the playgroup for help and support as well as at home. Our parents are engaged and involved in their children’s learning. We are not allowed visitors to the  playgroup but our practitioners telephoned their families before we reopened and had a wellbeing catch up and we have carried out 2 telephone call Need a Hand Meetings with parents/carers this year to discuss their child’s learning and to agree any Next Steps.  Most of our parents are happy with our service although some of our parents do not want their child read some of our new books discussing gender friendly (which was part of this years improvement plan) and asked that their child is not included in these sessions. The playgroup was awarded funding to purchase BLM books and gender friendly books this year and these resources have been shared with all of our families. The playgroup promotes equality and welcomes all children and their families and these books allow us to discuss with the children the various forms of families; ie nuclear families, same sex families, lone parents, foster children etc. We will continue to read these stories to the children that are allowed to be involved.  Each child is treated as an individual who have their own wants and needs. The children work together to develop the playgroups Golden Rules and almost all of the children understand that this is for their safety. The children are developing an awareness of how to keep themselves and others safe and manage risk. We have required to increase our hygiene procedures this year due to covid 19 and with a little support the children have accepted and follow these new procedures amazingly well throughout the session.  We managed to remain open from August to Christmas without any covid 19 positive cases. We had a fantastic Christmas and tried to keep things as normal as possible for the children. The children took part in many Christmas makes which they took home to share with their families. We were not allowed any visitors this Christmas but the children still enjoyed their Christmas party and the gifts that Santa left for them We were put into lockdown again and did not reopen after the Christmas holidays. We had to quickly find a way to stay in touch with our children and their families. The Glasgow LEL’s produced Home Learning activities for Numeracy and Literacy. After attending an online webinar with the LEL’s keyworkers were able to share some home learning activities each week with their families. Most of our families participated in the home learning activities and shared these experiences through the Parent Contribution Button of the learning journals. This was not only very beneficial to the children for their learning and development but the practitioners were delighted to be able to keep in touch with the children and to ‘see’ what they were doing.  As part of our continuous improvement after the lockdown in March 2020 we purchased laptops to support the engagement of our practitioners. These laptops have ensured that keyworkers are able to stay in touch with their children’s families via email, share information such as home leaming and Need a Hand Sheets. These laptops have also given staff access to online training and webinars to ensure they maintain their CPL. This access was particularly valuable during the lockdown after Christmas.  All members of our team are registered with SSSC, adhere to their codes of practice and remain committed to improving their practice through CPL. Staff completed CPL (QI 1.2: Leadership of Learning) online STEM training, Numeracy training, Literacy Training, Trauma Training and Janice, Gina and Caitlin completed Gender Friendly training. Lynsey completed her Master’s Degree in Childhood Practice this year and Elaine has just completed the first year of her BA in Childhood Practice and will be moving into second year in August, 2021. We were keen to work towards being a Gender Friendly Nursery (session 2020-2021) and although it has not yet been achieved it remains one of our goals for the coming year (QI 1.2: Leadership of Learning).  Unfortunately, with the start stop procedure this year we do not yet feel as though PATH’s is completely embedded in our practice and therefore, we have once again included this in our Improvement Planning for session 2021-2022 to increase professional practice and support the Health and Wellbeing of our children (QI 3.1: Ensuring wellbeing, equality and inclusion). The PATH’s programme supports the children to identify and talk about their feelings/emotions and provides them with strategies to allow them to co-regulate with support from the practitioners. Janice is our PATH’s lead (QI 1.2: Leadership of Learning) practitioner and will provide training to Gina and Caitlin to ensure that they are prepared and confident to deliver PATH’s sessions to their groups in 2021-2022. This year Janice has completed 2 online training courses to support her in the development of her role as PATH’s lead – Supporting Emotional Regulation at Early Level with Strathclyde University and Learning Behaviours – Self Regulation with Sue Crowley.  We have had a strong focus on Health and wellbeing (QI 2.2: Curriculum) – all of the children enjoy all forms of play and almost all of the children can or are learning to risk assess their play. Most of the children understand the importance of exercise and healthy eating. Outdoor play is embedded in our daily practice. The children continue to enjoy having daily access to outdoor and indoor play and the children are always keen to go out and play in our outdoor play area, park, sports arena and the woodlands walk. We enjoy walks in our community and encourage the children to learn about road safety and their local environment. We purchased balance bike which all of the children enjoy helping to develop their gross motor skills, spatial awareness, co-ordination, listening and following instructions and road safety. Our Secretary from the committee has been working in partnership (QI 2.7 partnership) with the hall management committee. She sourced funding from various sources including the Lottery which has allowed work to be carried out to the Community Garden. This funding paid for the wooden resources – pirate ship, mud kitchen and balance beams and well as the plants and seated areas. All of our children have enjoyed playing in this area. Unfortunately, as this is not exclusive to the playgroup and was developed as a Community Garden in partnership with the hall management committee if a member of the public wishes to play in this area covid regulations means that our children are required to leave. We are all looking forward to the covid 19 regulations being lifted to allow us more freedom to enjoy this area.  As part of the funding sourced by the Secretary of the Playgroup in partnership with Hall Management the small fenced off area attached to the hall was due to be improved this year with the removal of the felt and new wet pour laid and the fence changed with the addition of a gate allowing us easy access to the Community Garden but this has been put on hold by Hall Management as they are carrying out other repairs to the hall. This is very disappointing but hopefully it will take place in 2021-2022.  We continue to work towards embedding Numeracy (QI 2.2: Curriculum) in our environment and daily practice. Most of our children have successfully achieved their Next Steps as identified in their e-learning journals and Need a hand report (QI 2.3: Learning, teaching and assessment). Elaine is our Numeracy Lead (QI 1.2: Leadership of Learning) and is committed to developing numeracy in our environment. We were not consistent this year using the Numeracy Trackers (QI 2.3: Learning, teaching and assessment) to monitor and support the children as we were limited on time to train our new members of staff and also the start, stop to our practice due to covid closures. Elaine will prepare and carry out Inservice training with all practitioners to ensure that all practitioners are confident in using the Numeracy Trackers (QI 3.2: Securing children’s progress) next session (2021-2022).  The children are continuously achieving in Literacy (QI 2.2: Curriculum) as is apparent through their e-learning journals, observations, planned assessments – daily assessment sheets, Phonics tracker and Need a hand sheet (QI 2.3: Learning, teaching and assessment). The majority of the children are achieving their Next Steps in Literacy. We have observed an improvement in children’s listening, rhyming, syllabification and initial sound due to our almost daily phonic sessions with the children. We have continued to have a rhyme of the month, a number rhyme of the month and a clap of the month to ensure the children are engaged and continuously learning new rhymes and rhyming. Most of our children are confident at generating rhyming words with their name and familiar words, clapping the syllables in their name and common words and many of our children are becoming familiar with the initial sound of their name and other common words.  Nearly all of our ante preschool children can recognise their first name and are making a good attempt at forming some of the letter in their name. Most of our ante preschool children have been introduced to their second name. Most of our preschool children can recognise their full name, sound out the letters in their name and are making a very good attempt at forming the letters in their name and some of our children can do this without looking at their name.  The biggest improvement for us this year was the introduction of 1140 hours. Through conversations with parents it was brought to our attention that some of our parents were keen for the new hours to be introduced. When we reopened in August we were not prepared to introduce the new hours but once we employed new staff and the necessary paperwork was prepared we contacted our local authority to ascertain if we could proceed and introduce the 1140 hours. We carried out some consultation with parents prior to finalising the structure to our day and the best way for us to introduce lunches to the group. As lunches were not yet being funded by the Sottish Government we asked parents if they would like to pay for lunch or provide a packed lunch. Some parents were happy with either, some parents asked for blended but most parents opted for providing a packed lunch. Once our local authority gave us the go ahead and we finalised the structured to our day we introduced 1140 hours after the October week.  Our staff team have embraced the new hours, working together to put a flexible structure to our day in place. Each keyworker is planning in the moment for their group giving them time to observe their children, and to use these observations and planning meetings with the children to meet the individual needs of the children in their group. When we discussed extending our hours as a staff team, we did feel that we would have more time with the children however we all agree that this is not the case.  As the Manager of the playgroup, I am very proud of all of our practitioners and how they have embraced the many, many changes they have encountered this year making the playgroup and the children their number one priority. |

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|  | **Here is what we plan to improve next year.** |
| A copy of the playgroups Improvement Plan and S + Q will be given to all practitioner’s and office bearers. These are also displayed in the curriculum monitoring wall for all parents/carers to view.  Areas identified for improvement next year are:  1: PATH’s 3.1 Ensuring wellbeing, equality and inclusion (Developing)  2. Literacy 2.3 Learning, teaching and Assessment (Developing)  3: Numeracy 3.2 Securing children’s progress (Embedding)  4: Gender Friendly 1.1 Self-evaluation for self-improvement (Embedding) |
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|  | **How can you find out more information about our Playgroup?** |
| Please contact us directly if you require further information or if you wish to comment on the report.  The contact e-mail address is: [thecentreplaygroup@gail.com](mailto:thecentreplaygroup@gail.com)    Our telephone number is: 0141 778 8929 or 07931 852 322  Our school address is: The Centre Playgroup, Mount Vernon Community Hall, Kenmuir Avenue, Mount Vernon, Glasgow G32 9LE.  Further information is available in: newsletters, the website www.thecentreplaygroup.com, and our handbook |