



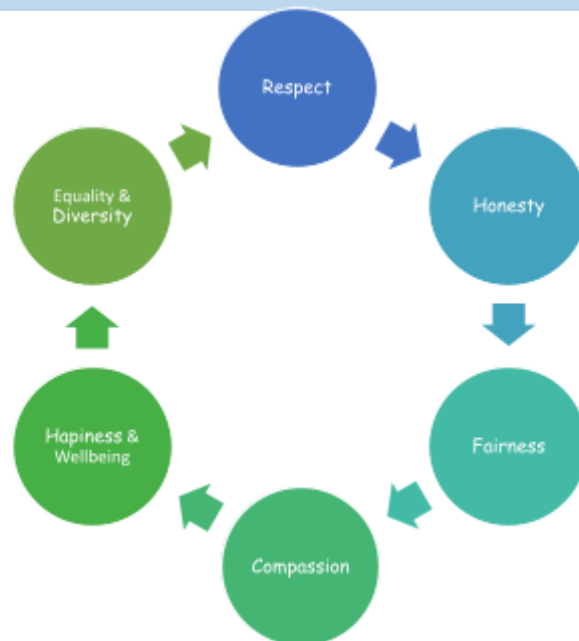
Standards and Quality Report
Granny Smith's Nursery 2022-2023

Introduction

Vision

Granny Smith's Nursery has been a well-established nursery within Troon for the past 34 years. We are committed to providing a high standard of care and education and improving the outcomes for all children including those who face barriers in their learning. We create a home from home family feel, in which staff work jointly with parents to ensure we create a feeling of community with shared vision and goals. We believe in providing a calm, nurturing, and caring environment where children can be at one with themselves, enabling them to thrive and grow into unique individuals supporting them to reach their full potential.

Values



Aims

To contribute to improving the quality of life for children, families, and the community.

At Granny Smiths we aim to

- 1 • Provide a safe, caring, and nurturing environment where children feel secure.
- 2• Provide an environment of high quality, shared leadership, and learning.
- 3• Promote and celebrate children's achievements and help them to develop self-confidence.
- 4• Work in close partnership with parents to close the attainment gap.
- 5• Provide a high quality of education and care where children can explore and investigate a challenging environment.
- 6• Provide each child with opportunities to develop skills for lifelong learning, enabling them to reach their full potential.

Context of the early year's centre

Granny Smiths is a private day nursery with a daily capacity of 62 children from the ages of 6 weeks to 8 years old 12 babies, 20 2-3's and 30 3-5's. Set within the town of Troon, the children have regular visits to the local community, trips to the beach and woodland. Staff are highly trained with a desire for continual improvement for the service provided. Our staff have engaged in Alice Sharp training, the remainder of the team are first aid trained and a variety of Literacy and Numeracy Training to promote literacy and numeracy to work towards closing the attainment gap and enhance children's learning experiences, to ensure they are providing the best possible experiences for all the children in our care.

The Troon Locality has a total population of 15,010 people. The percentage of children with no dental caries has steadily increased across the last few years in Scotland as a whole and this trend is also reflected in the local trend for the Troon locality where 83% of Primary 1 children are free from any obvious dental caries. One in ten children in the Troon Locality live in poverty. Approximately 27% babies are exclusively breastfed at 6-8 weeks in the Troon Locality. 83% of children in Troon have a healthy weight.

Scottish Index of Multiple Deprivation (Percentage by Decile)

Centre	Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
	Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
Granny Smiths	4	4	2	12	13	0	7	24	26	9

From the table above I can see 8% of our children live within SIMD 1&2 that is a 2% increase from last year, implications of this may be that these children don't have the same access to resources, experiences, and support at home, however we know our families well and build strong positive relationships with them so we know how we can best support the children and their families. Also, just because some of our children live in SIMD 1&2 does not mean they are any less off than our children and families who live in SIMD 9&10.

The nursery is open Monday to Friday from 7.30am-6.00pm each day. Children have various patterns of attendance, and we provide funded places for 2 - 5-year-olds. The 1140 hours are offered on a flexible basis according to the eligibility and needs of individual families. Referrals from external agencies are accommodated. We continue to work in partnership with South Ayrshire Council. Our nursery has a positive impact within the community we continue to build positive relationships with the local nursing home making regular visits to share stories, sing songs and see the residents, we held sports day for the children and their families at the local football park and continued to lift spirits in the community as we done our annual easter bonnet parade down the beach. We participated in the annual Glasgow Taxi Outing again this year, the children helped make a banner and flags to display and wave as the taxis drove past. Our Pre-School children also participated in swimming lessons this year, and the feedback from staff, swimming instructors, children and their families were amazing, and we can't wait to do it again this coming year. Our nursery continues to provide a warm nurturing environment that allows for children to learn and develop in an environment that they feel safe and secure in. We have reintroduced regular visits to the local library where we go to borrow book that interest us, and the staff at the library invite us over for some exciting workshops, these

workshops have included a variety of topics such as recycling and feeling/ emotions, Halloween, World Book Day etc the children listen to a story then engage in activities.

Developmental milestone data

%	18/19	20/21	21/22	22/23
H&W	94	100	91	91
C&L	50	50	78	78
M&N	72	28	78	87

The table shows consistency in Health and wellbeing milestones from last year, we believe the reason for this is that as restrictions eased we have welcomed parents back in to the nursery, along with all the community events, experiences and opportunities we have been involved in has allowed for relationships to be more developed with parents and families, and children can see that as parents are in and out the nursery more.

As you can see from the table above Mathematics and Numeracy has increased over the last year by 9%, we have found the Alice Sharp webinars especially helpful. After the training staff came together with new ideas and we purchased some new resources to support their ideas. We also developed numeracy home link bags to allow for continuous learning between nursery and home, parents and children have engaged well with these, and we are ready to continue and develop these for next year.

Communication and Literacy shows consistency since last year, we believe the reintroduction of the lending library along with literacy home link activities has supported this as well as, the visits to the library and the encouragement we have provided for children bringing in their favourite books from home and sharing them with us and their friends. We also developed new story bags with wooden spoons and prompts for the children to use to rein act stories and make up their own.

Overall, we are delighted with the results from the developmental milestones data. It is nice to see a progression and allows staff to reflect and see what they have been doing/ implementing is working and having a difference to children's development and learning.

We continue to have positive relationships with physio, SLT, educational psychologists, health and other professionals involved with the children in our care to ensure we are all working together for the best possible outcomes for the children. We continue to prioritise communication with parents, we involve them in our monthly self-evaluation through questionnaires, the nursery is using the online platform 'connect childcare' the system itself has its flaws as it doesn't allow for the 2-way interaction with parents, and we are receiving some differing feedback from parents. We hope to investigate this and ways in which we can improve and get the best out of the system while we are with them.

Over the past year we have built a strong team with the new leadership team, and we are in a very good place for capacity improvement. We continue to learn and adapt as a team,

The building consists of:

- Baby room
- Toddler room & sensory/nurture room
- Playroom & nurture room
- Staff room
- Office
- 2 kitchens
- 2 storage rooms
- 1 large buggy hut
- 2 large storage huts
- 1 medium storage hut
- 1 garden shed.
- 2 sets of children's toilets
- Disabled toilet.
- Staff toilets.
- Nappy changing room.
- 2 large outdoor gardens and an allotment.
- 1 outdoor classroom
- 1 outdoor toilet

Staff consist of:

- Owner
- Manager
- 1 full time Senior Practitioner working towards B.A Childhood Practice
- 1 part time senior practitioner
- 4 full time practitioners at level 7
- 9 part time practitioners all at level 7
- 3 Supply at level 7
- 1 part time practitioner working towards B.A. childhood practice.
- 1 domestic
- 1 chef
- 1 groundsman

What key outcomes have we achieved?

School Priority 1: Placing human rights and needs of every child and young person at the centre of education

NIF Priority: Placing human rights and needs of every child and young person at the centre of education

Links to HGIOELC QI –

2.2 Curriculum

2.3 Learning, Teaching, and assessment

3.1 Ensuring wellbeing, equality, and inclusion

Progress and Impact:

Four members of the team participated in training on UNCRC and becoming rights respecting, this training was provided by South Ayrshire Council. From this training we incorporated rights throughout the nursery, displaying them on wall displays for parents, children, families and staff to see and be aware of.

We selected a couple of rights in which we put a focus on for example the right to choice, asking the children to vote if we were reading a group story, this gave them all the opportunity to indicate which story they would prefer. Also encouraging the children to go to the toilet on their own explaining to the children their right for privacy, and encouraging them to voice that to each other and developing their independence skills.

We have not had the opportunity to put forward other staff for training on the UNCRC. We are still trying to locate some that can be attended by most staff in the setting at a suitable time for us.

We have not signed up to be rights respecting as yet as we feel as a team we could do some more investigating and find some more training for everyone, we continue to promote children's rights within the nursery and we hope to gain further knowledge in the upcoming year to make steps in the right direction to become rights respecting.

Next Steps

Build upon our knowledge of the UNCRC and how that would look for the children and staff within our setting.

Explore rights respecting opportunities

Continue to engage in a variety of training to support UNCRC and better our knowledge.

School Priority 2: Improve children's and young people's health and wellbeing

NIF Priority: Improvement in attainment particularly Numeracy

Links to HGIOELC QI –

2.6 Transitions

2.3 Learning, Teaching and Assessment

3.1 Ensuring wellbeing, equality, and inclusion

Progress and Impact

Risk assessments have been updated regularly as guidance and restrictions changed, the leadership team continues to ensure there is appropriate PPE in supply for staff and there is a clear infection control procedure in place to support staff. Staff also continue to update training for PPE, Infection control, Health and safety etc.

Through the developmental milestones data we can see we maintained the same percentage of children achieving 8 or more milestones in Health and Wellbeing. This data is useful as it allows us to see in which areas we need to improve, it gives us the opportunity to plan for improvement and make appropriate changes.

We took up the opportunity to have our preschool aged children have access to a 5 week block of swimming at our local swimming pool. We received some amazing comments from parents, the instructors and staff at the pool, our own staff and the children. Everyone really seemed to enjoy the experience especially as there has been a bit of a backlog of children on the waiting lists for swimming lessons.

We have focused on healthy eating using our allotment as a basis to see where our foods come from, discussing what is healthy and good for our bodies that will provide us with the best benefits, we continue to provide well balanced meals and we have spent time using fruits and vegetables from our allotment to try new foods.

We celebrated health and wellbeing week as we opened granny smiths spa, we done a lot of activities that support and developed our health and wellbeing some that we do continuously and new ones, we made our own face masks, created foot spas, done yoga, made our own smoothies choosing from a variety of fruit and vegetables.

Next Steps

Developing more opportunities to have outdoors days at the beach and woods for the children.

We hope to take up the opportunity for swimming again for our preschool aged children.

making adaptations to the baby room that will allow for more natural light source as well as opportunity for children to see outside.

School Priority 3: Improvement in skills and sustained, positive school-leaver destination for all young children

NIF Priority: Improvement in skills and sustained, positive school-leaver destination for all young children

Links to HGIOELC QI-

1.2 Leadership of learning

3.3 Developing creativity skills for life and learning

Progress and Impact.

The children continue to engage in a variety of enterprising activities, through charity events such as children in need, red nose day, and Christmas jumpers' day. They also then participate in creating Christmas craft bags to which they sell to their parents, the money from this then is used for the children to plan and pick new resources for their room. The children are a part of the whole process from start to finish, they design and create Christmas crafts, sell them and then use the money to purchase new resources.

We also held a huge fundraising event for one of our nursery friends who got diagnosed with cancer at the beginning of this year. We did a sponsored walk 'paw patrol stroll'. The whole nursery got involved in this event. We sent home sponsor sheets with the children, we encouraged children who didn't attend on the day to come along, and a variety of parents, carers and families joined us as well as the whole staff team. We started at the beach walking down the beach front and through the town finishing at the beach, we had a special guest join us in the ways of Marshall himself from Paw patrol and the amazing firefighters from Troon fire station, they brought the fire engine walked the streets with us shaking our buckets, and stopped traffic to allow everyone to cross safely. We even had our event reported in a local newspaper and our friend Calum managed to join us for some of our walk and joined us back at nursery for a play and some lunch.

We continue to build positive relationships out in the community with regular visits to the local nursing home, the local library, local football grounds as we used their facility to hold our sports day, the local church next door as we use their halls for our parties and the church for our Christmas concert. utilising the beach to provide a variety of learning experiences for the children.

Our allotment has been a success again this year, with our allotment/ garden committee discussing what they would like to see in their outdoor area and what they would like to learn and see grow within the allotment.

Next Steps

Continue to utilise and build positive relationships with the local community
Continue to get groups of children to the woods and beach more regularly
Continue to offer enterprising opportunities.

School Priority 4: Improvement in attainment, particularly in literacy and numeracy

NIF Priority: Improvement in attainment, particularly in literacy and numeracy

Links to HGIOELC QI-

2.3 Learning, teaching and assessment

3.2 Securing children's progress

Progress and Impact.

As we can see from the developmental milestones data we continue to see consistency in communication and language while we make good progress in mathematics and numeracy with an increase of 9% from last year. We believe this is from the training opportunities staff have undertaken in these areas, staff are always keen to participate in these forms of training as it is good to better their knowledge and share ideas with other professionals.

We have revamped and reinstated our home link bags, which have been a huge success with both children and their families. We have a mixture of both literacy and numeracy that are rotated between children. Parents have been good at sharing photos, participating at home and sharing feedback. The lending library has been incorporated in the toddler and baby room however hasn't been as consistent as we would like it to be. The same with their numeracy home link bags in the toddler room.

We continue to work with parents and other professionals such as speech and language to ensure we are supporting children the best we can. We encourage parental involvement when devising care [plans and targets through a parent questionnaire which provides parents the opportunity to raise concerns they may have for their child, identify areas they feel they need more support or challenge in and give feedback to staff.

We have participated in many visits to our local library for a variety of experiences, on top of regular visits to the library to look at and borrow books, the library has invited us along for a variety of workshops to which the children get to listen to a story, sing some songs/ rhymes and participate in some table top activities as well as explore all the books in the library. The children engage really well during these sessions and seem to really enjoy them, they often are eager to attend visits to the library.

Next Steps

Setting up and introducing fine motor skills boxes and home links

Participate in moderation activities, sample some of the developmental milestones results to ensure we are all working to the same level of expectation for the children.

Provide opportunities and experiences to explore and develop knowledge of rhyming words and recognising 'how many' without having to count.

Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of Change	<p>Granny Smith's Nursery has been a well-established nursery within Troon for over the past 34 years. We are committed to providing a high standard of care and education and improving the outcomes for all children including those who face barriers in their learning. We create a home from home family feel, in which staff work jointly with parents to ensure we create a feeling of community with shared vision and goals. We believe in providing a welcoming, nurturing, caring and fun environment where children can be at one with themselves, enabling them to thrive and grow into unique individuals supporting them to reach their full potential. Our nursery vision, values and aims have been established for 3 years and we understand this has been some time and what was important then may not be now, so we aim to evaluate and re assess with input from all our stakeholders.</p> <p>In the last year the nursery manager retired and the depute was promoted, in this change 2 senior practitioners were implemented, this has had positive outcomes throughout the nursery. As it has allowed for members of the leadership team to be present on the floor more for support and advice as well as offering up leadership opportunities to other members of the team.</p> <p>Most staff are keen to be involved and take on board leadership opportunities and the leadership of change. With an effective improvement plan staff have key areas for improvement that they have shown an interest in. Some of the areas have shown improvement for children such as the home link activities are encouraging parent involvement and the children are keen to take the bags home and share with their families. We are seeing positive outcomes through the data gathered from the developmental milestones.</p> <p>Going forward we aim to support staff more in taking on leadership opportunities, having committees to support areas in which staff show an interest in providing training opportunities and time to develop their areas and take them forward with improvement.</p>

2.3 Learning, teaching, and assessment

Children enjoy coming to our nursery, they have fun. There are very good positive relationships between all staff and children and families throughout our nursery, they respond well to the relationships and the nurturing. Children are motivated and becoming more engaged, with the range of sensory and creativity experiences and in a wide range of play experiences both inside and out.

Children are confident, independent and can choose where they want to play, some children can talk about their learning we aim to look at putting it in to child's language and assisting them as they learn to use it and talk more about their learning. Staff interactions are very good, staff take time to get to know each individual child, their likes and dislike, and they show children their knowledge and interest by asking what they have got up to over the weekend and at home.

We manage to ensure children have plenty of opportunities to explore outdoors and our community, through a variety of outings, visits and experiences on offer within our local community such as beech, woods, library, local nursing home, and swimming. We hope to build on relationships made with the local fire station this year to provide even more learning opportunities within the community. We have developed some new home link activities that encourage partnership working with parents and families that are age and stage appropriate and allow for support or challenge in areas.

Our staff know each child very well, staff know each child's strength and their next steps very well. There are consistent high expectations to learning. All the information gathered about the children aid the planning and next step process. We have clear links between assessment and our planning and reporting. Information on children's learning is shared with parents and children are increasingly improving on talking about their learning and next steps.

Next session we plan to have more regular meetings with staff and each key worker to monitor children's profiles, tracking, learning and progress to ensure all children are making good progress. What children are doing well? Who needs support? Who needs more challenge?

3.1 Ensuring wellbeing, equality, and inclusion.

Staff promote wellbeing throughout the centre, children are confident in their wellbeing, and we support them to use the language from GIRFEC. As a result of our nurturing approaches children respond well through promoting positive behaviours, we are implementing stay play put away strategies to encourage the children to put resources back as they finish.

Children's rights are supported, and children are becoming more aware of their rights and responsibilities, we hope to continue this to support and develop the children's awareness. Children and their parents have the opportunity to participate in decision making across our centre, through regular surveys with parents and discussions with children.

Relationships between staff, parents, families, and partners are very positive we work hard to build positive relationships. We work with partners to have positive outcomes such as dental hygiene, eye doctor, SLT, Physio and OT.

We ensure all staff are fulfilling their statutory duties to legislation. We encourage and support enhanced transition to primary 1, participate in TAC meeting to go through needs and adaptations for the school. The manager aims to add sampling care plans into the monitoring calendar to ensure we are on top of moderating and ensuring everyone is fulfilling their statutory duties.

We actively promote inclusion and equality, are aware of gendering areas, resources. We have clear strategies in place to reduce the barriers children are facing, as we work with other professionals we are looking in to other resources for the upcoming year to support this even further such as PATHS.

Where children require, individual plans in place they have clear targets and they are try to evaluate with parents regularly, however due to working shifts and not always seeing the parents due to them working and not always dropping off or picking up we are looking at ways in which we can improve this going forwards.

3.2 Securing children's progress

Children across our nursery are developing good skills in talking and listening they are confident in talking to staff and are growing more confident in talking in small groups. We are developing and supporting the children to talk about their learning more in nursery and at home. Young children in our nursery are gaining good vocabulary and are supported to talk in play opportunities, older children are developing a sense of letter and rhyme and most children are progressing well. Younger children are experiencing mark making through playdough, older children are showing good mark making through a variety of mediums and some preschool children are attempting to mark make/ write shopping lists in the home corner.

Children are beginning to use numbers in counting they can use the language of measurement in play activities, and they are exploring 3d object through block play. Overall children are making good progress in maths. Going forward we will give children even more opportunities to count in real life situations.

Information and data show children in our centre make good progress over time. Children achieve well in their developmental milestones and particularly well in the health and wellbeing milestones. Attendance at our nursery is high in correspondence to local authority data.

Children's attainment in maths and numeracy during covid has not been as strong, their listening and talking skills continue to be supported to improve outcomes since covid. However, since focusing on home link activities we have seen improvement in these areas from last year.

This upcoming year we aim to sample developmental milestones to ensure everyone is assessing in the same way which in turn will allow for children to have equal opportunities and outcomes.

What are the key priorities for improvement in 2023/24?

- **Priority 1** - Improvement in children and young people's health and wellbeing
- **Priority 2** - Improvement in attainment, particularly in literacy and numeracy.
- **Priority 3** - Improvement in skills and sustained, positive school-leaver destinations for all young people
- **Priority 4** - Placing the human rights and needs of every child and young person at the centre of education

What is the capacity for improvement?

At Granny Smiths, we use HGIOELC for self-evaluation and self-improvement, we do this collectively as a team within each room and our leadership team collates the information gathered, we incorporate and involve our parent in this through a monthly survey that they can take part in providing us with feedback and a platform for improvement. We use the information from the self-evaluation to develop strengths and areas for improvement over the year. This process was complimented by the care inspectors at our recent inspection.

We continue to strive to close the attainment gap through the delivery of a high-quality service to all our children and families by working together with families, providing a variety of home link experiences to develop continuity.

We will continue to encourage and support staff as they participate in CLPL, taking full advantage of the opportunities provided by South Ayrshire Council as well as finding our own training that can support our staff and setting.