



Standards and Quality Report – 2017-18

This report outlines the developments and achievements of the centre during the 2017-18 session. It has been compiled through consultation with staff, with parents and self-evaluation and monitoring of progress. Further feedback is welcomed – for further feedback or information contact Steve Rivers – Centre Leader.

Centre Vision and Aims

We aim to provide a play-based learning environment that respects the needs of everyone – children, parents and educators – through:

- A strong focus on learning through enjoyable and engaging experiences
- A nurturing environment that feels safe and secure
- Respecting individuality and being warm, welcoming, non-judgemental and empathetic
- Offering guidance and support and being fair and caring at all times

Learning and Achievements

Acorn Room 2-3 Years

The Acorns play environment has developed over the course of the year, to provide a more nurturing and comforting space for children. Children's interests have been followed and supported, for example through a role-play shopping area with linked experiences in relation to foods and walks to the local supermarket for shopping. Children have had the opportunity to learn some Makaton signs to support their language development. Some children have also been able to develop their early language through a Story Safari family learning program as well as further work based on a Pathways to Stories approach. All children have experience of songs and rhymes on a daily basis.

Children's interests in water play and messy play have been thoroughly supported both indoors and outdoors, and children have experimented with "Loose Parts" which stimulate and encourage flexibility and creativity in play and thinking. Outdoors play has been a theme throughout the year, supported by the provision of additional all-weather outdoors suits. All children have developed confidence in climbing and movement. There have been a number of Community walks which have encouraged development of language and numeracy through everyday experiences and discussions.

Oak Room 3-5 Years

All children have experienced a cross-curricular and multi-sensory approach to stories, including a Pathways to Stories approach, and targeted support groups for oral language have meant that oral language (vocabulary) has improved in almost all preschool children by around 6 months, and particularly so for our target groups. Rich experiences outdoors have supported the significant oral language development of almost all children, and a variety of mark-making resources have led to an increase in the attainment of fine-motor skills milestones.

The Rainbow Room (Nurture focus) for some pre-school children, as well as being popular with those children, has also led to positive developments in their social skills and emotional understanding. Most pre-school children have met all of their developmental milestones and the number of children not meeting some milestones

has reduced from last year. Oak room staff have used a new tracking format to keep an accurate overview of children's progression against the Early level of the curriculum.

Most children have experienced the Jungle Journey gross motor skills development program or the Play on Pedals cycle program and have improved their gross motor skills as a result.

Across the Nursery

A focus on children and parents knowing what children are learning led to the development of children's Learning Profiles/folders and next steps (through their next steps trees) as well as through our Learning Tree newsletter. Feedback from parents was that almost all parents were more aware of what children had been learning at nursery. Parents also experienced more frequent Stay and Play opportunities and feedback indicates that this should be even further increased next session – almost all parents appreciated the quality time to learn with their child. Friday Play Sessions developed and extended from last session, with increased engagement by parents and parent helpers, and some highly engaging play sessions involving music, playground games and loose parts amongst other themes.

In March COPECC celebrated 40 years since we opened with a good turnout of children, parents, previous staff and people from the local community for our Open Day. There were a range of entertainments and stalls available. Other community involvement activities this session included:

- A fully funded whole-nursery trip to Camperdown park and Wildlife Centre
- A children's walk to the local college and a primary school that was under construction to further children's interests in a construction theme
- Involvement with Community Greenspace in creating a planting area on the Lade for the nursery, supporting litter picks and running a competition to create a keep the lade tidy poster
- Perth in Bloom volunteers have supported the nursery in creating a beautiful natural outdoors environment



Leadership

COPECC was inspected by the Care Inspectorate in July 2017 and was rated Very Good (5 out of 6) in all areas inspected. We also received a Loose Parts Development visit from senior colleagues within our Early Years Team in term 4, with very positive feedback on the development of our play opportunities in loose parts due to the resources available and the planning and interactions by our team. COPECC was also visited as part of the Integrated Children's Services Inspection of Education and Children's Services in late 2017, with the findings indicating great strengths across the authority as a whole.

There were some changes within the leadership team this session, with Carmen Hearn commencing the role of Principal Teacher in September 2017 and Kirsty Mitchell, Senior ECP, further developing her role supporting parental engagement as well as co-leading the Acorn room with Sandra Gibb, Senior ECP. Sandra has taken a lead role with the Rainbow Room throughout this session. Leadership roles will be further developed over the coming session in order to strengthen the learning provision further.

Our training focus this session has been a range of professional reading and practice-sharing in literacy approaches, Adverse Childhood Experiences, Self Regulation and Executive Functions and developing our knowledge of the theorists who guide our pedagogy. All of this will be a part of our further improvement planning for next session.

A significant change from January 2018 has been the piloting at COPECC of extended nursery provision leading up to the year 2020 for national 1140 hours. There have been a range of consultations with parents and the model being trialled is developing as we move in to the 2018-19 session. Our opening hours have extended to 8am-6pm for 50 weeks of the year.

Improvement priorities for session 2018-19

- **Family learning activities have increased participation and improve relationships between parents/carers and children.**
- **Children's development and progress in learning will be improved through a curriculum and ethos delivered by practitioners using effective approaches for the children who attend COPECC.**