

Leadership

The Centre has experienced a stable leadership team over the 2016-17 session with Steve Rivers as Centre Leader, Laura Knoyle as Principal Teacher and Sandra Gibb as Senior ECP. In addition, Kirsty Mitchell was appointed as an additional Senior ECP in May 2017. The senior team are committed to ongoing self-evaluation using up to date tools and Guidance including How Good is Our Early Learning and Childcare and Building the Ambition. The team are supported in their development through ongoing professional discussion, reflection, support & supervision in addition to professional good practice visits and training courses. The senior team are also committed to ongoing engagement with parents, carers and children as well as external professionals in evaluating the quality of early learning and childcare that we offer. The Senior ECP remit now specifically includes an allocation of time to enhance our family learning and family support.

COPECC became a Closing the Gap program nursery during early 2017 to give us a planned and supported focus upon the attainment of children coming from areas and circumstances of deprivation. COPECC hosted an Outdoors Learning Network event for ECPs and nursery teachers in PKC during May 2017. Developments occurred throughout 2016-17 in refreshing our pedagogy and our approach to managing challenging behaviour. As a result, COPECC now has a statement on pedagogy following whole-team collaborative work and professional reading and research. The team also follow an approach in accordance with Restorative and Nurturing principles following training through the local authority and through Education Scotland. COPECC received an Extended Learning and Achievement inspection in May 2017 with the report about to be published. Parents and staff have also been surveyed through a range of means.

Improvement priorities for session 2017-18

- **Children, families and practitioners have increased awareness of the children's learning**
- **Children will experience more frequent opportunities for outdoors learning in literacy and numeracy**



Standards and Quality Report - 2016-17

This report outlines the developments and achievements of the centre during the 2016-17 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. Please note our centre vision and aims have been updated at the start of 2017

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

All children have extended their vocabulary and their awareness of stories through an approach influenced by Pathways to Stories – the Hungry Caterpillar in particular. There has been a large emphasis on outdoors play and challenging experiences including planting flowers, chopping vegetables and making soup on the fire – children have developed language through recounting these experiences. There have also been a variety of heuristic play experiences both indoors and outdoors.

All children have experienced a range of sensory play and developed creativity through large messy art experiences using paint and loose parts materials outside and indoors. The children have taken part in local community walks to Ladeside and local shops. Almost all children can sing some of the nursery songs. A lot of role play has taken place in meaningful contexts – hairdressers, shop, family and babies.

This year was the first where we have had 2 year olds staying for full day sessions – all full-day children have experienced a variety of healthy food and developed their language around this through lunch experiences and through tasting sessions. Some children have also been able to sleep at nursery as part of a responsive plan for health and wellbeing.

Positive behaviour has been a focus through personal sticker praise books and recognising achievements from home.

Oak Room 3-5 Years

Almost all pre-school children have made excellent progress against their developmental milestones. During our Local Authority Inspection in May all children impressed inspectors as confident, enthusiastic and proud to be part of COPECC through their conversations.

Pre-school children who had vocabulary testing during December 2016 and then June 2017 have made significant progress in their spoken vocabulary which is a key aim of our Closing the Gap plan. All children have experienced direct teaching of vocabulary through group Word of the Week. Pre-school children benefited from focussed group times introducing early phonics and numeral recognition with P1 in mind.

Our Rainbow Room started during early 2017 with experiences following a nurturing approach. Children accessing the Rainbow Room have experienced improvements in their development in respect of social and emotional wellbeing which has impacted on their concentration and language.

Nearly all children had the opportunity to experience their local community through weekly local nature walks and all were able to share their experiences.

Across the Nursery

The whole nursery experienced a trip to Auchingarrich Wildlife Park which also involved over 20 parent helpers. Children learned about changes in the world around them during the Springtime. We had a visit from Clanadonia drums and pipes band as part of our celebrations around Burns Night.

Our Play Development Worker Lee carried out Friday play sessions across the nursery session and children experienced different types of challenging, risk-taking and stimulating play including den-making, rope swings, water play, cooking on the fire and extensive use of large “loose parts”. We have also started up Parent Play Rangers which is a way of involving parents in children’s play and ongoing into 2017-18.

Some Play on Pedals bike sessions continued from last session and observations and parental and Speech and Language Therapy feedback has been very positive.