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Supporting Improvement: Standards and Quality Report



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.

Our achievements and improvements this year.

We would like to highlight the following improvements/achievements:

Penilee Nursery provides Early Learning and Childcare for children aged 3 until they leave to go to school. Our children and families access from 22.8 to 30 hours of nursery provision per week with the option to purchase additional hours to support employment or further education. This can be accessed through all year-round provision though some term time placements are available. We have been able to support families to continue or access employment and further education.

We strive to connect with all families and the wider community through Twitter, emails, newsletters, seesaw and group call messaging service. We ensure all parents feel included and part of their child's learning journey through reporting and updating Care Plans twice yearly at least as well as continually communicating through the channels previously mentioned.

In August 2022 we transitioned from profile books to document and share children's learning and development to using Seesaw. This allowed parents to see instantly what their child was learning at nursery with the option to comment and ask questions about their child and how they are settling/developing at Penilee Nursery.

The feedback from parents was overwhelming with them being extremely pleased. Please see some comments below:

'I honestly think it is the best thing you have done. I love seeing Twitter but I think seesaw is much better as it is all about your own child'

'I love it....it's nice to see how she is progressing in nursery and what she gets up to as she keeps it hush hush from me'

'It is so lovely to see what XXXX is doing and how he is getting on. There is a lot of effort and thought behind what is being added'

"It is perfect to see what XXXXX is doing, love seeing him playing with the other kids and all the information you put into each picture that is posted"

'I am so glad to see instantly what my child is doing daily....I can see how much effort and thought behind the pictures added'

'It has put my mind at rest seeing that XXXX is having fun and taking part in the activities at nursery and making friends after taking a bit of time to settle'

Since we first introduced Seesaw we have developed many strands including parent's information, QR code questionnaires as well as sharing audio and video posts for children to share with their parents.

Our Lead Practitioner of Attainment's (LPA) targeted attainment focus this year and next is Literacy, after the success of the past 2 years Numeracy focus. She has been working through the strands of the Listening and Talking Tracker with the SIMD focus group. Some of the many strands that have been developed are developing vocabulary, listening to others to find useful/new information and exploring stories. Within the group of children our LPA has been working with have imbedded knowledge of between 63% to 92% of the first tracker in relation to listening and talking. As with all work that is carried out by our LPA this has also been cascaded throughout the playrooms developing knowledge of talking, listening, exploration of stories and rhyming. Our LPA continues to coach staff to build confidence in delivering literacy experiences to children as well as ensuring Literacy opportunities are evident through every are of the nursery.

Glasgow Count numeracy trackers and Literacy for All literacy trackers are updated regularly to reflect practitioners' observations of children's achievements and developing skills. learning. All staff contribute to ensure a holistic view of each child's learning and development. These are now being recorded digitally by key staff, using professional judgement to say whether children's skills are emerging, developing or embedded. Practitioners also add comments that compliment this judgement.

As well as the continuous curricular experiences being offered to children to develop confidence, wellbeing and all round learning we ensure a specific focus on phonological awareness given the importance emphasised on this to develop language and literacy skills. This this is achieved through delivering a phonological awareness programme to all children at the beginning of their journey at Penilee. Tracking this learning allows staff to create a plan to support children in developing in these aspects of teaching and learning. The trackers are then revisited at the end of the year to document the progress and achievements of children. When this data was collated it showed that almost all children have made progress in all aspects of phonological awareness.

We promote health and wellbeing and emotional literacy in children through the participation in weekly PAtHs sessions. We have observed the impact of this as we see children beginning to express their emotions appropriately and being heard giving and receiving compliments to peers and staff as well as proudly announcing when they are the PAtHs kid.

Children also have opportunities to participate in YOGA sessions where they learn how to relax and begin to understand what mindfulness is. As the sessions progressed throughout the year children needed very little guidance when participating and started to make up their own poses. And YOGA stories.

To ensure staff are keeping abreast of best practice they have taken part in a variety of training opportunities including:

- Annual Child Protection
- Fire Safety
- Health and Safety Induction
- Internet Security
- Makaton awareness
- First Aid Refresher
- First Aid at Work
- Paediatric First Aid
- Understanding Nurture Principles
- Supporting EAL learners

- Eco Drama
- Various training provided by Education Psychological Services
- Realising the Ambition
- Literacy/Numeracy through Block play
- Moderation
- Effective use of Learning Intentions and Success Criteria.

The improvements that have been focused on this year are:

1. Use of digital platforms to record and share learning with parents
2. Embedding Learning for Sustainability in practice and with children (2nd year)
3. Given we have had a turnover of staff and we are coming out of the pandemic: Further building of and sustaining a professional team

We are working towards our 4th Green Flag. Our Eco committee ensure ECO is being embedded throughout the nursery from recycling to planting and growing as well as making good use of junk materials to make and create. This work dovetails perfectly with the promotion of Global Goals and the awareness raising of Learning for Sustainability. This is done through a whole nursery approach in focussing on specific Global Goals throughout the year as well as encouraging our families to join in with this.

In December 2022 Penilee also received their Gender Friendly Nursery Accreditation. We worked with parents to inform of our journey every step of the way which was part of the journey to award. We are very proud of all of Team Penilee as we only had to make a few adjustments in our thinking and language to gain this.

The children at Penilee Nursery continued to flourish in our learning environments throughout their time in nursery with their achievements being recorded on their Seesaw accounts. We work hard to provide a nurturing, inclusive and positive learning environment ensuring all children receive the support that is needed to help them reach their full potential. At Penilee we ensure a robust multi-agency approach when required to support children at each stage of their journey in Penilee from the transition from home to nursery to the transition from nursery to school. We ensure, as much as we possibly can, that children get the support they need to become secure and thrive at Penilee nursery. All children who require additional support for learning are supported with Wellbeing Assessment Plans or have appropriate measures and supports put in place in consultation with parents/carers, staff and other agencies.

This year we opened our doors to invite parents into the nursery to take part in PEEP sessions, stay and play events and our getting prepared for school transition programme. The children also had great fun with their parents at our family sports day and we even managed to fit in a Summer Fayre to raise funds for the children.

We recreated cosy nurturing spaces for children to be safe, secure, curious and creative whilst developing independence in their nursery environment.

We also welcomed new staff to Penilee who are a perfect fit to the Team.

We asked parents old and new if they think we are getting it right at Penilee. These are some of the responses:

'My daughter has felt welcome from day one and has no problems with coming everyday and that's down to the staff'

'Always nice and welcoming in'

'My child doesn't want to come home'

'Communication is great. Able to allocate time off round about holidays that nursery is closed, thank you for allowing us to be organised'

'XXXX has come on leaps and bounds since joining the nursery. He is much more confident in his speech'

Here is what we plan to improve next year.

This session we plan to focus on the following priorities;

- 1:** Self-Evaluation for Self-Improvement - Ensure all practitioners have a working knowledge of HGIOELCC & Realising the Ambition.
- 2:** Family Engagement
- 3:** Use of digital resources in all curricular areas

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: Headteacher@penilee-nursery.glasgow.sch.uk

Our telephone number is: 0141 882 7605

Our school address is: 25 Inkerman Road, Penilee, Glasgow

Further information is available in: newsletters, the nursery website, and the nursery handbook