



Midlothian



Cornbank Early Learning and Childcare Setting

Parent Summary of our Standards and Quality Report 2020-21 Improvement Plan - Year 2021-22



The Nursery Improvement Plan sets out our priorities for the year ahead. We aim to ensure all learners receive the best possible early learning experiences and that our nursery continues to grow and develop. It has been written after gathering feedback from learners, families and staff. As always, we appreciate your contributions and feedback. A full and detailed copy of our last inspection report can be found on the school website cornbank.mgfl.net

Our Priorities from Last Session 2020-21

Supporting Wellbeing, Equality and Inclusion

- ✓ All staff were aware of the wellbeing focus in the nursery and used their knowledge of child development to implement strategies tailored to individual needs of the children.
- ✓ Cornbank adopted a fully flexible approach to welcoming existing children back into the setting and new children into the setting.
- ✓ All staff and children contributed their learning and development into a wellbeing and recovery floorbook.
- ✓ We maintained a high level of engagement through online platforms, phone calls and direct messaging.
- ✓ Our children and parents provided extremely positive feedback on our approach to wellbeing, inclusion and recovery. 100% of children saying they felt welcomed and included at nursery and 100% of families responded to a survey stating they felt staff made every effort to support children into and during their time at nursery.

Learning, Teaching and Assessment

- ✓ Each week we had a planning focus where staff reflected on practice in relation to planning and had open discussions about how we support child centred learning through planning.
- ✓ All staff demonstrated consistency in recording significant learning in learning journals. Good examples of different styles of observations were provided and reflected upon.
- ✓ Floorbooks were used appropriately and effectively and children demonstrated a good understanding that the floorbooks and their individual learning journals were where their learning journey could be seen.
- ✓ Weekly home learning was provided throughout the January-March lockdown. We included learning intentions and dispositions supporting the parents understanding of play based learning and how this supports the holistic development of children. Our at

home learning journey was also documented and reflected upon during our return to nursery.

- ✓ Our Key worker and vulnerable families who were in setting during the second lockdown were supported by staff to complete home learning tasks ensuring that there was consistency between the suggested activities sent home and the experiences being provided in setting.
- ✓ Learning journals were sent home for families to engage with. All families stated that they found the learning journals home to be useful and individual feedback has been very positive.
- ✓ In our recent child friendly survey, children were asked if they are achieving, nurtured and able to contribute to their learning. The feedback from this survey suggests that children are taking ownership of their own learning and feel nurtured and supported to do so.

Promoting Partnerships with Parents

- ✓ We adapted our approach to engaging with families due to ongoing Covid-19 guidance.
- ✓ All staff were responsible for ensuring families felt welcomed and included in their child's learning.
- ✓ SEYP and EYPs were always available to talk to parents over the phone should families wish to discuss specific information.
- ✓ Our socially distanced drop off/ pick up system allowed for a small amount of feedback to be given however parents were aware that if they wanted to talk in more detail they could ask a staff member for a chat at any time.
- ✓ Staff monitored engagement with families and were sure to use online/ over the phone engagement for families they felt they had not been able to connect with in the same way.
- ✓ Our closed twitter page continued to be very well received amongst families and we gathered extremely positive feedback.

Some of our Highlights from Last Session 2020-21

- ★ Staff adapted to a completely new way of working and were able to demonstrate an ability to adjust to all the changes.
- ★ Our children showed enormous resilience and despite all the new processes in place were all taking ownership of their own learning and were supported to be confident individuals, successful learners, effective contributors and responsible citizens.
- ★ Our nursery operated in two cohorts for the entire year. Switching to a Pre-School and Ante Pre-School Cohort for the last term allowing us to organise transition experiences for our Pre-School children to complete altogether.
- ★ All staff are now confident and competent with contributing learning experiences to the planning.
- ★ Following our school building closure from January-March we engaged with children and families through the use of Twitter, phone calls, distanced visits and the school website.
- ★ We were overwhelmed with our support from parents throughout the year and the feedback we received was so positive.
- ★ We developed our Transition programmes with children moving from ELCC settings to P1. We introduced the #midmouse transition programme. Learners completed a range of activities and information was shared using our website and our transition twitter page.
- ★ We held a Sports, fun and Graduation day with achievements shared through Twitter. Again we were blown away by parents support and feedback.

Our New Priorities 2021-22

Literacy and Numeracy

We will:

- ◎ All Early Years staff will be part of The CIRCLE Collaboration Early Years, Up, Up and Away pilot. This resource focusses on a universal and targeted approach to support developing early communication, literacy and learning.
- ◎ Staff will continue to focus on a child led approach to learning with literacy and numeracy in mind supporting children to learn through a literacy and numeracy rich environment.
- ◎ Staff will continue to monitor and track children's learning and development in order to identify next steps.

Digital Learning

We will:

- ◎ Participate in training introducing new digital learning system.
- ◎ Use technology to support learners, staff and parents to engage in learning.
- ◎ Engage in training linked to innovative pedagogical approaches and enhanced use of digital technology to support learning
- ◎ Continue to develop staff confidence in using digital means to support learning and development of children in nursery.
- ◎ Children will have increased access to digital services and will be supported to develop skills in using digital devices to enhance learning.
- ◎ Staff will be supported by SEYP with moving planning to a shared drive in order to access from anywhere at any time encouraging planning in the moment.

Nurture

We will:

- ◎ Continue to promote nurture and wellbeing through our already robust and highly praised system in ELC
- ◎ Complete a self-evaluation audit to identify areas of strength and target development needs.
- ◎ Share excellent examples of practice with nurture focus in mind.
- ◎ Continue to use a wellbeing and nurture floorbook to support children to engage in their own learning and development with nurture as the focus.
- ◎ Continue to ensure nurture and wellbeing are a standing item on the agenda for weekly team meetings.
- ◎ Ensure all staff have a consistent approach to nurturing learners.
- ◎ Ensure our system for recording wellbeing needs is kept up to date and shared confidentially with the team maintaining a holistic approach tailored to each individual child.



Care Inspectorate - Unannounced Visit on 26th June 2018

Quality of care and Support - 5, Very Good

Quality of environment - not assessed

Quality of staffing - 5, Very Good

Quality of management and leadership - not assessed