

BRAIDBURN SCHOOL NURSERY

Standards and Quality Report Session 2021 - 2022



Creating an environment that nurtures, supports and challenges every child to reach their full potential

Context of the Nursery

Braidburn School Nursery is situated within Braidburn School in the South-West of Edinburgh. Braidburn is part of the Firhill Campus along with Oxfangs Primary School and Firhill School. Braidburn delivers 'Bright Start' Nursery provision for up to 8 children aged 3 – 5 years. The needs of children in the Nursery are primarily associated with learning disability and visual, sensory, health and medical needs. Children may have a diagnosis of Autistic Spectrum Disorder. Children accessing the Nursery require a significantly modified nursery environment. In line with Scottish Government plans for Early Learning and Childcare expansion, the Nursery increased provision of service from 600 hours per year to 1140 hours for all nursery children in August 2021.



The work of the Nursery is supported by the school's Primary Depute Head Teacher and Head Teacher. The role of Senior Early Years Officer (0.9FTE) was introduced during Session 2021 – 22, although this post remained vacant until April 2022. The Nursery is supported by 1.8FTE Nursery Nurses and 2.25 FTE Pupil Support Assistants, all of whom are registered with SSSC.

Braidburn Nursery enjoys many unique qualities. At the heart of this are the children who bring individuality, enthusiasm for learning and zest for life. The Nursery team make good use of the purpose-built environment, which includes an outside garden area. The skilled and experienced staff team work together, developing their own skills to enrich experiences for children. The team have embedded a positive, nurturing ethos – valuing every child as an individual and supporting children in developing their communication and social, emotional and personal life skills.

Partnership working is a strength at Braidburn. The Nursery team work in partnership with families, the school and the local community. A team of onsite Allied Health Professionals includes Speech and Language Therapists, Occupational Therapists and Physiotherapists. Medical personnel are based on campus, and visiting health specialists attend for onsite clinics.

How good is our Leadership, Management and Staffing?

HGIOELC-

1.3 Leadership of Change

CI: Quality Framework-

3.1 Quality assurance and improvements are well led

4.1 Staff skills, knowledge and values

- The Nursery staff team have a very good understanding of the unique context of the Nursery.
- The Senior Early Years Officer (SEYO) communicates effectively with the Nursery team; leading weekly Agenda led meetings and cascading information as part of raising awareness of and implementing up to date initiatives.
- The Nursery staff team have been involved in self- evaluation of the nursery environment using the Experiences and Spaces toolkit since April 2022.
- The SEYO meets with Occupational Therapists, Physiotherapists and Speech & Language Therapists during weekly Agenda Led meetings, with Actions taken forward and feedback given to the Nursery team following each meeting.
- Daily feedback (in the context of Health and Wellbeing) is recorded and shared with all parents through daily diaries or phone calls, as appropriate.
- All staff are encouraged to take on distributed leadership roles within the Nursery. Current leadership roles are in the context of money handling, Learning Journals, visual supports, setting up and maintenance of the outdoor area and 'All About Me' books.
- The Head Teacher ensures a Braidburn guidance document, outlining measures to reduce risk around Covid, is updated in line with Scottish Government and Health Protection advice – and this document is shared with all Nursery staff and visitors
- 'Minutes' taken during fortnightly school Health and Safety Committee meetings are shared with all staff in the Nursery team.
- Nursery staff engage in relevant training opportunities as part of meeting the needs of all learners. Staff engaged in a range of training opportunities during Session 2021 – 22, including Signalong training, Moving and Handling Training, Eating and Drinking training and Sleep Training. The SEYO will be undertaking First Aid training during the summer holiday. All staff have completed Equalities Training.
- A Nursery Nurse from the staff team has worked alongside a Speech and Language Therapist in delivering Signalong sessions to Nursery and school staff – and will be funded to complete training to enable her to deliver this to staff independently, moving forwards.
- All children have opportunities to lead their learning through carefully planned opportunities for free play
- Staff ensure every child has a voice through access to, and support in using a range of high and low-tech communication aids including Big Macs, visuals, Choose Boards, Signalong, song signifiers and object signifiers

Next Steps:

- To involve children, families, practitioners and partners in a review of the Nursery Vision, Values and Aims – ensuring the Vision is shaped by the needs of our community and informed by current thinking in early learning pedagogy
- To introduce a Self-Evaluation Calendar, linked into a Risk Assurance programme- to ensure a regular and robust programme of evaluation and improvement

How good is our care, play and learning?

HGIOELC-

2.3 Learning, Teaching and Assessment

CI: Quality Framework-

1.3 Play and learning

How good is the quality of care and learning we offer?

- Relationships between staff and children are warm and responsive; and staff are aware of the needs of every child. Staff are skilled at motivating children to engage in activities, with opportunities very often personalised to reflect individual needs.
- Staff are aware of - and act on every child's right to play, through being creative in ensuring children with complex needs have access to a range of play opportunities. Resources, including adapted paint brushes, tilting surfaces and resources suspended from A-frames, are used regularly within the Nursery.
- Staff are aware of individual children's interests and needs – and plan learning experiences tailored to meet these
- Staff are considerate when planning and designing the layout of the Nursery to ensure it is accessible to all children, including wheelchair users.
- Staff support opportunities for outdoor play in all weather; and children have the freedom to be outdoors wherever possible
- Staff are highly trained in the use of a range of communication methods including Signalong, visual supports, object and song signifiers; and staff adapt the use of these strategies for individual children.
- Learning opportunities are enhanced through close liaison between the Nursery team and Allied Health Professionals. The SEYO meets with Allied Health Professionals on a weekly basis to discuss individual needs, learning opportunities, the impact of supports and next steps.
- Staff share information regarding individual learner progress during weekly team meetings; and adapt experiences, as required.
- Transitions are tailored and managed on an individual level, with a focus on maximising experiences for children and their families.

Next Steps:

- To ensure children have opportunities to be involved in planning their learning and next steps
- To continue to develop responsive planning to ensure all areas within the Nursery are regularly reviewed, ensuring they reflect children's interests, needs and abilities

How good are we at ensuring the best possible outcomes for all our children?

HGIOELC-

3.1 Ensuring Wellbeing, Equity and Inclusion

3.2 Securing Children's Progress

CI: Quality Framework-

1.1 Nurturing care and support

4.1 Staff skills, knowledge and values

3.1 Ensuring Wellbeing, Equity and Inclusion

- The promotion of wellbeing for all children and their families underpins the work of the Nursery.
- Staff know the children very well; and all children are included in the life of our Nursery.
- The staff team are aware of Care Experienced learners, SIMD 1 / 2 and EAL children.
- A number of children are supported with Moving and Handling Plans, created collaboratively with Allied Health Professionals.
- A number of children are supported through Eating and Drinking profiles – and staff are trained by Allied Health Professionals to provide appropriate and safe support.
- A range of Allied Health Professionals are actively involved with learners to support in wellbeing; and ensure early intervention, where appropriate.
- The nursery team and therapists engage in routine dialogue in the context of supporting children; and the SEYO meets therapists weekly in an agenda led meeting
- All staff in nursery participate in face to face sessions for the Specific Contact Workforce, every two years; with annual child protection updates.
- The DHT Primary and HT have completed child protection training for the Intensive Contact Workforce.
- A food management system is in place; and review of procedures is ongoing.
- The Senior Leadership Team engage with attendance data as part of ensuring any potential issues for individual children can be identified – with targeted support planned and actioned, where required.

3.2 Securing Children's Progress

- The Nursery team have developed a rationale for Loose parts Play in Braidburn Nursery.
- The Nursery staff team regularly evaluate the environment; and adapt it accordingly to support high quality learning experiences.
- Staff use their knowledge of individual children, together with their knowledge of child development, to ensure individualised opportunities for learning; and Allied Health Professionals support in identifying appropriate learning opportunities for individual learners.
- Children are given high quality feedback and praise through use of rich language and a range of communication methods.
- A Gender Friendly Nursey Policy has been developed in consultation with parents.
- Learning Journals are updated and shared with parents weekly. Updates reflect learning experiences and skills focus
- Parents are encouraged to share wider achievements from home in Learning Journals.
- Every child is supported through individualised outcomes, evaluated at set points throughout the session.
- Individualised approaches and support strategies are in place to meet individual needs.
- The staff team encourage supportive and challenging opportunities for learners to promote progress. The staff team meet after each Nursery session to discuss strategies and supports, and plan implement and review strategies as required.
- Equity is promoted through use of individualised supports and resources that enable all children to access learning experiences – eg through adapted equipment, cutlery and sensory stories.
- Achievements and progress are shared with parents through Learning Journals and daily Home/School communication diaries.

Next Steps:

- To review the Nursery Curriculum in consultation with stakeholders and parents, ensuring it is underpinned by *How Good is our Early Learning and Childcare, Realising the Ambition, United Nations Convention on the Rights of the Child,*
- Improve learner experiences through focussed professional dialogue in the context of the *Realising the Ambition toolkit* and *How Good is our Early Learning and Childcare.*
- Review the outdoor Nursery Environment to support experiences that develop our children's sense of wellbeing and connection to the world they live in.

Summary of Quality Indicator Evaluations

Self-Evaluation of Quality Indicators: (6 Excellent, 5 Very Good, 4- Good, 3 Satisfactory, 2 Weak, 1 Unsatisfactory)		Care Inspection Evaluations (6 Excellent, 5 Very Good, 4- Good, 3 Adequate, 2 Weak, 1 Unsatisfactory)	
		Date of previous inspection: 31.10.17	
1.3 Leadership of Change	3	Quality of Care & Support	5
2.3 Learning, Teaching & Assessment	3	Quality of Environment	3
3.1 Wellbeing, Equality & Inclusion	4	Quality of Management & Leadership	4
3.2 Ensuring Children's Progress	4	Quality of Staffing	5