

Victoria Park Kindergarten

Standards and Quality Report 2017-2018



Background Information

Victoria Park Kindergarten is a modern, detached and well-established purpose built nursery located on Dumbarton Road in Whiteinch, Glasgow. We are a fun and friendly nursery that was opened in 1998. We provide a modern, safe, stimulating environment for your child.

We offer early education and childcare for children aged 6 weeks-until school age. We have our Buttercup, Blossom and Bluebell Rooms (for under 2's), the Sunbeam Room for 2 year old's and our breathtaking Rainbow Room for 3-5 year old's.

The building has been specifically designed to incorporate the needs of the children with beautiful, bright and spacious playrooms (all with underfloor heating) and lots of windows. This provides children with the space that they need and also ensures the toys, books and play equipment are accessible to the children on a 'continuous provision' basis and easily accessible to all.

We also have a secure internal courtyard for outdoor play, an outdoor mud kitchen and our silver spade award winning garden at the front of the building. We also have prams, baby buses and our 15 seat minibus for outings and regular access to fresh air.

We have secure CCTV door entry systems and a reception area which is welcoming and has a receptionist on duty at all times. The nursery cook provides fresh cooked lunches and nutritious snacks in line with our 'Healthy Eating Policy' and the 'Set the Table' guidelines for Early Years

What is this all about?

The Process of Self-Evaluation, Involvement and Evidence

The Tools we use to gather evidence include:

- ✚ Displays
- ✚ Behaviour
- ✚ Children's Achievements
- ✚ Child, parent and staff comments
- ✚ Staff meetings
- ✚ Child profiles
- ✚ How Good is our Early Learning and Childcare
- ✚ Monitoring by team
- ✚ Playroom Observations

This report will inform you of the progress made
this year in each of the areas.

Tracey Hamilton
Head of Centre
June 2018



Priorities for 2017-2018



Priority

1. **Self-evaluation for self-improvement (1.1)**

Develop a robust self-evaluation and evidence system involving all stakeholders

2. **Personalised support (2.4)**

Develop robust procedures that offer support to children with additional needs

3. **Curriculum (2.2)**

Create a literacy rich environment which will support and embed literacy within all rooms

Priority 1

1. Self-evaluation for self-improvement (1.1)

Develop a robust self-evaluation and evidence system involving all stakeholders

How are we doing?

- ✚ Our Room Leaders met to discuss ideas on how to involve everyone in developing ways in which we could self-evaluate our service.
- ✚ We had Parent's Evenings, Parents Committee, Questionnaires etc. to gather responses from our parents/carers.
- ✚ We collated all responses, ideas, suggestions and recorded these in our new "Big Book" located in reception area.
- ✚ We continue to improve, using comments and suggestions and evidence can be found in our "Big Book" on how this is developing.

Please feel free to have a look!!

How do we know?

- ✚ Meeting minutes
- ✚ Photographic Evidence
- ✚ Parents comments
- ✚ Staff comments
- ✚ Questionnaires
- ✚ Social media

What are we going to do now?

- ✚ We will continue seek parents/carers ideas, thoughts etc. on how we can improve our service.
- ✚ We will also give opportunities for all other service users to have their say in how we can improve the service we provide such as staff, children, visitors, outside agencies etc.

Priority 2

2. Personalised support (2.4)

Develop robust procedures that offer support to children with additional needs

How are we doing?

- ✚ Room Leaders got together to discuss our need for a more robust procedure for offering support to children with additional needs.
- ✚ We also discussed this need with staff at our ASN communities of practice group.
- ✚ We have built good relationships with outside agencies such as speech and language, health visitors, education psychologist and physiotherapist

How do we know?

- ✚ ASN Meetings
- ✚ Outside Agency Meetings
- ✚ Parental Meetings
- ✚ Staff Meetings to discuss new support paperwork

What are we going to do now?

- ✚ Embed new paperwork which supports children with ASN
- ✚ Continue to monitor our procedures and develop as required
- ✚ Continue to build relationships with outside agencies

Priority 3

3. Curriculum (2.2)

Create a literacy rich environment which will support and embed literacy within all rooms

How are we doing?

- ✚ Leaders of literacy group has been formed and working on creating a literacy rich environment
- ✚ All rooms take guidance from our Literacy Toolkit which offers examples on how to create a literacy rich environment
- ✚ All rooms are creating a literacy rich environment through play experiences
- ✚ Staff are visiting our Local Library to encourage children to enjoy the benefits of reading

How do we know?

- ✚ Literacy Meetings
- ✚ Staff Meetings
- ✚ Displays
- ✚ Resource audit
- ✚ Resources purchased
- ✚ Learning Journals
- ✚ Facebook
- ✚

What are we going to do now?

- ✚ Continue to encourage the development of our literacy rich environments within each room
- ✚ Continue visits to our local library

Successes and Achievements 2017 – 2018

Inspection Report – June 2018

Quality of Care and Support - 5 Very Good
Quality of Environment - 4 Good
Quality of Staffing - 5 Very Good
Quality of Management and Leadership - 5 Very Good

Full report can be accessed through Care Inspectorate website

Fundraising

Cash for Kids - £424.00
Children In Need - £100.00

Special Events

- ✚ Parent's Committee Meeting
- ✚ Christmas Carols at local Care Home
- ✚ Christmas Party
- ✚ Halloween Party
- ✚ St Andrew's Day Celebrations
- ✚ Chinese New Year Celebrations
- ✚ Diwali Celebrations
- ✚ Graduation Party and lots more

Dawsholm Park

We have recently been given permission to use Daswholm Park by Glasgow City Council. Over the next few months we will begin to use this area on a regular basis with all Rainbow children having the opportunity to visit routinely throughout their time at nursery.

What's Next? 2018-2019

- All practitioners will undertake reviews and on-going professional dialogue to help improve and develop practice.
 - Each child has an effective Child's Plan (Care Plan).
- Recruitment arrangements are clearly outlined in policy and procedure documents.
- All practitioners will have a clear focus on monitoring and evaluating the quality of children's learning and on tracking their progress.

These priorities are taken from our Improvement Plan 2018-2019