

## Standards and Quality Report Fly High Early Learning and Childcare 2021-22

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## Introduction

At Fly High Early Learning and Childcare, we are dedicated to providing a high quality of early learning, childcare and support to our children and families.

Our vision is to provide an environment where children feel happy, safe and secure with children at the centre of their learning and staff who can facilitate the environment both indoors and outdoors, promoting curiosity, creativity and investigation.

## Values



## Aims

At Fly High we aim to:

- Provide a safe, happy, caring stimulating environment for our children where everyone feels valued, included and respected
- Engage our children in high quality teaching and learning
- Have enthusiastic staff who will be committed to life-long learning, ensuring that every day is a learning day
- Work in partnership with parents
- Celebrate success and achievement

## Context of the early years centre

Fly High Early Learning and Childcare is situated in the KA9 postcode area, serving the local community. It is accessible from Ayr, Prestwick, Troon, Irvine and Kilmarnock from the A79, A78 and A77 by-passes. Fly High is registered with the Care inspectorate to provide a care service to a maximum of 79 children at any one time. Of those 79 no more than 9 are aged under 2 years; no more than 20 are aged 2 years to those not yet attending primary school and; no more than 50 are attending primary school and are accommodated in Monkton Primary school, Monkton.

Our opening hours are 7:30am – 6:00pm.

During session 2021-22, we provided care for 138 children. Currently registered we have 72 children using our breakfast, afterschool and holiday clubs. 38 attended 0-3 year old provision, including 1 child accessing the provision meeting eligibility criteria for 2 year old funding. 17 ante pre-school children and 11 pre-school children, including 1 deferring entry to P1 attended Fly High this session.

Fly High is part of the Prestwick Cluster, including, Monkton EYC, Prestwick EYC, Glenburn EYC, Kingcase EYC, Heathfield EYC, Spaceplace EYC and Symington EYC, we have fostered close links and support from these EYC's. This session we have children transitioning to Monkton Primary School, Troon Primary, Struthers Primary, Symington Primary and also within other authorities St Vincent's and St Xavier Primaries.

Our building consists of: 2 playrooms, kitchen/staffroom, office, children's toilets, staff toilets, baby changing room and disabled toilet.

Our outdoor area consists of 2 large areas, 1 with a soft rubber flooring and grass to encourage exploration, curiosity and imaginative play and 1 tarmac area which homes our outdoor cabin and provides opportunities for physical, messy and investigation through play. Children have access to the outdoor area every day.

Our team consists of: Owner and Business Manager, Nursery Manager, Office Manager, 9 Early Years Practitioners, 2 Modern Apprentices, 1 Kickstart Scheme trainee, 2 play leaders and 1 cleaner. All our EYP are qualified in Early Learning and childcare, from HNC/SVQ Level 3 through to BA in Childhood Practice. One team member is currently studying BA in Childhood Practice at UWS, completing course in August 2022. All staff are SSSC registered. This staffing model ensures adult/child ratio is always within the Care Inspectorate required levels.

The team have been committed to providing the best possible learning experiences for all children during a period of uncertainty and challenges brought about by continuous change from Covid rules and restriction. Due to us providing a hub for children during covid our reputation has grown and we have gone from strength to strength building strong relationships with other settings and our local council. We, as a strong team, have provided a nurturing, home from home environment where both families and children feel happy, safe and secure.

### What key outcomes have we achieved?

School Priority 1 : Develop outdoor area	
<p><b>NIF Priority:</b> Improvement in children and young people's health and wellbeing.</p>	<p><b>Links to HGIOS 4 / HGIOELC</b> 2.2 curriculum 2.3 learning, Teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion</p>
<p><b>Progress and Impact</b> We have been implementing changes to our outdoor area throughout the year, we have an outdoor cabin, The Rainbow Room, which is situated in the second play area, this allows children the choice of indoor or outdoor play. In the second play area the children have access to the mud kitchen, this promotes messy play, imaginative and curiosity play. The children have been enjoying using the bikes and trikes encouraging their gross motor skills.</p> <p>We have had interlocking, colourful rubber flooring installed in the first play area keeping the children safe in the outdoors, they use this play area for mark making, investigating, role play and large physical play. The children enjoy climbing on our new climbing frames in both garden areas helping to support gross motor skills. We have a small shed which the children like to use for socialising, reading, singing and role play. The shed has soft lighting and bean bags, allowing the children to chill and relax in a cosy area. Another activity the children like to take part in is den building using various materials.</p> <p>A parent kindly donated a supply of sports equipment for the children, including, footballs, bats and balls, skittles, hoops, all this equipment helps to support physical activity, gross motor skill, hand to eye coordination and balance. The children enjoy all of these activities and sometimes like to take the equipment to the large field in the village and participate in some fun sports.</p> <p>The children love being in the outdoors and having lots of fun activities to take part in, this supports children's health and wellbeing.</p> <p><b>Next steps</b> We will continue to develop our outdoor area with staff taking lead roles in literacy and numeracy in the outdoors ensuring that the children have a number of learning experiences in all areas across the curriculum.</p>	

We would like to separate some of the areas to make it safer for our babies when they are outside giving them the freedom to explore and investigate safely.

One staff member will take a lead in the Eco schools programme this session.

We will invest in more outdoor resources to build on children's learning experiences and source staff training to upskill and build on staff's knowledge in this area.

**School Priority 2,3, & 4: Ito raise attainment in literacy, numeracy and wellbeing**

**NIF Priority:**

Improvement in attainment particularly in literacy and numeracy

Improvement in children and young people's health and wellbeing

**Links to HGIOS 4 / HGIOELC**

2.2 Curriculum

2.3 Learning, Teaching and Assessment

3.1 Ensuring wellbeing, equity and inclusion

3.2 Securing Children's Progress

**Progress and Impact**

We only have a small number of children attending Primary school this year, 10 in total, our developmental milestones data shows that our children are achieving 60% in health and wellbeing 50% in maths and numeracy and 30% in language and communication, this data is based on children meeting 8 out of 10 milestones.

Staff have participated in, early reading, phonological awareness emergent writing, playful numeracy and play on pedals training through South Ayrshire Council helping to support them in promoting children's learning and development.

We took part in World book day, we encouraged the children to dress up and bring their favourite book into nursery to share with the staff and their peer group. The children engaged well with this event and enjoyed sharing these stories.

The children enjoy letter and number hunts around the village when they go out on walks.

To encourage physical activity the children and the staff took part in Cash for Kids 5k in May challenge, the children enjoyed taking part in walking, running and obstacle activities which promoted gross motor skills and health and wellbeing.

The nursery has also started to implement the Curiosity Approach recently within our setting. One staff member has taken the lead in this area and we have already seen positive impacts by reducing the amount of colour and plastic and introducing calm and natural resources. The children have really enjoyed investigating all the resources and using their imaginations. A soft, calmness can be noticed in the nursery since we have started this approach, supporting the children's health and wellbeing.

**Next Steps**

Access training in, STEM, investigating numeracy to, upskill and refresh staff knowledge, and enable them to build confidence in delivering activities helping to promote children's learning in these areas. We will focus on activities looking at subitising and following simple patterns to attain a higher percentage of children achieving these milestones.

Look at letter sounds using phonics, look at staff training for our staff to build confidence in delivering activities around phonological awareness. We will also look at activities to support rhymes, syllables and drawing a recognisable person to attain a higher percentage of our children achieving these milestones for next session. We have seen an impact from covid with some of our children's speech and language development, we are looking to take part in the Talk boost training to help support the children. We will continue to implement the curiosity approach this session and look at training for our staff. Look at nurture training.

## Evaluation Summary

Quality Indicator	School Self Evaluation (Please add 3 or 4 evaluative statements linked to the themes)	Evaluation (Include recent HMI / Care Inspectorate evaluations)
1.3 Leadership of change	<p><b><i>Developing a shared vision, values and aims relevant to the ELC setting and its community:</i></b>            Our settings vision, values and aims are contained within our handbook, website and displayed within the setting. We are in the process of updating our values, we have consulted with staff and children and we will consult with our families with a questionnaire for their contribution to our values we recently updated our values. We will look at updating our vision and aims as these have been in place since the setting opened in 2019. We will consult our children, families and staff.</p> <p><b><i>Strategic planning for continuous improvement:</i></b>            We are looking at staff members taking on individual responsibilities and leadership roles within the setting, we will seek training on Early Years Leadership, enabling a strong leadership team to be formed going forward. We will support staff to build confidence in leadership roles. Staff have been made aware of the “Step into Leadership” as part of their SSSC registration requirements.</p> <p>We will continue to use HGIOELC for self-evaluation and will introduce the Quality Framework for Day Care of Children document to work in conjunction with the HGIOELC document to identify areas of improvement within the setting. Parents and families are involved in our improvement process by getting feedback from them on areas where they think we are doing well and areas where they think we could improve, from this feedback we have a “you said”, “we did” approach so that parents can see that their participation is important to us.</p> <p>Our staff are keen to develop their individual professional learning by accessing any training opportunities open to them. They are aware of South Ayrshire Councils training calendar, the UWS free modules and mind stretcher you tube videos. All staff have recently completed face to face first aid training with 100% attendance and staff are feeling more confident in carrying out first aid should it be required. All staff are up to date with Child Protection training. One staff member will complete BA in August 2022.</p> <p>We will continue to use data gathered from self-evaluation to plan for change. Staff respond positively to change and work well as a team to implement change.</p> <p><b><i>Implementing improvement and change:</i></b></p>	4 - Good

	<p>Staff are more confident in using the data to ensure all children are achieving their potential. Staff track children's progress well knowing where children are developing well and areas of support required. Staff are very confident in using our learning journals, management to research the collecting and collating of the data for tracking children's progress.</p>	
<p>2.3 Learning and teaching</p>	<p><b>Learning and engagement:</b>  In our setting, we ensure that our children and families feel, safe, secure and valued. Strong relationships have been built with our children and families. Staff interact positively with our children. Children are motivated and engaged in the range of opportunities available both, indoors and outdoors, we will continue to develop our outdoor area with learning experiences to encourage creativity, resilience and independence. Children are actively involved in their learning with their interests at the forefront allowing them to lead their own learning.</p> <p><b>Quality of interaction:</b>  Staff listen to our children and their views are always respected. All staff know all of our children very well across our two rooms as we are a smaller setting. Strong bonds have been developed with our staff and children.</p> <p>Staff may benefit from nurture training and quality interaction awareness. Staff have a good understanding of observations and child development. We will look at training in pedagogy to build staffs confidence in their approach within the setting.</p> <p><b>Effective use of assessment:</b>  The use of planning documents, floor books and learning journals gives us a complete view of children's progress.  Data collected from developmental milestones gives us a baseline enabling us to work on improving these outcomes. Our observations, tracking and planning are all threaded within each other.</p> <p>Staff communication is good allowing for a shared understanding of children's progress and achievements.  Parents are a part of their child's learning and can contribute through their individual online learning profile.</p> <p><b>Planning, tracking and monitoring:</b>  Staff plan appropriately to meet the needs of all children. They will continue to use development milestone data to identify areas where support is required. Children are involved in their learning and planning of activities. Progress meetings will continue to allow the team to identify children who may require support and plans and targets put in place.</p> <p>Going forward a more robust monitoring system will be put in place with regular meetings with management to discuss individual children's profiles ensuring each child's learning journey is personalised with specific, meaningful observations.</p>	<p>4 - Good</p>

<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p><b>Wellbeing:</b> We understand the value in building positive relationships with our children and families. Staff know the children very well. The children in our setting are all happy, settled children. Children are supported to feel safe, healthy, achieving, nurtured, active, respected, responsible and included within the setting.</p> <p>As a staff team we promote positive behaviour and have golden rules in place which the children helped to set.</p> <p><b>Fulfilment of statutory duties:</b> All staff are registered with the SSSC and comply with the statutory requirements and codes of practice, they are aware that it is their responsibility to fulfil statutory duties including 60 hours of CLPL over a five year period. All staff have participated in Child Protection training and will update and refresh annually, they are confident in the procedure to carry out if something is disclosed to them by a child and know that records and chronology's must be accurate and that information held is confidential. Care plans are in place for each child 28 days of the starting the setting and they are reviewed and updated with parents every 6 months.</p> <p><b>Inclusion and Equality:</b> All of our staff, children and families are valued and treated with respect, no matter their age, sex, race, disability or beliefs. We actively support inclusion and equality supporting all to be the best they can be. We have a number of diverse resources to help eliminate barriers; we would like to expand on our resources to encourage inclusive play and learning.</p> <p>Staff are committed to supporting all children to reach their potential and plans are put in place accordingly.</p>	<p>4 - Good</p>						
<p>3.2 Raising attainment and achievement</p>	<p><b>Attainment in Literacy and Numeracy and Health and Wellbeing 2021</b> Children achieving 8, or more, developmental milestones out of ten. In 2020-21 we had 4 pre-school children</p> <table border="1" data-bbox="435 1469 1201 1677"> <tr> <td>Health and wellbeing</td> <td>100%</td> </tr> <tr> <td>Maths and Numeracy</td> <td>75%</td> </tr> <tr> <td>Language and communication</td> <td>75%</td> </tr> </table> <p><b>Quality of children's achievement:</b> Children have the opportunity to experience different activities across the curriculum. Many of our children participate in clubs and activities out with the setting. We celebrate our children's wider achievements and have a Reach for the Stars wall where we display pictures and certificates.</p>	Health and wellbeing	100%	Maths and Numeracy	75%	Language and communication	75%	<p>4 - Good</p>
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	<p><b>Equity for all learners:</b> Staff have a positive and inclusive ethos in which all children receive the support they need to achieve success.</p> <p>Through observations and tracking, staff identify children who are not achieving as expected and appropriate interventions are implemented. Any children facing challenges in their learning are supported ensuring positive impacts to learning.</p>	
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### What are the key priorities for improvement in 2022/23?

- 1 Improvement in children's health and wellbeing
- 2 Improvement in children's communication and language
- 3 Improvement in children's mathematics and numeracy

### What is the capacity for improvement?

After the challenges we have had from Covid, staffing issues (illness and recruitment), setting closure I feel that, now most mitigations have been lifted, that we are in a positive position to continue to set achievable targets and priorities within the setting. We will use the HGIOELC and Quality Framework for Day care of children to continue to self-evaluate as a team to continue to improve our service for our children and families.