

Standards and Quality Report Fly High Early Learning and Childcare 2023-24



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 88 children at any one time. Of those 88 no more than 9 are aged under 2 years; no more than 10 are aged 2-3 and no more than 19 are aged 3 years to those not yet attending primary school. No more than 50 are attending primary school and are accommodated in Monkton Primary school, Monkton.

Fly High is open Monday to Friday from 7:30am – 6:00pm each day. There are a variety of patterns of attendance across these hours. We are also in partnership with South Ayrshire Council providing funded places for children aged 2-5 years.

During session 2023-24, we provided care for 100 children. Currently registered we have 27 children using our breakfast club. 27 registered for our 0-2 room, 24 in our 2-3 room and 22 in our 3-5 room, 15 ante pre-school children and 7 pre-school children.

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 also with Monkton Primary school. This session we have children transitioning to Monkton Primary School, Troon Primary, Struthers Primary, Kingcase Primary, Heathfield Primary and Forehill Primary

Due to our expansion throughout the summer of 2023 our building now consists of: 3 playrooms, The Stars, The Balloons and the Kites, outdoor classroom, The Rainbow room, 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, Deputy Manager, 7 full time Early Years Practitioners, 4 full time Modern Apprentices, 1 play leader and 1 cleaner. All our EYP are qualified in Early Learning and childcare, from HNC/SVQ Level 3 through to BA in Childhood Practice. Our Modern Apprentices participate in the Carousel Training programme. All staff are PVG checked and SSSC registered. This staffing model ensures adult/child ratio is always within the Care Inspectorate required levels.

Fly High was inspected by the Care Inspectorate in October 2023. The inspection report was positive with positive feedback allowing us to drive forward the changes for areas of improvement..

The team are committed to providing the best possible learning experiences for all children. We, as a strong team, have provided a nurturing, home from home environment where both families and children feel happy, safe and secure. The team are motivated and loyal, staff members have been with us for a number of years allowing continuity of care for each child.

What key outcomes have we achieved?

School Priority 1 : Improvement in children's health and wellbeing	
NIF Priority: 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, equality and inclusion
Progress and Impact	
<p>We have been continuing to implement changes to our outdoor area throughout the year and will continue to further improve in this area. We had parents who joined us as part of their companies community pledge to make a water wall, a den and various activity resources.</p> <p>The garden area was split into 2 areas to make it safer for our younger age group when they are outside giving them the freedom to explore and investigate safely. The inter-locking, colourful rubber flooring gives a softer surface for the younger children who are still crawling or learning to walk. We are in the process of developing our new garden for our baby room.</p> <p>We have an outdoor cabin, The Rainbow Room, which we are developing into our outdoor lunch room allowing more room for our children to enjoy a relaxed lunch time where they self-serve helping to promote independence and life skills.</p> <p>In the play area the children have access to the mud kitchen, this promotes messy play, imaginative and curiosity play. Sand and water play, construction, mark making, investigation, role play and large physical play.</p> <p>The children have been enjoying using the bikes and trikes encouraging their gross motor skills.</p> <p>Children have been involved in fun and imaginative activities, through Play on Pedals, helping to develop their balance and co-ordination skills, 3 of our children were able to confidently use the balance bike progressing onto pedal bicycles, with 6 requiring support progressing onto being confident in using the balance bike.</p> <p>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.</p> <p>The children access a range of sports resources, 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>	

The children love being in the outdoors and having lots of fun activities to take part in, this supports children's health and wellbeing.

Next steps

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.

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.

Establish and implement a new lunch routine within our new lunch environment

Make more use of our local environment, parks, forests

School Priority 2 and 3: to raise attainment in literacy and numeracy

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

This year we had 7 children in our pre-school year attending school in August 2023 session. Our developmental milestones data shows that our children are achieving 83% in health and wellbeing 67% in maths and numeracy and 67% in language and communication, this data is based on children meeting 8 out of 10 milestones

Staff have previously 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 their favourite stories.

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

All staff participated in the Makaton training to help support children with speech and language barriers. This has had a positive impact on the children as they can now communicate their basic needs like hungry.

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 understanding information in simple graphs and charts to attain a higher percentage of children achieving this milestones

We will also look at activities to support rhymes, syllables and words that start with the same sound 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, to support this next session we are looking to have more staff take part in the Hanen Programme training, Teacher Talk – Learning through Language and also source refresher training on early reading,

phonological awareness emergent writing, playful numeracy

Staff will participate in the next level of Makaton training.

Re introduce literacy and numeracy story bags.

Introduce a lending library

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><i>Developing a shared vision, values and aims relevant to the ELC setting and its community:</i> Our settings vision, values and aims are contained within our handbook, website and displayed within the setting. After consultation with staff, parents and children our values have been updated to better reflect our ethos across the setting. We are in the process of refreshing our vision, staff will be fully involved and we will also reach out to our families.</p> <p><i>Strategic planning for continuous improvement:</i> To set our annual priorities, we take account of the data gathered from our milestones and self-evaluation carried throughout the year</p> <p>Staff have taken on small leadership responsibilities in different areas, we will continue to support staff members to become confident in these roles allowing us to create a strong leadership team and encourage them to take improvements forward to ensure improved outcomes for all learners.</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.</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><i>Implementing improvement and change:</i> Staff are becoming 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>	3 - Satisfactory

	<p>We have a new monitoring system in place using the quality framework indicators to monitor where improvement and change is required, this at the early stages, action plans will be put in place to monitor any improvements set with monthly discussions for reviewing.</p>	
<p>2.3 Learning and teaching</p>	<p>Learning and engagement: 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. All our children enjoy coming to nursery and have lots of fun. Staff interact positively with our children. Children are becoming more engaged in the range of opportunities available spending more time on activities of their choice, both indoors and outdoors. We will continue to develop our outdoor area with learning experiences to encourage creativity, resilience and independence. Our new expansion to the setting has allowed the children to have free flow access to the outdoor area. Children are actively involved in their learning with their interests at the forefront allowing them to lead their own learning. Most of our children are becoming more confident at talking about their learning, we will continue to support this.</p> <p>Quality of interaction: Staff listen to our children and their views are always respected. All staff know all of our children very well across all of our rooms as we are a smaller setting, this is beneficial to the staff, parents and children during transition periods making for a much smoother process in room moves. Strong bonds have been developed with our staff and children.</p> <p>Staff have a good understanding of observations and child development.</p> <p>Effective use of assessment: Our staff know our children very well, knowing their strengths and where support is required. Previous progress achievements are looked at to inform next steps. Other professionals are involved where appropriate to support children's progress and to identify and support individual needs.</p> <p>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 contribute through their individual online learning profile and care plan discussions.</p> <p>Planning, tracking and monitoring: Staff plan appropriately to meet the needs of all children. Planning is linked to experiences and outcomes of the benchmarks. They will</p>	<p>3 - Satisfactory</p>

	<p>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>Monthly meetings will be held with each key worker to ensure that all children are making good progress and to highlight any areas of concern.</p>	
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Wellbeing: We understand the value in building positive relationships with our children and families. This is important to us and we work hard to achieve this. Staff know the children very well, they are kind and caring towards the children resulting in our children being happy, settled and well cared for within our setting. Children are supported to feel safe, healthy, achieving, nurtured, active, respected, responsible and included within the setting, most of our children are beginning to use and understand the language of GIRFEC. Staff support the children to become confident in using the language by being role models using it themselves.</p> <p>The children are being introduced to their rights within the setting. This is at the early stages</p> <p>As a staff team we promote positive behaviour and have golden rules in place which the children helped to set.</p> <p>Children take part in the Child smile programme making them aware of the importance of dental hygiene.</p> <p>Fulfilment of statutory duties: Our setting ensures that we comply with all statutory duties 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. Regular sampling of care plans take place to ensure that all required information is in place. Appropriate paperwork and plans are in place for children with ASN. All medication procedures are in place with checklists to ensure these procedures are followed by all staff members.</p>	<p>4 - Good</p>

	<p><i>Inclusion and Equality:</i> 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. We have strategies in place to help reduce some of the barriers children may face including, collaboration with other professionals, emotional support to help self-regulate.</p> <p>Staff are committed to supporting all children to reach their potential and plans are put in place accordingly.</p>							
3.2 Securing children's progress	<p><i>Attainment in Literacy and Numeracy and Health and Wellbeing 2023/24</i> Children achieving 8, or more, developmental milestones out of ten. In 2023-24 we had 7 pre-school children</p> <table border="1" data-bbox="435 864 1200 1070"> <tr> <td>Health and wellbeing</td> <td>83%</td> </tr> <tr> <td>Maths and Numeracy</td> <td>67%</td> </tr> <tr> <td>Language and communication</td> <td>67%</td> </tr> </table> <p><i>Quality of children's achievement:</i> Based on our developmental milestones and benchmark trackers the data shows that children are making some progress i children are developing well. 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> <p><i>Equity for all learners:</i> 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>	Health and wellbeing	83%	Maths and Numeracy	67%	Language and communication	67%	3 - Satisfactory
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What are the key priorities for improvement in 2024/25?

- 1 Outdoor learning
- 2 Tracking and monitoring children's progress
- 3 Learning environment

What is the capacity for improvement?

Moving forward, with a strong consistent staff team and expansion to our setting, our capacity for improvement is positive. By focusing on our key priorities and making improvements in these areas we will make improvements in Health and wellbeing, literacy and numeracy for all children. We will continue to deliver a quality childcare service for our children and families.