



Heads of Ayr Nursery

Standards and Quality Report 2022/2023



Heads of Ayr Nursery Standards and Quality Report 22/23

Vision

At Heads of Ayr Nursery, we create a home from home, welcoming environment promoting positive, nurturing relationships based on trust and respect. Providing a natural environment where children can actively explore outdoors, developing new skills and experiencing the wonders of nature first-hand. We will continue to work collaboratively with families and our community to develop a shared vision and passion to support children to feel valued and inspired to achieve their full potential.

Values

At Heads of Ayr Nursery, we have created seven important values which we promote within our centre:

Happiness and wellbeing –

Engagement –

Respect -

Compassion –

Achievement –

Honesty and trust-

Inclusive and nurturing

Aims

At Heads of Ayr Nursery, we believe that every day there is more to learn and that the opportunity to do so is all around us. As well as being a place of learning, we pride ourselves on ensuring that all children are coming into a loving, caring environment where they are valued and listened to. We also involve children and parents in continually improving our service.

To provide a safe, happy, fun and nurturing homely environment where children feel secure, valued, supported and respected.

Maintain close working relationships with parents and carers to enable them to feel fully involved in their child's learning and development.

To provide a healthy and fulfilling relationship between future generations and our environment, the outdoors, and animals.

Provide an environment that offers inclusive care and education of the highest standards.

To foster high quality leadership and learning with a commitment to the professional development of all members of staff, providing a positive working environment and staff wellbeing.

To provide an imaginative and challenging learning environment with high quality experiences where children can explore and investigate, supporting and encouraging them to succeed at their own pace.

To work in partnership with other agencies and our communities to promote and improve outcomes for children.

To promote a culture of ambition, recognising and celebrating success and achievements.

To provide a service that is eco conscience with minimal impact on our environment, teaching future generations of its importance.

Our collective aspirations were developed by stakeholders in 2022, they have been reviewed with stakeholders and staff in June 2023. Consultation took place via email and discussions.

Context of the early year's centre

Heads of Ayr Nursery is a private nursery nestled within the Ayrshire countryside, the nursery opened in March 2021 and is registered with the Care Inspectorate to provide childcare and education for 57 children aged 2 years to those not yet attending primary school full time of whom no more than 25 children can be 2 to under 3 years. We are affiliated with Heads of Ayr Farm Park where the children have the opportunity to observe a variety of animals within their unique outdoor surroundings. These aid learning opportunities and promotes a curious and innovative approach to education. Our professional staff team are qualified and passionate within their role, they continually undertake training opportunities to build on their skills and knowledge. Our staff have engaged in various training including Makaton, first aid, outdoor training, effective maths, and phonological awareness to support literacy attainment.

Ayr locality has a population of 46,849 people. The percentage of children living in poverty in South Ayrshire is 24.4%

Centre	Decile	Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
		1	2	3	4	5	6	7	8	9	10
Heads Of Ayr Nursery		2	5	3	4	13	4	4	0	8	3

The table above shows that 30% of children attending Heads of Ayr Nursery live in the most deprived area and 70% live in the least deprived area.

The nursery is open 51 weeks of the year, our opening hours are Monday to Friday from 8am-6pm. Children have various patterns of attendance. The nursery entered partnership with South Ayrshire Council in 2021, we offer funded places for children aged 2-5 years. The 1140 hours are offered on a flexible basis according to eligibility and the needs of families. We can accommodate referrals from external agencies.

Staff team

The staff team is made up of 1 manager, 1 depute, 2 seniors, 8 early years practitioners and an additional 4 supply early years practitioners, 1 administrator, 1 domestic, 1 chef and 2 groundsmen. Our depute is in her final weeks of study towards the BA Childhood Practice degree. 1 of our seniors is enrolled in the BA Childhood Practice degree. Our early years apprentice successfully completed her studies in March 2023 and has gained a permanent position within the centre.

Over the last few months, the number of children has increased, and we have recruited and appointed additional early years practitioners. They have been deployed within the 2–3-year-old room and the 3–5-year-old room. Our staff team continually undertake training opportunities provided by South Ayrshire CLPL, engage in online training and external opportunities to support them in their professional learning. Regular monthly team meetings take place, providing opportunities to connect and discuss all aspects of the nursery and areas for improvement. Staff appreciation and wellbeing sessions provide occasions set out to recognise individual achievements and boost team moral.

The building

The building consists of 2 playrooms - The Sunshine room for children aged 2-3 years and the Rainbow room for children aged 3-5 years. Within the Sunshine Room there is a separate room which provides a quiet space where children can rest and sleep. We have a large reception area with mood lighting, this is utilised for transitional experiences such as dance, yoga and mealtimes. The kitchen, staff room, office, laundry room and parent room are all easily accessible from the reception.

Outdoor area

Our outdoor area is very spacious, within its secure fenced area is a variety of natural equipment and resources to support children in their learning and development. There is a large allotment area where the children have nurtured and grown various organic produce. Our outdoor space consists of a sheltered deck area and two tree houses. Our mud kitchen facilitates running water and access to real kitchen utensils as well as natural resources. The children have cultivated and nurtured their own calming wellbeing space, consisting of trees, a wild meadow, tyre hammocks and seating. Our loose parts offers real life meaningful resources and materials.

In line with the children's interests the outdoors continually evolves with the latest addition of an outdoor classroom.



Partnerships

In session 2022/2023 we established links with Fisherton EYC hosting PEEP sessions for local families and continued to maintain links with them alongside Greenan Manor. We have strong links with Heads of Ayr Farm Park and utilise many opportunities such as shop and animal visits, naming new-born animals. The children have grown their own organic produce in their allotment. They have shared their harvest with a local business, supporting enterprising within the community.



We have held a number of events for our families throughout the year such as an evening pumpkin walk, alpaca walk, car boot sale, stay and play sessions, home link experiences, Christmas fayre and graduation.

Various invitations extended to families throughout the year, providing opportunities for them to share their skillsets with the children. Overall, these events were well attended by parents and carers throughout the year. These partnership events are in addition to our annual celebrations such as, Rabbe Burns day, easter bonnet parade, Kings Coronation, Chinese New Year, World Book Day etc.

Our families have engaged in various charity fundraisers throughout the year, wholeheartedly supporting their local communities. At Heads of Ayr Nursery, we strive to make a real difference through adopting a family centred approach, improving the life of children and families via our, giving tree, food bank and lending library.

We would like to commend and thank our amazing team for their professionalism, dedication and resilience shown throughout our journey. This has culminated in our top 20 ranking award from Day Nurseries and our recognition is something we are proud of.



Inspection

Heads of Ayr Nursery had their first inspection 22nd March 2022 by the Care Inspectorate, we received positive evaluations throughout key parameters, Quality of Care and Support, Quality of Environment, Quality of Staffing and Quality of Management and Leadership.

Quality of Care and Support – This theme was evaluated as good with important strengths resulting in positive outcomes for children, with some areas for improvement.

Quality of Environment - This theme was evaluated as good with important strengths resulting in positive outcomes for children, with some areas for improvement.

Quality Staffing – This theme was evaluated as good, where several strengths impacted positively on outcomes or children and clearly outweighed areas for improvement.

Quality of Management and Leadership – This theme was evaluated as good, where several strengths impacted positively on outcomes for children and clearly outweighed any areas for improvement. The management team, although newly formed, provided effective leadership and support. The shared vision, values and aims for the service were implemented effectively in practice, resulting in a respectful and inclusive ethos.

Developmental milestones data

%	2022/2023
HWB	92%
C & L	85%
M & N	85%

The table shows an overview of the developmental milestones data collected within our setting 2022/2023.

The data demonstrates strength in the provision and highlights the positive impact on children's learning. The results give us an insight into areas for improvement.

Our Health and Wellbeing milestones identify a need for a focus on concentration, engagement and self-expression.

In Communication and Literacy, we feel there is room to address a wider variety of letter recognition and rhyming experiences for children of all abilities.

Numeracy and mathematics show that children in our care would benefit from a greater variety of experiences, relating to subitising and estimation. We also believe opportunities exist to bridge any gaps related to information handling and problem-solving skills.

We are satisfied with the results as they show our children are in line with South Ayrshire Councils recommendations. We feel that our outdoor learning opportunities have a positive impact on our results. Our children have numerous opportunities for mark making, matching, and sorting and being active in their environment.

What key outcomes have we achieved?

Service Priority 1: Improvement in children and young people's health and wellbeing

NIF: Improvement in children and young people's health and wellbeing.

Links to HGIOELC:

- QI: 1.3 Leadership of change
- 2.3 Learning, Teaching & Assessment
- 2.2 Curriculum
- 2.4 Personalised Support
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality, and inclusion

Progress and Impact:

This priority has been predominantly achieved. We continued to build on our already established positive relationships through bespoke transitions. This was visible via individual home visits and enhanced transitions across the setting, establishing familiarity and trust for all concerned. We prioritised our flexibility based on the needs and requirements of families and children in our care. We offered various stay and play sessions and family focused events across the year. We feel these events were well attended considering parents and carers work/lifestyle commitments and constraints relating to our own operating/business hours. We measured attendance patterns ranging from 29% to an uptake in participation to over 60%. We believe this was due to flexibility of the setting offering am, pm and after-hours availability.

The creation of a quiet, calm and nurturing space was successfully created in our outdoor area. The children were at the centre of this development and consulted at each stage via planting, designing and working in collaboration. This space been used, utilised and maintained by the children as they show responsibility with increasing independence on its preservation. Rewarding collaboration with our local rugby club associates has been beneficial for several reasons. These include successful introductions to the wider world of sports, encouraging being active outdoors contributing towards high achievements in developmental milestones.



The family centred support initiatives have been well received, with the launch of our clothing giving tree in October 2022 and our foodbank in April 2023. Success have been evident through a two-way donation and collection process.

We as a team signed up for the Unfearties promoting awareness of children's rights, staff engaged in early years rights training. We have utilised resources through accessing IT programmes enabling children to relate to themes contained within, in a relatable manner.

Collaboration with the Gifted Kind is in it's infancy, after careful consideration and ongoing discussions we have reached a point where we are awaiting further developments within the programme. Emotional wellbeing remains a priority and we aim to take this forward by other necessary means.

Ongoing Wellbeing and Staff appreciation days have contributed to a highly engaged workforce with well attended events and largely positive feedback. Time constraints are a viable factor in Wellbeing events. Responses from our staff wellbeing survey show 100% of staff feel the nursery ethos supports their wellbeing. "It makes me feel appreciated. It makes me want to do more. It boosts moral which in turn surely must make for a happy environment for the children too".



Next steps:

We look to adopt a consistent approach to proactively caring for ourselves and others, promoting security, understanding feelings and how to maintain stability/regulation in a positive way.

Service Priority 2: Improve in children’s communication and language, raise attainment in literacy, closing the attainment gap.

NIF: Improvement in attainment particularly in literacy and numeracy.

Links to HGIOELC:

- QI: 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, Teaching & Assessment
- 2.7 Partnerships
- 3.2 Securing children’s progress

Progress and Impact:

To support communication within the setting, our staff team engaged in Makaton and music training, and the roll out across the setting led to a total communication approach. The significant uptake and progression in communication is evident throughout the setting and utilised within the children’s daily routine. We shared this success with parents via instructional videos and song boards creating a mutually, beneficial engaging partnership.

We developed a literacy rich environment through promoting visuals, labels, signs and environmental print. A significant portion of our staff team have engaged in SAC phonological awareness training to enhance their knowledge and skills contributing towards their CPD.

We aimed to achieve 85% of our literacy milestones as our success measure, this target has been met.

The creation of our lending library in November 2022 to promote and provide opportunities for families to read at home, encouraging sharing and a love of reading. We are pleased with the level of engagement and the positive feedback we have obtained “I think it encourages her to look at books and she always remembers when we have one to return”, “It helped us to explore new books on a regular basis”. An average of one book per day per month has been borrowed since our lending library opened in November.



Next steps:

We will continue to engage with Scottish Book Trust and Book bug training to further develop staff understanding of literacy through story and rhyme. Supporting literacy learning opportunities, promoting learning experiences to increase the percentage of children achieving their communication and language milestones.

Service Priority 3: Improvement in attainment - Mathematics and Numeracy

NIF: Improvement in attainment, particularly in literacy and numeracy

Links to HGIOELC:

- QI: 1.3 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching & Assessment
- 2.7 Partnerships
- 3.2 Securing children's progress

Progress and Impact:

Children and families were invited to participate in stay and play sessions, our October session had an attendance rate of over 60%, these sessions were focused on number recognition in our environment. Our April stay and play potato race session focused on measure with a 29% attendance rate. We feel this was well attended considering working patterns of families and flexibility/constraints of the setting.

The welcomed addition of various resources has complemented our playrooms and outdoor environment. A selection of natural resources and large scale numicon apparatus

was invaluable and well utilised, this was evident and contributed towards our milestone success rate.

To further develop our staff teams vast skillset through motivation and engagement, we sourced various training courses that appealed to our creative vision.

We discovered Kate Hookham who delivered training in the outdoors to our senior members of staff.



This training enabled practical skills to be observed, providing a unique perception of our outdoor environment. Senior staff were then able to coach and deliver sessions to the whole staff team enabling positive capabilities and confidence within the team, delivering hands on skills outdoors. Our staff accessed online training 'Being Me Through Block Play' this training enabled staff to identify what to look for in the patterns of play, supporting high quality play-based interactions. The team have undertaken SAC effective maths training to support and develop maths and numeracy experiences.

This provided some support and guidance to utilise within our setting.

The maths and numeracy data has enabled us to identify areas for improvement, we met our target. Strengths identified in these results imply that children made significant progress in matching and sorting objects, information handling and counting.

Next steps:

Continue to review opportunities for staff to engage in numeracy training as well as utilising resources effectively. We hope this leads to higher quality observations, identifying extension possibilities.



Service Priority 4: Improvement in employability through developing the young workforce.

NIF: Improvement in employability skills and sustained positive school leavers destinations for all young people.

Links to HGIOELC:

Q1: 1.2 Leadership of Learning

1.3 Leadership of Change

2.7 Partnerships

3.3 Developing creativity and skills for life and learning

Progress and Impact:

The implementation of our interactive touch table across the nursery setting has been a successful and valuable investment. The usage is carefully monitored and accessed in line with cross curricular areas such as music and STEM.

The children have made progress through developing early navigation skills, understanding positional language and accessing mark making opportunities. This has been a highly beneficial research tool for children to source and extend their own interests, leading to higher quality provision throughout the setting.



Throughout the months of May and June 2023 we invited families to participate and share their professional skills and special interests in our Community Canopy with the children. Our families prepared and delivered sessions to the children within the setting, ranging from veterinary nurse, NHS, Duke of Edinburgh, horticulture and healing properties of nature, rally cars and hair dressing and self-care. Due to the vast variation of expertise, we feel it was successful and beneficial to the children as an introduction and awareness to the world of work and the skillsets required.

Sourcing creativity and growth mindset training to support staff development, coincided with the above-mentioned Community Canopy, further training relating to mindsets has not yet come into



fruition. We are satisfied that children have an appropriate understanding of various job roles and skills required.



Our innovative bird box STEM project was well received by our families, it was a creative, enterprising process for families to participate together. Materials were provided for the design and development of their own representation, these were hand finished by the children and positioned within the community across Ayrshire.

Next steps:

Continue to provide opportunities for families to share personal and professional skillsets with the children, developing their knowledge and understanding of the world of work and skillsets required for these roles. We feel opportunities have been identified relating to craftsmanship and areas for development through accessing real life tools and woodwork.

Evaluation Summary

We have made significant progress across our 2022/2023 priorities. We identified key strengths, these strengths have had a positive impact across the majority of our children. We strive for continuous improvement and our next steps highlight our future key priorities.

QI	Self-evaluation
<p>1.3 Leadership of Change</p> <p>Developing a shared vision, values and aims relevant to the ELC setting and its community.</p> <p>Strategic planning for continuous Improvement</p> <p>Implementing improvement and change</p> <p>An evaluation of good, there are important strengths with further areas of improvement.</p>	<p>Our settings vision, values and aims were renewed, reflecting the aspirations of our stakeholders in 2022.</p> <p>We continue to welcome new families and staff and would like to involve everyone in reviewing our current vision, values and aims to reflect the context of our setting.</p> <p>We regularly engage in self-evaluation and monitoring assessments as a team, our families also contribute via monthly online surveys. We have strong partnerships with our families, this is evident through our quality feedback.</p> <p>Our senior leaders ensure a well-judged and appropriate pace when planning and implementing changes and improvements. Our practitioners have shown their personal commitment and dedication through engaging in regular training opportunities. Our staff team creativity is valued, they are encouraged to take forward improvements and develop their own expertise.</p> <p>We're in collaboration with like-minded settings to inform our practice and inspire growth, ultimately leading to improving outcomes for all. We have reviewed our induction process, engaging with The National Induction Resource for newly appointed staff.</p> <p>We embrace change responding positively and managing new initiatives such as our invitations to play. This promoted learning in a truly child centred fashion, as curiosity, investigation and experimentation are all advocated. Our children are agents of their own education.</p> <p>As a team we come together regularly to communicate and share ideas and areas for improvement, ensuring everyone feels valued, listened to and able to contribute.</p>  

QI	Self-evaluation
<p data-bbox="105 259 399 322">2.3 Learning, Teaching and Assessment</p> <p data-bbox="105 367 261 430">Learning and engagement</p> <p data-bbox="105 577 248 640">Quality of interactions</p> <p data-bbox="105 1008 290 1070">Effective use of assessment</p> <p data-bbox="105 1438 255 1536">Planning tracking and monitoring</p> <p data-bbox="105 1827 399 1953">An evaluation of good, there are important strengths with further areas of improvement.</p>	<p data-bbox="427 259 1401 394">The children show confidence and independence within the setting. Children are mostly motivated and engaged in a variety of learning opportunities within their environment, they play a key role in their own learning which is scaffolded by practitioners.</p> <p data-bbox="427 506 1401 864">Our practitioners have built positive relationships with the children and families, within a warm and nurturing environment. Our practitioners are largely in sync with children’s individual needs. We have an inclusive and flexible approach in the ways we attune to children’s voices. Equity is achieved through choice making experiences these being verbal, physical and visible across the setting. Most practitioners engage in higher order thinking through the use of appropriate age and stage questioning techniques. Practitioners utilise support materials via roll and retell experiences. Expectations across the setting should be consistent and adapted accordingly for both children and staff interactions. We will continue to build on this together, increasing confidence and capabilities.</p> <p data-bbox="427 931 1401 1146">Practitioners continually monitor experiences and outcomes alongside planning providing consistency throughout our day. Our effective use of observations, tracking children’s progress and achievements has led to evolving our process. We introduced invitations to play which has led to higher quality naturalistic observations. It is evident throughout our learning journal platform that our parental communication and engagement levels have increased.</p> <p data-bbox="427 1223 1401 1818">A balance exists between responsive and planned experiences across a short- and long-term format using various frameworks. This determines length and breadth over the curriculum ensuring planning promotes both challenge and support, including children facing additional support needs. We aim to promote inclusion by use of visual schedules and communication lanyards in both the 2-3 and 3-5 rooms. We monitor the progress and consistent use of visuals across the setting. The results and responses promote coherence and aid individualised transition periods for children of all ages and stages. Floor books are used to record children’s interests, incorporating seasonal events and special occasions. The 2-3 room specifically record and evidence their planned experiences in this way. Children across the setting are involved in this process as they choose their own representations as evidence. This in turn makes their progress visible and instils a sense of pride as their contributions are valued. Care plans are tailored to meet children’s individual wellbeing needs exclusively linking to the SHANNARRI indicators. We have submitted our South Ayrshire developmental milestones data for our pre-school children and have achieved targeted measures set out in our Improvement plan.</p>

QI	Self-evaluation
<p data-bbox="102 241 391 309">3.1 Ensuring wellbeing, equality, and inclusion.</p> <p data-bbox="102 387 228 421">Wellbeing</p> <p data-bbox="102 1317 376 1384">Fulfilment of statutory duties</p> <p data-bbox="102 1563 368 1597">Inclusion and equality</p> <p data-bbox="102 1816 384 1955">An evaluation of good, there are important strengths with further areas of improvement.</p>	<p data-bbox="410 241 1361 309">We promote a home from home welcoming environment focusing on positive, nurturing relationships based on trust and respect for all service users.</p> <p data-bbox="410 315 1361 383">Attachment theory underpins our core values as we work closely with children and families to build strong bonds.</p> <p data-bbox="410 389 1361 629">It's become evident through surveys and feedback that our families feel valued and significant partners in the life and work of setting. Parental feedback from the first quarter this year has solidified our position as a setting in which our parents feel acknowledged and heard. We received multiple five-star reviews on Day Nurseries on how our parents view and feel about the setting. These reviews were collated and resulting in our establishment being awarded Top 20 rated Nursery in Scotland.</p> <p data-bbox="410 636 1034 669">"Much more advanced than any Nursery I've seen".</p> <p data-bbox="410 696 1198 730">"Children grow in confidence, flourish within their environment".</p> <p data-bbox="410 757 770 790">"Tailored and individual care"</p> <p data-bbox="410 817 1283 851">"My partner and I have a magnificent relationship with everyone there".</p> <p data-bbox="410 878 938 911">"We could not ask for a more caring team".</p> <p data-bbox="410 938 1361 1178">We place a high emphasis on consulting children and families within the setting, we utilise home link opportunities to celebrate success and achievements shared between home and the setting. We have also incorporated home visits and extended stay and play sessions to support transitional periods, as we realise it's not a one size fits all model. Consistency in developing a nurture code across the setting is currently under review as we identify challenges and use this information as a reflective tool for growth.</p> <p data-bbox="410 1294 1361 1395">Staff show a clear understanding of their professional roles and responsibilities in line with SSSC. They are proactive in engaging in all settings policies and procedures and in keeping up to date with current guidance and legislation.</p> <p data-bbox="410 1512 1353 1715">In our setting we value diversity, treating all families with respect, promoting inclusion and equity throughout. We are appreciative of the individual needs of our children and families, working collaboratively to remove any barriers and challenges. We have built effective partnerships with our local multi-agency staff including outreach support to facilitate appropriate interventions surrounding ASN, CP, LAC, SALT etc.</p>

QI	Self-evaluation
<p data-bbox="103 241 391 526">3.2 Securing Children's Progress Progress in communication, early language, mathematics and health and wellbeing</p> <p data-bbox="103 560 279 660">Children's progress over time</p> <p data-bbox="103 806 279 907">Overall quality of children's achievement</p> <p data-bbox="103 1131 375 1198">Ensuring equity for all children</p> <p data-bbox="103 1489 391 1624">An evaluation of good, there are important strengths with further areas of improvement.</p>	<p data-bbox="430 241 1364 414">The staff have engaged in training opportunities promoting maths, phonological awareness and healthy active lifestyles. To promote a total communication approach the staff participated in Makaton training which has been rolled out across the setting as a support tool, this is used in tandem with visuals and communication lanyards.</p> <p data-bbox="430 421 1364 660">Our setting offers children various environments which are effectively constructed to promote and encourage independence through curiosity and inquiry. We encourage children's creativity and imagination, this is evident through our invitations to play. Most children are successful and confident in trying new experiences, as they have been plentiful. They are largely making continuous progress across all areas as they are agents of their own learning and development.</p> <p data-bbox="430 772 1348 1052">Children's achievements are celebrated, praised, and shared between home and displayed within the setting. Our children are growing in confidence and able to exercise responsibility. This has been achieved through having their own space to store items of importance and their own belongings. Children have designated responsibilities to promote self-confidence and self-achievement in preparation for lifelong learning. An increase in family engagement and sharing children's progress and achievements, this evident through the learning journals via a two way communication.</p> <p data-bbox="430 1097 1460 1400">All children receive tailored care from initial transitions into the setting. Our staff are well informed in the individual needs of children and use care plans, transition reports, all about me, wellbeing meetings to support well-being needs. Access to Ayrshare is in development and will allow a sharing network involving children's care. Children have achieved Developmental Milestones targets as set out by South Ayrshire Council within this year. We are aware of local demographics and this aids in effective support and the ability to identify potential barriers in a child's learning and development.</p>

What are the key priorities for improvement in 2023-2024

Priority 1: Improvement in children's and young people's health and wellbeing

Priority 2: Improvement in literacy attainment

Priority 3: Improvement in numeracy attainment

What is the capacity for improvement?

As an evolving staff team, we've grown together and established positive relationships, identifying strengths within our setting, with the addition of another senior member of staff. We've had an increase in child enrolments accessing both funded and private places.

Regular staff discussions/meetings take place to reflect and review progress and manage team expectations. Development of our staff team has been ongoing, they have accessed a variety of training opportunities to support practice and develop knowledge. We will continue to identify training needs, accessing relevant support tools to enhance professional development in key areas.

We look to adopt a successful, nurturing wellbeing model to support professionals working in collaboration and celebrating connection to children's emotions.