



**Almondbank & Pitcairngreen Playgroup**  
**Standards and Quality Report**  
**2009 – 2010**

This is a brief outline of the centre's progress  
over the 2009 – 2010 session.

It follows the sections set down by  
Education & Children's Services,  
Perth & Kinross Council.

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The centre would welcome any feedback on the report

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## **The Centre Aims (*Reviewed May 2010*)**

In the Playgroup, the Playleaders will care for and nurture your child. Within their planning they endeavour to achieve the following:

1. To provide a safe hygienic environment where children can develop intellectually, emotionally, spiritually, physically and creatively at their own pace. (*Resources*)
2. To create a quality curriculum in which children can learn and explore through play. (*Curriculum*)
3. To develop opportunities to explore their surroundings, resulting in awareness and appreciation of the environment with the involvement of parents / carers. (*Ethos*)
4. To extend learning opportunities through use of trips and external visitors. (*Ethos*)
5. To encourage the children to become independent through free play and choice of activities within the Playgroup. (*Children's Development and Progress*)
6. To ensure the children have play opportunities to express their ideas and feelings. (*Development and Learning through Play*)
7. To assist the children in the development of confidence and self-esteem through the support of qualified staff. (*Curriculum*)
8. To provide the children with skills necessary to ensure the smooth transition from informal to formal learning. (*Child's Development and Progress*)
9. To encourage Parents/Carers to be involved with the Playgroup's activities and their child's progress within the group. (*Ethos*)
10. To evaluate the work of the Playgroup and improve standards and quality of provision. (*Management Leadership and quality assurance*)
11. To encourage and support learning and development through play taking into account needs and interests of the children. (*A.D.S.L*) (*Support for children and families*).
12. To encourage healthy well-being through snacks and teeth hygiene. (*Child's development and progress*) (*Support for Children and Families*).
13. To provide all staff with annual Child Protection training. (*PIP's*) (*Resources*).
14. We aim to implement the "Curriculum for Excellence" (CfE).

# The Curriculum

The centre based it aims around providing a high quality curriculum which promoted children's development and learning. The centre is now incorporating the Curriculum for Excellence.

- Literacy and English
- Numeracy and maths
- Health and Well-being
- Social studies
- Technologies
- Expressive arts
- Science

## Section 1 The Centre

The group is located in the Old Schoolhouse in Pitcairngreen. It has been in existence for over 25 years, providing an enjoyable and integral service to the community. We are a member of the Scottish Pre-school Play Association (SPPA). We became a Partner Provider in 1997 which allows us to provide pre-school education and we work closely with Perth & Kinross Council's Education and the Regulation of Care Guidelines (Care Commission). We are registered for 24 children per session. Our roll at the time of print consisted of 17 Preschool, 8 Ant-pre-school and 12 Playgroupers.

Opening hours were Monday to Friday 9.15am - 11.45pm  
Monday to Thursday 12.30 - 3.00pm

Each session is structured to provide a pre-school education. Our younger Playgroupers enjoyed a more informal session.

The staffing consists of one Peripatetic Manager, two full-time, three part-time Assistant Playleaders, one relief Assistant Playleader and one Administrator. Sessions are supported by parent/carer on duty

## **Section 2 – Progress on Priorities for 2009 – 2010**

### **Achievement**

Legislative duties were implemented into the group's policies with staff all working to these guidelines. Staff appraisal identified learning opportunities. Early Education and Childcare Strategy observations were taken on a wide range of activities and found to be positive in all aspects". Good communication to Stakeholders and the wider community was maintained through access to the Playgroup website which is continuously updated. one staff member is currently undertaking SVQ training and one staff member currently undertaking her BA Professional Development in Childhood Practice. Achievements both outwith and in the group were valued and recognised through praise and sharing with the group.

### **Leadership**

A Peripatetic Manager supported by six Assistant Playleaders and an Administrator ran the group alongside a voluntary parent committee. Due to the requirements of the SSSC, registration had taken place. Children and the manager supported all staff in the overall yearly planning of a quality curriculum for the children. The manager led all the changes to implement the Curriculum for Excellence. The manager supported all staff in their individual training requirements. The six Assistant Playleaders worked with allocated groups of children to monitor their learning and development stages. The key group system was designed to provide enriching challenging experiences appropriate to their age. A child with additional support needs was supported by two key workers.

### **Learning**

Staff worked to meet the needs of all learners following plans and moving onto next steps of children's learning and development. Documents used to support this were the new "Child At The Centre", "Birth to Three" and "Curriculum For Excellence". Children's learning was challenged in a variety of ways using high quality planning strategies appropriate to their learning stages of development. Additional financial resources were made possible through the dedicated support of the parental committee. Through evaluation questionnaires, Parents/carers gave a positive feedback on the learning strategies implemented. Parent/carers were encouraged to become involved in playgroup by sharing a skill covering a wide span of the curriculum.

## Section 3 – Audit/Evaluation

- 1.1 Stakeholders were given the opportunity to participate in assessing the quality of the service through the use of questionnaires and all evidence gathered and collated throughout the year was used to promote the next steps.
- 1.2 The group continued to fulfil its legislative duties and implemented a high level of care (Additional Support for Learning Act). The group had policies and procedures for stakeholders to adhere to which supported all children through their learning and development.
- 2.2 Staff continued to work in partnership with families and health professionals. Parents/carers were invited to share their knowledge and talents within the centre. Policies and risk assessments were adhered to all times.
- 5.1 Staff embraced the development of the Curriculum for Excellence (CfE) in the setting taking the children's interests forward. Parents/carers were made aware of outcomes, evaluations and next steps on a weekly basis and encouraged to contribute.
- 5.3 All children were respected as individuals. All learning experiences were flexible and accessible to all. Staff supported and provided resources based on children's own independent interests.
- 5.9 We have continued to develop best practice through systematic evaluation in accordance with The Child at the Centre. All staff were encouraged to self-evaluate and record their findings in all activities.

### **Curriculum for Excellence (CfE)**

**Successful Learners:** In the group almost all used imagination and creativity following their own interests. The children tried new experiences and learned from them through exploring an investigating.

**Confident Individuals:** Most children succeeded in their activities with satisfaction of a task being accomplished. The children also learned to deal with their own safety and risk-taking.

**Responsible Citizens:** Almost all the children learned to respect themselves and others. They also took part in making decisions and through this learned to share, give and take.

**Effective Contributors:** In the group staff were adaptable and could recognise the interests and experiences children brought from home and used this in an activity and involved parents/carers.

## Section 4 – Children’s Development & Progress

### **Children in their ante-pre-school year - 3-4 year olds**

- **Emotional, Personal and Social development:** Almost all children entered the group confidently. Most children became familiar with the daily routine of the playgroup.
- **Communication and Language:** Most children were experimenting with early mark-making and a few accessed books freely. Almost all children were able to express their needs, thoughts and feelings, through verbal and non-verbal communication.
- **Knowledge and Understanding of the World:** Almost all children had a good basic awareness of mathematical language. All children had access to daily environmental activities.
- **Expressive and Aesthetic development:** Almost all children accessed a wide variety of media in craft experiences. Most children have shown an interest expressing themselves through music and drama.
- **Physical Development and Movement:** All children had developed their gross motor skills in movement through both indoor and outdoor physical activities. Fine motor skills were evident in most children through craft and ICT.

### **Children in their pre-school year - 4-5 year olds**

- **Emotional, Personal and Social Development:** All staff through the Curriculum for Excellence were supporting all children’s thoughts and ideas. All children were independent in accessing all areas of the playroom.
- **Communication and Language:** All children were experimenting with written communication skills. This was extended to producing a book relating to their own experiences in the group. Through a variety of “Take-home” resources almost all children were able to re-tell their experiences to both parents/carers and Playleaders.
- **Knowledge and Understanding of the World:** All children had access to ICT activities with the support of all staff. This was used to evidence their den project in the outside play area. (camera, camcorder, printer).
- **Expressive and Aesthetic development:** All children were involved in various recycling projects. All children had access to a wide range of resources to extend their role-play experiences. Resources were provided for children to enjoy a range of holistic play opportunities.
- **Physical Development and Movement:** All children led physical activities involving using their bodies to develop gross motor skills (“I like to move it move it”). All children were supported by staff in developing their visual motor intergration through pencil skills.

## Celebrating Success

- Our annual P1 reunion continued to be well attended and enjoyed by both children and staff.
- One staff member has commenced her degree in BA Professional Development in childhood practice. One staff member has completed SVQ111 training
- In October 2009, a sponsored Bike Trundle covering two Kilometres took place around the North Inch. This raised the sum of £600. Other events included a Christmas Fayre raising £981. The total sum raised at time of print was £2829.00. Bracelets were purchased and sold by a parent and proceeds of £225 were donated to the playgroup.
- Through the children's enterprise, almost all children participated in developing a book relating to their own experiences of the past year relating to castles. It was sold to parents/carers as part of a fundraising campaign. Proceeds of £37.80 purchased resources chosen by the children
- The theme and costumes for the Nativity show were designed and created by the children and Playleaders. This maintains an effective partnership with all Stakeholders and an end of year presentation by Pre-school children took place for their parents/carers
- Children's external achievements were recognised in the playroom and newsletter.
- The children entered a competition run by Kim Young, the Waste Awareness Co-ordinator from Perth & Kinross Council, to design a Christmas tree made of recycled materials. After discussion, planning and producing, the tree took first place in the pre-school section winning £50 book vouchers and £100 cash prize. Children who attended the photo shoot received a bag of recycled stationery.
- The Playgroup took part in the Haven "Fun & Fitness" scheme. The group was the 1000th education centre to register and by obtaining 100% support from parents/carers received a chest of fitness equipment which the children use during physical play indoors and outdoors.
- The Early Education and Childcare Strategy team visited in March 2010 and delivered a positive report highlighting the group's strengths e.g.
- All staff have attended Child Protection in-house training along with various courses to support children's learning.

## Areas for Improvement

### ACHIEVEMENT

Achievement	To continue to promote all children's broader achievements holistically
Implementation of statutory duties and obligations	All staff to attend relevant courses and worked towards the groups policies and procedures.
Engaging effectively with parents, children and staff	Parents/carers continue to volunteer to participate in playgroup sessions.

### LEARNING

"Curriculum for Excellence" "Birth to Three"	With the support of these documents reviewing "I Can" statements
Meeting Learner's needs	To continue to work towards an integrated service with all stakeholders
Health and Well-being	To continue to promote health and well-being in all children with the support of other agencies.

### LEADERSHIP

Building leadership capacity	To continue to give all staff the opportunity to develop their leadership capacity and plan their PIP at annual appraisals.
Promote sustainability development	To continue to encourage sustainability development