Nurture Group Quality Assurance

- Children's and young people's learning is understood developmentally.
- The classroom/playroom offers a safe base.
- The importance of nurture for the development of self-esteem.
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transition in children's and young people's lives.

Nurture Group Principles and Curriculum Guidelines – Helping Children to Achieve
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Glasgow
CITY COUNCIL

Nurture Quality Assurance

Name of Establishment

Address

Phone

Email

Number on role

Date of visit

Key Staff/Certified Course completed/Date

Co-ordinator

Date Nurture Group established

Number of children/young people in group

Age range

Average length of time in the group

Last HMIE inspection in establishment

Any other relevant details

This tool is designed to support Nurture Staff in self evaluating the Nurture Group in their establishment. The document should be completed by the Nurture Staff and, where appropriate, with the support of the Co-ordinator. How Nurturing Is Our School (HNIOS) is used to self evaluate nurturing approaches across the whole establishment. The following QIs should be evaluated by the Nurture Staff on an annual basis and next steps regularly evaluated and updated:

2.1: Learner's Experiences
6.1: Policy Review and Development
5.3: Meeting Learning Needs
5.1: The Curriculum
5.7: Partnership with Learners and Parent/Carers
5.8: Care Welfare and Development
7.3: Staff Development and Review
8.3: Management and Use of Resources and Space for Learning

Glossary of Terms

This Self-Evaluation Tool is designed to support staff in Early Years, Primary and Secondary.
Please note:

"Nurture Group"   refers to Nurture Provision in all establishments
"school"   refers to Early Years, Primary and Secondary Establishments
"SLT"   refers to the Management Team within an establishment
"teacher"   refers to a Nurture Practioner/CDO
"play"   refers to a child/young person directed, developmentally appropriate activity which is enjoyable and social

Quality Indicator 2.1: Learner's Experiences

Nurture Staff provide a welcoming routine on entry to the Nurture Room at the start of each session and following transitions. This includes verbal greeting and positive non-verbal communication. Account is taken of the child's/young person's linguistic and cultural backgrounds and needs. Opportunities for indoor and outdoor learning are seen as key areas for the development of child's/ young person's wellbeing. Activities will be undertaken which foster emotional literacy. Nurture Staff will take into account the developmental stage of the individual child. Essential early learning, or missed, experiences are provided where necessary. The Nurture Room and areas for play provide a stimulating environment. The curriculum is differentiated and paced for individual learners and promotes individual talents, interests and resilience. Social, emotional and curricular achievements are celebrated in a planned and appropriate way. Good attendance is encouraged and rewarded. Children/Young people are supported to describe progression in their own learning. They are encouraged to take on a range of responsibilities within the establishment and in the wider community. A range of quantitative and qualitative measures are in place. Respectful, consistent and positive interactions are modelled by Nurture Staff. The Nurture Staff and children/ young people work from a model of nurturing relationships. Children/Young people are consulted to ascertain their views. In the Nurture Room and recreation areas supervision is provided by an adult which not intrusive or inappropriately directive. Staff are able to be flexible in their approach.

Consider

- The social and emotional progress of children
- The effectiveness of nurturing relationships
- Welcome, greeting and transition facilitation
- How nurturing principles are defined
- Involvement of the children/young people in the practice of nurturing principles
- How the children are encouraged to have their say
- How do we ensure that the children feel safe and secure?
- How is individual need met?
- How do we celebrate achievement including wider achievement?
- How do we measure progress?
- How do children/young people measure their own progress?

Suggested Evidence

- Records and celebration of achievement
- Evaluations of parents/carers, staff and children/young people
- Recording of children's/young people's views
- Range of quantitative and qualitative measures
- Nurture Principles in practice
- Target Setting
- Individual plans
- Observations
- Planning of Long and short term targets
- Measurable success criteria
- Learning journals, logs, profiles, portfolios
- Self/Peer assessment
- Learning conversations
- Tracking of progress

Quality Indicator 2.1: Learner's Experiences

Nurture Group Quality Assurance

Where we are now

Next Steps

Evidence

Overall Evaluation

Quality Indicator 6.1: Policy Review and Development

Nurture Principles are stated clearly within the policies and structures of the school's continuum of Additional Support Needs provision. The principles are fully considered in policy development and review. The Principles are regularly reviewed by school staff, parents/carers and relevant outside agencies. Principles are evident throughout the school. The Extended Glasgow Nurturing Principles are regularly reviewed.

Consider

- Reference to the Nurture Group in Behaviour, Inclusion, Health and Wellbeing and ASL policies
- Additional policy relating to Nurture Group
- Nurture Staff work closely with SLT and mainstream colleagues to review school policies
- School policies refer to child/young person development factors which underpin successful learning
- School policies refer to the use of the Boxall Profile
- School policies have been reviewed in the past 12 months
- Wellbeing Indicators (SHANARRI)
- My World Triangle
- Resilience Matrix

Suggested Evidence

- Promoting Positive Behaviour Policy
- Care and Welfare Policy
- Nurture Policy and Procedure
- Minutes of meetings
- Health and Wellbeing Policy
- Child's/Young Person's Plan

Quality Indicator 6.1: Policy Review and Development

Nurture Group Quality Assurance

Where we are now

Next Steps

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Overall Evaluation

Quality Indicator 5.3: Meeting Learner's Needs

The Nurture Group offers a short or medium term intervention, usually for between 2 and 4 terms depending on each child's/young person's specific needs. The child/young person remains part of mainstream where they register daily and attend according to sector guidelines. The Nurture Staff ensure placements are determined on the basis of systematic assessment using the Boxall Profile and other appropriate diagnostic evaluative instruments. Staff should also consider the holistic profile of needs. The aim is always to return the child/young person to mainstream provision. The child's/young person's progress is regularly monitored and evaluated to measure effectiveness of the intervention. The positive social, emotional and educational development of the individual is promoted and developed using a variety of approaches, strategies and resources. An emphasis is placed on communication and language development through intensive interaction with the child/young person and the Nurture Staff who provide positive role models for the child/young person. Targets and successes are shared regularly with the parents/carers and the child/young person and mainstream staff as appropriate. There is robust liaison with relevant outside agencies in place which is regularly reviewed.

Consider

- Individual pupil records
- Child's/Young person's Plan clearly linked to the Boxall Profile areas of development
- Boxall Profile scores completed termly or as appropriate to the sector
- Progress on the Developmental section of the Boxall Profile
- Use of the SDQ and BIOS
- Minutes of admission and review meetings
- Collegiate planning and assessment
- Clear selection and resettlement procedures
- Use of observations in planning procedure
- Tracking evidence
- Feedback from mainstream staff, parents/carers and children/young people
- Evidence that communication is a central element
- Adults skilled in listening to children
- Readiness for resettlement
- Information and assessment received from outside agencies is shared with relevant school staff and parents/carers
- How is this information used in planning and to meet need?
- Motivational and Wellbeing Profile
- An Establishment Guide to Evaluating Wellbeing, Young Person's Questionnaire

Suggested Evidence

- Boxall Profiles
- SDQ
- BIOS
- Children's/Young person's Plan
- Specific Long Term Targets linked to the Boxall Profile
- Short Term Targets linked to Long Term Targets
- Measurable and specific Success Criteria linked to Short Term Targets
- Tracking data
- Views of parents/carers, child/young person, staff, relevant agencies
- Observations
- Resettlement procedure
- Forward planning and assessment
- Assessment and information from outside agencies
- Assessment information collated by child/young person

Quality Indicator 5.3: Meeting Learning Needs

Nurture Group Quality Assurance

Where we are now

Next Steps

Evidence

Overall Evaluation

Quality Indicator 5.1: The Curriculum

Quality Indicator 5.1: The Curriculum

Health and Wellbeing is at the core of the Nurture Curriculum and is delivered effectively. Activities and interventions are planned to meet the individual needs of the child/young person as identified by the Boxall Profile. The developmental needs of the individual are taken into consideration. The curriculum is holistic and structured to reflect the Nurturing Principles. Staff demonstrate a clear understanding of the purpose and relevance of play and plan accordingly. There are high quality opportunities for active learning both indoors and outside. Transitions are carefully thought out and planned for. Activities and interventions should be relevant and set in context. All of the above is planned in collaboration with all relevant professionals including the child/young person and their parent/carer.

Consider

- Staff have access to relevant resources including those to support play
- Children/Young people learn about emotions and feelings
- Children/Young people use the vocabulary of emotions and feelings
- Children/Young people understand and empathise with different emotions and feelings
- Approaches are differentiated and tailored to individual need
- Child's/Young person's learning is understood developmentally
- Support is based on developmental need not age
- Targets are appropriate and achievable
- Transitions are planned for and supported
- Approach to transition is consistent
- There are clear welcome routines at transition points
- Staff make efforts to reduce children's/young people's anxiety especially at transition points
- Information is shared with all staff
- Children/Young people are aware of who will support them with any issues or worries

Suggested Evidence

- Transition procedures
- Evidence of transition facilitation
- Emotional Literacy Programme
- Examples of specific materials, for example Seasons for Growth, Circle of Friends, Bounce Back, Cool in School, PATHS, Creative Confident Children, etc
- Nurture Group Routines
- Speaking to children/young people
- Children/Young people supporting each other
- Staff Training supported by relevant agencies and there is evidence of its impact
- Assessment/Learning Portfolios

Quality Indicator 5.1: The Curriculum

Nurture Group Quality Assurance

Where we are now

Next Steps

Evidence

Overall Evaluation

Quality Indicator 5.7: Partnership with Learners and Parents/Carers

The Nurture Group is staffed by adults who have strong values and who promote a positive attitude towards parents/carers and encourage their involvement in activities in support of the Nurture Group Programme. The Nurture Staff are sympathetic to the reluctance of some parents/carers to be involved and adopt a variety of approaches to overcome this. Nurture Staff keep parents/carers fully informed of their child's progress and meet regularly to discuss this. The Nurture Staff focus on the positive aspects of the child's/young person's development with parents/carers. Nurture Staff support parents/carers in developing their own relationships with their children which may involve outside agencies. Nurture Staff support parents/carers in the understanding of Nurture Principles. Staff develop a shared language with parents/carers using the Wellbeing Indicators. Parents/Carers and children/young people are effectively engaged in the planning and review cycle. There is clear evidence of staff breaking down cultural and language barriers. Nurture Staff support parents/carers to support other parents/carers to become involved in aspects of school life which will enhance their child's development and experience.

Consider

- Feedback from parents/carers about their perceptions of the Nurture Group, Nurture Principles and Wellbeing Indicators
- Do parents/carers feel listened to?
- Do parents/carers feel welcome, comfortable and valued
- Regularity of parental/carer involvement in the group
- Parent/Carer groups run by staff
- Support offered to parents/carers by staff regarding activities with their child
- Staff provide equipment, resources and strategies as appropriate
- Staff provide management and interaction strategies for parents/carers
- Involvement of outside agencies
- Staff are aware of relevant home issues and have regular contact with appropriate agencies
- Use of interpreter at meetings where appropriate
- Involving parents/carers regardless of language and cultural barriers

Suggested Evidence

- Parent/Carer questionnaires and feedback
- Child/Young person questionnaires and feedback
- Staff questionnaires and feedback
- Procedure for parental/carer involvement
- Evidence of parental/carer activities
- Evaluation of parental/carer involvement
- Nurture information available for parents/carers
- Induction Procedures
- Transition Procedures
- Parent/Carer Groups run internally or by external agencies
- Parent/Carer run groups, e.g. Parent Council or Parent Group
- Parent Support Groups, e.g. ASD Support Groups
- After School Clubs, Lunchtime Clubs etc
- Parent/Carer/Child/Young person views recorded in minutes of meetings/reviews

Quality Indicator 5.7: Partnership with Learners and Parents/Carers

Nurture Group Quality Assurance

Where we are now

Next Steps

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Overall Evaluation

Quality Indicator 5.8: Care Welfare and Development

The Nurture Staff offer support for children's/young people's social, emotional and cognitive development at whatever level of need the children/young people demonstrate. Need is responded to in a developmentally appropriate way. Experiences are planned for that support and increase the potential for raised self-esteem, resilience, achievement and attainment. Nurture Staff support children/young people to develop responsibility, to care for themselves and each other. The Nurture Staff provide a safe and secure environment for all children/young people in the Nurture Group. The room is set up and resourced to provide a link between home and school supporting the child's/young person's social and emotional development, thus breaking down barriers to learning. Staff are trained in Child Protection legislation and are confident in referral procedures. This is reviewed by all staff on an annual basis. Communication in this area is of a high standard. Children/Young people have a clear understanding of the systems of support around safety and wellbeing within the establishment. Children/Young people are supported and guided to make the right choices. Nurture Staff gather relevant information to support an understanding of the family history, background, culture and beliefs.

Consider

- Staff are positive role models and model nurturing communication
- Children/Young people are not criticised for inconsistencies in their performance
- Staff are able to help children/young people regulate their more extreme emotional responses
- Staff provide opportunities which challenge specific difficulties
- Children/Young people have individual targets set
- Staff have clear and shared expectations of the children/young people
- Opportunities to develop responsibility are evident
- Empathy, tolerance and understanding are promoted
- Emotional Literacy is a fundamental part of PSD
- Staff are highly aware of the children's/young people's needs and the staged intervention model is utilised appropriately
- Targets are set and shared with the children/young people
- Success Criteria is discussed with the children/young people
- My World Triangle is referred to
- The Wellbeing Indicators are referred to (SHANARRI)
- Interpreters are available
- Child Protection Training and school procedures for referral

Suggested Evidence

- ASPs, PSPs, Child's/Young Person's Plan
- Children/Young people can discuss targets, achievement and progress
- Programmes of Work
- Timetables
- Boxall Profiles
- Pen Portraits
- Evidence of working with parents/carers to access to relevant support agencies
- Evidence of children/young people accessing after school activities
- SLT observation of Nurture
- Self-Evaluation
- Daily Reports
- Evaluation of Target Setting/Planning
- Attendance Statistics
- Records of parental/carer involvement
- Strategies adopted by Nurture Staff
- Child Protection Training records

Quality Indicator 5.8: Care Welfare and Development

Nurture Group Quality Assurance

Where we are now

Next Steps

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Overall Evaluation

Quality Indicator 7.3: Staff Development and Review

Quality Indicator 7.3: Staff Development and Review

The Nurture Group is staffed by two adults, at least one of whom has completed the four day Certificate Course in the Theory and Practice of Nurture Groups and has been successfully accredited. A multi-agency approach is encouraged to support children/young people and parents/carers. Nurture Principles are regularly discussed with all staff. Nurture Staff take up training opportunities provided by Glasgow City Council on a regular basis. Training opportunities are available to all staff. A member of the Management Team is the co-ordinator and, ideally, has received Nurture Training. There is effective sharing of nurturing approaches across the establishment. Active involvement of mainstream staff within the Nurture Group is encouraged and planned for. Glasgow's Extended Nurturing Principles are revisited and discussed on an annual basis.

Consider

- Nurture Staff have completed The Theory and Practice of Nurture Groups Course
- The Nurture Teacher is accredited
- One person must be accredited
- There are two people in the Nurture Group at all times
- Nurture Group staff do not cover staff absence
- Staff Training and CPD records are kept
- Evaluation of training is evident
- Programme of training opportunities in Nurture are set annually
- Liaison with other establishments and agencies are encouraged and utilised
- Staff are regularly invited to join with activities in the Nurture Group where possible
- Mainstream staff show their knowledge of Nurture routines and reasons for them
- Expectations are consistent across all staff
- Nurture group successes are celebrated
- Nurture Staff regularly support referral to outside agencies
- All staff liaise closely with outside agencies and provide appropriate intervention
- Nurture Staff have full support of SLT
- All mainstream staff are trained in the use of the Boxall Profile

Suggested Evidence

- Programme of training opportunities
- Training records
- Protocol to deal with staff absence
- CPD register
- Training evaluations
- Conversations with mainstream staff
- Talk to mainstream staff
- Records of outside agency involvement
- Minutes of meetings
- Tracking children who have had nurture intervention
- Celebration of achievement within mainstream

Quality Indicator 7.3: Staff Development and Review

Nurture Group Quality Assurance

Where we are now

Next Steps

Evidence

Overall Evaluation

Quality Indicator 8.3: Management and Use of Resources and Space for Learning

The Nurture Group should provide a warm and welcoming environment educational environment that incorporates aspects of both home and school. The room should be easily accessible to children/young people and their parents/carers. The situation of the room should promote inclusion. The resources within the room should be carefully chosen to provide opportunities for social learning through cooperation and quality play experiences that will assist in the development of the child's/young person's learning.
The room provides a setting for children/young people where early or missed learning experiences are provided.
Safe spaces should be created inside and out to support emotional regulation and a feeling of safety and security.
There is an effective use of the local community as a resource.

Consider

- Room provides opportunities for early or missed learning experiences
- Room provides opportunities for Emotional Literacy
- A variety of stimulating activities are planned around individual needs
- Clear links between home and school are evident in the room
- An area is set aside for sharing food
- Room is attractive and welcoming
- Resources for implementing Nurture Principles are clearly considered
- Clear routines and roles are evident
- Provision for safe and quiet areas are evident
- Children's/Young people's work is creatively displayed and changed regularly
- Promotion of achievement for all is evident
- Children's/Young people's targets are clearly displayed and referred to

Suggested Evidence

- Rewards and Sanction System which are consistent with a nurturing approach
- Evidence of children's/young people's achievement and their participation in this
- Tour of the room
- Quality play experiences and a demonstrated understanding of the value of this
- Nurture Principles embedded
- Children/Young people can discuss targets and achievement
- Children/Young people gather evidence of progress and achievement
- Parental/Carer feedback
- Appropriate Timetables and Forward Planning
- Planned opportunities in the local/wider community
- Liaison with relevant agencies
- Provision of safe spaces inside and out

Quality Indicator 8.3: Management and Use of Resources and Space for Learning

Where we are now

Next Steps

Evidence

Overall Evaluation