



Report on IQM Inclusive School Award



School Name: Ellergreen Nursery School and Childcare Centre

School Address: Ellergreen Road
Norris Green
Merseyside
L11 2RY

Head/Principal Mrs Jane Rogers

IQM Lead Mrs Jane Rogers

Assessment Date 19th October 2023

Assessor Ms Sarah Linari

Sources of Evidence:

IQM Self Evaluation Report (SER).
Ofsted reports - 2018 (Childcare Centre) and 2020 (Nursery School).
Website.
Curriculum overview.
Displays
Learning environments.
Observation of the welcome song.
Observation of Bucket Therapy.
Observation of carpet time.
Observation of outdoor play.
Observation of snack time.

Meetings Held with:

Headteacher/IQM Lead.
SENDCO (Childcare Centre).
SENDCO (Nursery School).
Acting Deputy Manager /SENDCO - Childcare Centre.
Bucket Therapy Champion/Senior Nursery Nurse.
Class 1 Teacher.
Level 3 Apprentice.
Level 4 Practitioner - Childcare Centre.
Level 2 Apprentice.
Director of Language Box Speech and Language Therapy.
Liverpool City Council Early Notification Team Officer.
Governors.
Parents and Carers.



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Overall Evaluation

Ellergreen Nursery School is a Local Authority Maintained Nursery School with a Childcare Centre located in Norris Green, Liverpool. The Nursery School offers provision for 60 fulltime children (part time 120 children), with some paid places and 30 hours-funded places for working parents and carers. In the Childcare Centre, there are 28 fulltime places available for children aged 2 to 3 years old. Since April 2022, the setting offers 18 part-time Resourced places funded by the Local Authority for children with complex special educational needs and disabilities (SEND).

The setting welcomes a larger-than-average number of children with SEND. In the Childcare Centre, 34% children are identified as having SEND with one child supported by an Education Health and Care Plan (EHCP) and 6 more children currently going through the EHCP process. 11% of the children in the Childcare Centre speak English as an additional language (EAL). In the Nursery School, levels of children with SEND are equally as high, with 36% of the children recognised as having SEND, 13 of whom are supported by EHCPs. The percentage of EAL children in the Nursery is 30%. Both settings were graded 'outstanding' by Ofsted in their most recent inspections.

Ellergreen Nursery School and Childcare Centre is located in a community building, Ellergreen Community Centre, which was opened in 2000. The setting serves the local area of Norris Green, an area which is becoming increasingly diverse due to ethnic and cultural influences as well as socio-economic differences. In the Self-Evaluation report (SER), the Headteacher describes that there are "a substantial number of families which are considered as vulnerable or in need, some with additional agencies involved, whilst other families find it difficult to reach out for help". The starting points for the majority of the children when they join the setting are assessed as below age-related expectations. Due to the high levels of need both within the setting and community, Ellergreen Nursery School and Childcare Centre provide a welcoming and safe sanctuary for all through their inclusive approaches.

Ellergreen Nursery School and Childcare Centre is an embodiment of the true essence of inclusion with inclusive practice consistently referred to by all as "it is what we do". The Headteacher talked about nurture underpinning the inclusive ethos. Senior Leaders nurture and develop the staff, who in turn nurture the children. The consistent role-modelling of the nurturing approach is so embedded that the children, including the two year olds, nurture and support each other.

Leaders started the IQM assessment day talking about the culture of 'togetherness' at the setting, saying that they genuinely work as a team. The setting was described as "admirable" by one member of staff who, being of mixed heritage herself, is in awe of "how we look at every moment as a teaching moment " to teach the children about differences and embrace other cultures. The staff are proud of the high standards "in everything we do". They do not settle for complacency and are always looking at what they can do next to further enhance the practice.

The Headteacher is truly an inspirational figure in the world of education. Her passion for not only the children within her own setting but for all children across the city of Liverpool is truly remarkable. She goes above and beyond, dedicating her time



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generously to be actively involved in networks aimed at improving the provision for children citywide. An unwavering commitment to ensuring a brighter future for every child is evident in her tireless efforts to create positive change. Moreover, she leads by example, cultivating an environment where the staff are eager to learn and develop. She encourages innovation and constantly seeks ways to improve teaching methodology, serving as a guiding light for all in the community. The Headteacher's dedication and visionary leadership inspires all to strive for excellence.

Staff from across the Nursery School and Childcare Centre exemplify a culture of empowerment and positivity. What sets them apart is their complete absence of egos, which creates an environment of genuine collaboration and teamwork. There is a shared commitment to maintaining high standards and professionalism in every aspect of their work, and this dedication is palpable in their daily interactions. There is also a deep sense of pride in what they do, and this pride shines through in their interactions with children and parents/carers alike. Their combined efforts create an atmosphere where every staff member is valued and encouraged to contribute their best, making the setting an exceptional place for both children and adults.

The setting's dedication to supporting parents and carers goes beyond mere involvement; it is a transformative partnership that helps shape and enrich their lives. Through their commitment to inclusive education, the school offers wraparound support, becoming the "co-pilots" in the journey of parenthood, guiding and empowering parents and carers at every step of the way. This holistic approach creates a nurturing environment where families and school work hand-in-hand to ensure the best possible outcomes for the children's personal development.

Collaboration with external agencies is an area of strength. From an external agency perspective, the setting's collaboration with external partners is exceptionally positive. It is widely acknowledged within the area as the best setting to work with in terms of their innovation and expertise. The setting's commitment to working closely with these partners has not only enhanced the educational experience but also opened up new avenues for groundbreaking projects that benefit the entire community.

Consistency in communication strategies for early language development is a key feature across the setting. Through the effective communication approaches, children with language development delays or additional needs, such as autism, are well supported. The implementation of the NELI (Nuffield Early Language Intervention) programme has successfully integrated these practices into the curriculum, reinforcing the importance of focussing on the development of children's linguistic abilities.

The Governors fully endorse the setting's inclusive ethos. Governors themselves exhibit a diverse range of skills and experiences which can directly support the Leaders to enhance the inclusive practice.

For the IQM assessment, the Headteacher and Leadership Team provided wide-ranging evidence to validate the process. I was welcomed into the setting with warmth. Staff approached the process with an open culture of self-evaluation. This reflective culture ensures that the provision continually improves and moves forward.



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I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards. Leaders are already involved in many collaborative partnerships and networks across the city of Liverpool. All stakeholders are fully aligned to IQM's values.

Ellergreen Nursery School and Childcare Centre will be a fantastic addition to their IQM Cluster Group and I know the staff will be active contributors regarding best practice sharing at meetings.

Assessor: Sarah Linari

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read 'J. McCann'.

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

In July 2023, the school achieved recognition as a School of Sanctuary and the staff produced a video to encapsulate the essence of what Ellergreen Nursery School and Childcare Centre is about. In the video, the Headteacher talked about how "inclusion is central to all we do and informs every aspect of practice". The message throughout the video is clear - "everyone belongs and is welcome". Ellergreen offers sanctuary to all their children and families. The staff want the children and families to feel they are part of the community, with a sense of belonging seen as an essential component. Children's lives and experiences outside of nursery are reflected throughout the classroom environments with family photographs and displays showing which languages are spoken. Diverse books and resources empower the children to learn about their own cultures as well as those of others. Individual identities are celebrated and children are taught to be inclusive through learning about differences and the teaching of inclusive values.

The Nursery School and Childcare Centre cater for a significant number of children with Education, Health, and Care Plans (EHCPs). The setting serves as a strong advocate for the children and their families, recognising that many parents and carers are unfamiliar with the complex educational system. Staff explain their belief that there is never a 'problem' with the child; instead, they celebrate the unique abilities and qualities each child possesses.

Ellergreen Nursery School and Childcare Centre take a different approach to many settings in how their Resourced Provision is managed. Children are fully integrated into the mainstream classrooms. They are fully part of their class and have full access to the same social opportunities as their peers. The IQM Lead explains how this provides a "great opportunity for all of our children to understand and celebrate another aspect of diversity within our community".

There is a keen awareness of what the children are going through, and every child receives an equal dose of love and affection, highlighting the importance of nurture. Over the years, the setting has witnessed significant changes and improvements, particularly in joining up the two provisions (Nursery and Childcare Centre), where routines, communication approaches and learning environments are consistent to take away stress and unfamiliarity when children transition between the Childcare Centre and Nursery School.

The nurturing of the staff team, as well as parents/carers and children, remains at the core of the setting's values. Leaders prioritise the wellbeing of the staff and set a high standard for others to follow. As a pilot for the Liverpool Wellbeing Award, the setting collaborated closely with Liverpool Council to devise an Early Years strategy. This led them to become the first setting in Liverpool to achieve the prestigious Gold status. Their commitment to supporting wellbeing is evident through their focus on staff retention and their efforts to accommodate individual needs. The introduction of 'Wellness Days' and a bespoke approach to addressing different situations ensures that staff are aware of the support available from colleagues, the Senior Leadership Team (SLT), or the external counselling service on offer. The Headteacher takes a personal interest in understanding each staff member's current needs. When the Childcare



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Centre Lead took on the role as manager, she placed a strong emphasis on supporting staff wellbeing, taking into consideration the diverse needs of the team, including those who are neurodiverse. Her approach is characterised by being attuned, approachable, and accommodating.

The setting's core values promote “ambition for all”, a principle that is applied not only to the children but also to the staff. As staff members are recognised and their passion for their work grows, positive meetings and the setting of high standards are natural outcomes.

Next Steps:

Best practice share – As part of your Centre of Excellence outreach support, look at inviting colleagues from IQM Centre of Excellence Grove Street Primary School, Wirral, to share your best practice on becoming a School of Sanctuary.



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Element 2 - Leadership and Management and Accountability

The discussion with Governors centred on the setting's commitment to inclusion, the dedication of the Headteacher, the challenges they face in the community, the importance of mutual support and collaboration, and the focus on staff development and diversity. The Governing Board itself comprises a wealth of skill and expertise including a recently retired Headteacher, a previous Special Educational Needs and Inclusion Service (SENIS) Manager from the Local Authority, and the Ellergreen Out of School Club Manager, who has over 20 years of experience working with the community.

The Governors stressed the significance of inclusion at the setting with the desire to provide a welcoming and accessible space for the entire community. They referred to the setting as "a gem in the community" as a place that offers everyone a chance. The Headteacher was recognised for her relentless efforts in promoting inclusivity and providing children with the best possible start. Governors talked about how the Headteacher leads by example, fostering a nurturing environment at all levels. They mentioned how they inquire about the Headteacher's wellbeing daily, offering peer support. It was evident throughout the discussion with Governors that they take pride in their association with the Ellergreen Nursery School and Childcare Centre.

It is evident from talking with a range of staff members that everyone genuinely enjoys working at Ellergreen Nursery School and Childcare Centre. The common sentiment expressed by all was a deep affection for their workplace and the incredible sense of camaraderie within the team. They described the setting as a lovely environment, a place where they not only work but also learn from each other, often stepping out of their comfort zones with the nurturing support and encouragement of their colleagues. They collectively described the place as "welcoming" and "caring," showing the mutual care for both the children and each other. It was reassuring to hear how they check on each other's mental health at the start and end of each day. The sense of trust and value they feel was another key takeaway, particularly their appreciation for how the Headteacher listens attentively to their concerns and personal needs, taking them on board. In essence, the staff view Ellergreen Nursery School and Childcare Centre as one big family, a place where they genuinely want to come to work each day.

There is a reflective approach to school improvement and Leaders are always looking at ways to further develop provision. They like to be at the forefront of educational initiatives. To ensure staff are skilled to support the complex needs of the children, the Leaders seek support from external partners, such as Language Box Speech and Language Therapy, commissioning bespoke Continuing Professional Development sessions for Ellergreen staff. During the discussion with the Director of Language Box, the setting was commended for the staff's willingness to keep learning. The Headteacher has asked for Ellergreen staff to receive training on Gestalt Language Processing, a new area of research which Speech and Language professionals are only just starting to learn more about, trailblazing their efforts to support autism education.

Next Steps:

Trauma-informed practice – continue to develop and embed trauma-informed approaches to support the 'Zones of Regulation' initiative.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

Ellergreen Nursery School and Childcare Centre maintains an exciting and engaging curriculum that is carefully mapped out. This curriculum creates an environment where all classrooms are constantly buzzing with excitement, drawing the curiosity and interest of the young learners.

With no two cohorts alike, provision is meticulously planned around each group, which means that staff begin their planning anew with each new cohort. This flexibility allows plans to evolve throughout the year, ensuring that they remain responsive to the needs of the children.

The setting places a strong emphasis on developing an inclusive curriculum that caters to the diverse needs of young children. Their commitment to this mission is evident through its investment in high-quality resources and a rigorous team effort to create a curriculum that is both challenging and accessible for all. It takes into consideration each child's unique learning ability and developmental stage, allowing them to progress at their own pace. Throughout the curriculum, the aim is to “brighten futures and broaden horizons”, aligned to the setting’s mission statement. The Ellergreen staff team collaboratively worked on the development of the curriculum to encourage diversity of perspectives and ensure that it is well-rounded, encompassing a wide range of skills and knowledge.

The curriculum integrates the Nuffield Early Language Intervention – Nursery (NELI-N) Programme principles, which are adapted to suit the specific curriculum. The focus is on stories that the team deem important, incorporating special words and themes from the focus texts. For example, during Black History Month, African drummers were invited in to enrich the curriculum with a diverse, fun cultural element.

The setting values parental involvement as a key aspect of their inclusive curriculum. Opportunities are provided for parents and carers to be a part of their child's development journey, regardless of their child's unique needs. They regularly seek feedback from families about what their aspirations for their children are as well as what their interests are outside at home. This feedback informs the curriculum planning.

Extensive staff training is an integral part of the curriculum implementation process. During team meetings, staff members receive training focused on various aspects of the curriculum and how it can be effectively implemented. A strong emphasis is placed on understanding the rationale behind the curriculum. Weekly curriculum questions for the team are discussed during meetings, ensuring a proactive approach in evaluating the intent and purpose of each element. Additionally, the planning process is transparent, with planning boards on display that can be adapted, based on the children's interests. This approach ensures that the curriculum remains flexible and responsive to the ever-evolving needs and interests of the children, making learning more engaging and effective.

Next Steps:

There were no significant areas for development identified in this area.



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Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

The effectiveness of teaching and learning in Early Years is a critical aspect of ensuring the development and growth of young children, as it not only shapes their foundational knowledge but also lays the groundwork for a conducive educational journey. It was a pleasure to observe high quality teaching at Ellergreen that captures the imaginations of the young learners, inspiring a love of learning from an early stage.

The physical environment at the Nursery School is thoughtfully adapted to meet the diverse needs of all children, ensuring inclusivity and creating an adaptive learning space. There is a dedicated breakout space with sensory equipment and a sensory circuit tailored to each child, offering a highly individualised learning experience. There is also a sensory room which can serve as a calming space. The outdoor area reflects the exciting curriculum as it encourages children to be creative. Opportunities to embed language skills are sought during outdoor play, with staff effectively using their speech and language tools, such as symbols on their lanyards, to reinforce language. Moreover, the provision offers calm spaces in each room, incorporating the 'Zones of Regulation'. This practice, coupled with the NELI displays and dual-coded words, helps children understand and manage their emotions.

The provision welcomes a mixed demographic of pupils, fostering a rich and inclusive environment where children from various backgrounds learn together. This diversity promotes social and cultural learning and prepares children for a globalised world.

During the learning walk on the IQM assessment day, children in the Nursery provision were enjoying a focussed carpet time session which integrated the NELI-N programme, with a focus on teaching 'special words' to enhance language skills. The learning was based on the story *Colors Of Us* by Karen Katz to explore cultural awareness during Black History Month. After engaging with the story and key vocabulary, pupils cemented their learning through varied activities such as exploring different skin colours using sensory tools like jars filled with examples of the spices used to describe skin tones in the story. This approach encouraged the children to talk about their skin in terms of colours, with children using varied vocabulary to describe their skin such as honey, brown, and white. The Teacher delivered the input through a tactile experience, rubbing cinnamon powder on paper to understand what it looks and smells like. Continuous provision activities developed the learning further through engaging learning experiences such as creating a playdoh model of themselves, adding in spices to enhance the sensory experience, with other activities such as mixing paint colours to achieve a skin colour similar to their own then painting a self-portrait. The focus on skin colour was a positive affirmation for the children, inspiring them to be proud of their own heritage. Ellergreen teaches the children from an early age to celebrate differences.

The staff use a variety of resources to support effective teaching and learning. Staff lanyards and communication boards aid in clear and effective communication between them and the children. These tools help enhance language development and facilitate better understanding and interaction.



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Learning journey displays are prominently featured to showcase a summary of the learning that occurs each week. These visual aids serve as a constant reminder to both staff and children about the progress made and the topics explored, reinforcing the learning experience.

Ellergreen Nursery School and Childcare Centre creates a rich and inclusive learning environment through exciting and dynamic teaching practices, a diverse and multicultural pupil body, and thoughtful resource utilisation. The provision's adaptability and focus on children's interests ensure that learning remains engaging and tailored to each child's unique needs. By promoting an inclusive, culturally aware, and stimulating learning environment, the setting sets a high standard for Early Years education and paves the way for children's success in their educational journey.

Next Steps:

Attention autism approaches – trial the use of the Bucket Therapy strategies when delivering the carpet time input to see if the Resource Provision children can access this part of the learning alongside their peers.



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Element 5 - Assessment

Ellergreen Nursery School and Childcare Centre's approach to assessment is rooted in a child-centred philosophy, focusing on play-based learning, individualised growth, and open lines of communication with families.

The setting believes in creating an environment where children learn through exploration, creativity, and hands-on experiences. Mathematical concepts are seamlessly integrated into daily activities, fostering skills such as counting and basic maths, which form the foundation of a child's mathematical development. Observations of these activities are recorded on the Tapestry platform, enabling teachers to monitor the progress of each child over time accurately. Observations from staff are integrated into daily planning, enabling tailored support for each child's next steps in their developmental journey.

The Wellcomm screening tool is used every term to evaluate the communication and language skills of the children. This tool provides valuable insights which allow staff to then collaboratively plan interventions that are implemented in the classroom by skilled practitioners. These interventions are designed to address individual communication needs and support children in their linguistic journey.

Assessment is not just about recording progress but also about identifying areas where children need additional support. For instance, when new children enter the provision with a gap in their development, for example, if they do not know the names of the colours, the teachers adapt the planning to focus on this specific skill. The assessment-driven approach promotes flexibility and responsiveness to the needs of each child.

One of the core principles at Ellergreen is teaching children that it is alright to make mistakes and that we learn from them. Staff model making mistakes to demonstrate that errors are part of the learning process.

The setting's holistic approach to assessment is deeply ingrained in the principles of child-centred learning, collaboration, flexibility, and open communication. This strategy not only allows the staff to monitor and support the growth of each child but also helps in building a strong foundation for their future learning experiences.

Next Steps:

Growth mindset – look at creating a crib sheet for staff language on modelling growth mindset across all areas of provision. Yew Tree Primary Academy have some excellent best practice in this area so I would recommend a visit to their setting.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

The focus on supporting children in self-regulation and managing their feelings is a key priority for the setting this academic year. This aligns with the observed increased need in dysregulation among children. Implementing 'Emotion Coaching' whole school training, and working with a behavioural specialist to refine the positive behaviour policy and crisis curve, is a proactive approach.

The 'Zones of Regulation' were introduced in September as a child-friendly framework to help children understand and manage their emotions. Winnie the Pooh characters are used to represent each zone so that the young children can relate to the concepts. The introduction of 'pompom into jar' activities, are designed help children communicate which 'zone' they are in. These strategies can help children feel safe and supported, leading to positive behaviour and attitudes toward learning. A 'Strategy of the Month' board helps staff maintain focus and consistency in their approach towards children's behaviour and learning. Regular staff meetings and sharing of best practices across teams is supporting the successful embedding of the 'Zones of Regulation'.

It was impressive to observe a 3-year-old child in the Childcare Centre talking about their emotions on the assessment day. After the Key Worker asked how she was feeling today, the child replied "I banged head". When asked which zone that made her feel, the child said she was in the "blue zone", indicating a low emotional state. This highlights the importance of teaching children to understand their feelings and giving them the language to seek support in addressing the different emotional states. The approach to emotional regulation and awareness, as evidenced by the 'Zones of Regulation,' is commendable.

Staff understand the importance of children forming strong attachments to help them feel safe and secure. Assigning 'Key Workers' for children after a couple of weeks makes sure that children are matched with adults with whom they naturally form connections. In forming strong attachments, staff ensure that each child feels valued and supported within the nursery and childcare community.

Creating a happy and conducive learning environment is crucial for young children. The inclusion of home photos with different languages and key vocabulary for staff to use is a positive step towards building a sense of belonging and inclusivity among the children.

Children are empowered to communicate their needs, wants, and likes through the consistent use of 'Intensive Interaction' strategies by the staff. This significantly impacts the children's communication skills as well as their personal development.

Creating calming classrooms with natural, neutral colours and resources can help children focus and feel comfortable. The balance between crating an engaging yet calm environment has been well-executed at Ellergreen. Children across all rooms appear calm and settled throughout the day.

Next Steps:

Continue to create consistency across the classrooms in terms of the 'Zones of Regulation' and trauma-informed calming classroom environments.



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Element 7 - Parents, Carers and Guardians

The meeting with parents and carers was highly emotional. It was touching to hear their stories and how Ellergreen has positively impacted their lives, saying "I don't know where we would be without Ellergreen". Another parent commented that the setting is "not just a place, but my family".

Parents and carers spoke about how their children have made excellent progress in their development since starting at the school. One child, who was completely non-verbal, is now a confident communicator and has started to put words together to form short sentences. Another child who did not previously engage in play (at home or at nursery) when they started, and did not communicate verbally, is now able to sign and make sounds. Moreover, the biggest impact for the parent is that her child will now engage in play with her at home after she worked alongside the staff who taught her how to approach play, which has been transformational for her relationship with her son.

Parents and carers feel heard and respected by the staff. They feel that they are working in partnership with the school, with one parent describing the partnership as "copilots". Parents are supported by the staff throughout any identification and referrals for SEND. They are also supported when applying for primary school places or funding applications.

All parent and carer representatives would recommend Ellergreen to others, and often do. The setting's reputation in the local area is excellent and the school has become a go-to option for parents of children with SEND.

The parents and carers highly appreciate the excellent communication between the school and themselves. The school places a strong emphasis on a smooth handover at the end of the day and ensures that anyone with a child on a 'Play Plan' or 'Progress Plan' has regular meetings to discuss their child's development. Coffee mornings are organised with different focus areas, some open to all parents and others specific to certain groups. The 'Early Bird' course is highly praised for its ability to provide valuable support and resources. The transition from the Childcare Centre to Nursery School is reported to be seamless, and parents and carers feel that they are not alone in this journey.

Parents also participate in parent meetings and 'Stay and Read' sessions, which helps the setting identify those who may need additional support. The key theme that runs through their views is the importance of communication and inclusivity, as they are actively involved in their child's learning journey, recognising the essential role they play in their development.

Open lines of communication are established to keep parents and carers informed about their child's progress on a regular basis. They are encouraged to engage with the Tapestry platform, allowing them to also share evidence from home. Additionally, for families not accessing Tapestry, alternative communication methods are explored, again promoting a sense of inclusivity.

Next Steps:

EAL family outreach – Forge a link with fellow IQM school, St Michael's Primary School in Bolton, to share best practice on supporting the EAL families in the school community.



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Element 8 - Links with Local, Wider and Global Community

Ellergreen Nursery School and Childcare Centre shows exemplary dedication to developing links with external services and the local community.

Their commitment to excellence was acknowledged on the IQM assessment day by the Director from Language Box who works with the setting. She described it as a "gold standard provision." New team members are encouraged to shadow the Director when she is working in Ellergreen due to the high engagement levels from all staff, irrespective of their experience level. Ellergreen "sets the benchmark" for how things should be done in the realm of early childhood education and is often cited as "beacon of best practice".

Ellergreen collaborates closely with Liverpool City Council (LCC) and their 0-5 Early Notification Officer. This partnership ensures equitable Resource Provision for children with complex needs, including those with autism or non-verbal communication. The Early Notification Officer talked about how Ellergreen staff have always been at the forefront of working parties in the field. The Headteacher actively participates in early notification processes, helping to plan for the future placement of children with special educational needs across the city. Their constant communication with the LCC ensures that resources are allocated effectively. The setting's dedication to universal work has allowed them to focus on more specific issues and take on the highest ratio of complex cases in the city.

The Governors acknowledge the challenges they face when addressing issues within the community. They discussed the importance of securing funding and providing effective support while maintaining the setting's core principles and vision. The discussion emphasised the need to be invested in both the local Liverpool City children and the school's own community.

Ellergreen Nursery School and Childcare Centre wholeheartedly embraces and celebrates cultural diversity through various meaningful activities. One of the ways they do this is by prominently displaying a map in each classroom, highlighting the diverse cultural heritage of their young pupils. This vibrant and interactive map not only showcases the geographical diversity of the children but also serves as a testament to the rich tapestry of cultures represented within the setting's community. It acts as a daily reminder that every child brings with them a unique cultural background and a set of traditions that are to be acknowledged, respected, and celebrated. The idea of a home corner with packaging from different countries is another excellent way to promote multicultural awareness and inclusivity. These simple yet powerful gestures promote an environment where children and their families feel a strong sense of belonging and pride in their diverse heritages, promoting unity and understanding among all.

Next Steps:

Workshops – look at extending the offer of workshops to people in the community beyond the families linked to the school.

Drop down days – look into the idea of celebrating the children's diverse heritages through theme days.