



sustainable thriving achieving

East Dunbartonshire Council

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Standards and Quality Report

2022/23



Our Vision and Values were refreshed in 2021

Killermont EYC Vision:

Nurturing and Inspiring Spaces Where We Can Play, Learn and Grow Together

Killermont EYC Values:

Kindness / Honesty / Respect / Fairness

Our Aims were refreshed in 2022

At Killermont EYC we aim to:

- Actively give children time to talk about their emotions, ensuring their physical and mental health is at the heart of everything we do.
- Provide a safe, fun and nurturing environment indoors and out, where children are encouraged to reach their full potential.
- Create an inclusive ethos where our children are celebrated as individuals and their needs and beliefs are respected.
- Have a skilled and motivated staff team that takes an active role in their professional development journey to ensure high quality interactions and experiences for children.
- Provide a curriculum indoors and out that will facilitate fun, play based experiences that promote independence and foster positive attitudes to learning.

Context of the Centre

Killermont Early Years Centre (EYC) is located on the same site as Killermont Primary School on the east side of Bearsden, within a residential, suburban community. In January 2020, we made the transitions from a nursery class to an Early Years Centre offering childcare opportunities from 8am-6pm, 50 weeks of the year. We are registered to accommodate up to 80 children between the ages of 3 and 5 years and have two large bright playrooms with a number of doors that open to our outdoor spaces. Every child attending a funded session receives a healthy meal which promotes equality for all. The roll at June 2023 is 107 where almost all of the EYC community is formed from SIMD bands 15-20.

The EYC is managed on a daily basis by the Depute Head of Centre supported by two Senior Early Years Workers and an Early Years Teacher. There are also eighteen Early Years workers, two Early Years Support Workers, a housekeeper to assist with lunch service, a day cleaner and a clerical assistant on the staff team. The Early Years Workers are qualified from HNC/SVQ3 to degree level and all our Early Years staff are registered with the Scottish Social Services Council. The Head of the Centre is the Head Teacher of Killermont Primary School who plays an active role in supporting service delivery.

Strong induction procedures, using the East Dunbartonshire Council induction resource are in place to support new staff. Additionally, the National Induction resources is used as a driver to build quality provision and assists all new employees to settle and familiarise themselves with their roles and responsibilities. In August 2022 all practitioners took part in a consultation process to establish ambassador roles. These roles help to build capacity and develop professional knowledge and learning, fostering a shared understanding of our centre improvements.

We believe relationships are key to our community thriving together and lie at the heart of children's development. We foster shared values and expectations that all of our children, staff, families work in partnership to provide a safe, nurturing and happy learning environment for all. We have involved all of our service users in refreshing our Vision, Values and Aims. Through this process a new vision statement was established and new 'Aims' created. The EYC values remain the same as Killermont Primary School.

We demonstrate a commitment in promoting children's rights, and encourage all adults, children and young people to respect their own rights and the rights of others. Our community has a shared understanding of wellbeing and how we make the best use of "Getting it Right for Every Child."

We promote healthy eating and adhere to the guidance in the Setting the Table document. The Scottish Government provides a budget to buy milk, fruit and vegetables for all our children to facilitate good dietary habits. Almost all of our children actively participate in the Child Smile tooth brushing programme on a daily basis, which we reintroduced this year.

Our children have opportunities to access the outdoor zone on a daily basis and for our pre-school cohort, visits to our Forest Kindergarten Site at Douglas Park Golf club are organised on a rota basis. Our onsite outdoor zone continues to evolve and offers a wide variety of stimulating learning opportunities. In September 2022 a new climbing and outdoor classroom were installed and in October 2022 a garden pond was created. We have invested a lot of staff time in developing our outdoor spaces including our forest site that includes areas for den building, exploration and a number of resources that promote risky play.

We have a robust tracking system in place that follows the children's progress throughout their time at the EYC. Staff continue to use online learning journals to share learning experiences and to foster reciprocal relationships where parents are encouraged to share learning from home. We hosted a number of themed 'Play and Share' sessions this year for our families, including, Christmas craft making, planting and growing activities and baking experiences.

Any support needs are identified quickly and the centre works with a range of partnership agencies to support interventions. A Pupil Support Group meets regularly in the school, to plan next steps for children requiring support from the EYC. The Depute Head of Centre and Early Years Teacher attends these meetings.

In March 2019 we were awarded Language and Communication Friendly Status following a number of years of development and professional learning for staff. As our staff team evolved we continued to promote and foster the Language and Communication Friendly approaches providing training to all new practitioners. Nurturing approaches are well established and understood by all staff.

We ensure that children have a smooth transition from home to nursery with bespoke settling arrangements. Almost all of the children transfer into Killermont Primary and there is a robust transition programme established to support the move into school. We also foster close links with our associated primary schools to ensure all children are confident in making the transition from early years to primary education. Children with additional support needs are provided with enhanced transition support.

Our Centre Improvement Plan takes account of local priorities alongside those in the National Improvement Framework (NIF). To ensure that we are meeting the needs of all learners, we have engaged in a wide range of training opportunities demonstrating a commitment to continuing professional development.

We were inspected in October 2022 for the first time as an Early Years Centre by the Care Inspectorate and were graded as being 'Very Good' in all four of the quality theme areas.

Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Children's Rights and Global Goals	
Care Inspectorate Quality Framework QIs 1.1 Nurturing Care and Support 4.1 Staff Skills, Knowledge and Values	
NIF Priority .Placing human rights and needs of every child and young person at the centre of education Choose an item. NIF Driver School and ELC improvement Choose an item.	HGIOELC QIs QI 3.1 Ensuring wellbeing, equality & inclusion Choose an item.
<p>We have continued to make good progress in promoting Children's Rights and have built on the foundations we established last year. In September 2022 we used group time experiences to capture the voice of almost all our children in an age appropriate manner, using their illustrations in relation to various articles from the UNCRC. These drawings, were then used to create our new 'Flower Garden' Rights Charter that is displayed at our front entrance of the early year's centre. Each child's illustration is represented on a petal and links to:</p> <p>Article 2 - All children have these rights Article 12 – I have the right to be listened to and taken seriously Article 19 – I have the right to be protected from being hurt or badly treated Article 24 – I have the right to good quality childcare to clean water and good food Article 27 – I have the right to have a proper house, food and clothing Article 31- I have the right to relax and play This continues to be a talking point at drop off and pick up times where often, children and families stop to look and comment on the messages displayed.</p> <p>In August 2022, we used our SWAY update to share with parents our plans to introduce the SHANARRI Wellbeing Buddies within the centre. This enabled our families to familiarise themselves, with the language of this resource with their children at home. All staff received an overview during the August in-service day where a timeline was created to work towards incorporating this within practice. Throughout October and November, we selected a SHANNARI Buddie to focus on each week, as we continued to encourage the children to learn about the importance of their own wellbeing rights. Again, age appropriate experiences were timely planned to link with various events where the children met 'Responsible Robbie during Recycling Week and 'Achieving Andrew' during Maths Week Scotland. This resource, continues to be a focus within the EYC on a weekly basis as they are used to acknowledge achievements and to celebrate success. Staff have observed a few of the children using the language and messages of the Wellbeing Buddies during play experiences with one child commenting "<i>It's important not to waste things and use only one paper towel</i>".</p> <p>Our EYC Teacher created a Right of the Month overview and from November 2022 all children participated in an age appropriate experience relating to a different Article on a monthly basis. The articles covered so far are as follows: Article 27 – I have the right to a good standard of living. Article 14 – I have the right to follow my own religion. Article 29 – I have the right to an education which develops my personality, respect for others' rights and the environment.</p>	

Article 15 – I have the right to meet with friends and to join groups.

Article 7 – I have the right to a name and a nationality.

Article 24 – I have the right to good food, water and to see a doctor if I am ill.

Article 31 – I have the right to relax and play.

The 'Right of the Month' is also shared on the Learning and Teaching Sway newsletter for parents and families to see and give the opportunity to discuss further at home. A few of our parents have acknowledged that their children are more aware of their rights noting *"My child has a good understanding and talks about their rights"* and *"My child knows that he has choices and he makes them"*. Almost all of our staff team have also identified our approaches to Children's Rights as being a strength of our service.

A sustainability audit was created and completed in conjunction with the Sustainability Ambassador in September 2022. A list of areas for improvement were highlighted and an action plan created, which was shared with all staff at the October in-service day. This has resulted in improved recycling stations in both playrooms, office and kitchen areas, where all children and staff are encouraged to think about the importance of recycling various materials, including paper, plastic and food waste on a daily basis. As a centre we celebrated recycling week in September 2022 to engage the children further with this sustainability message by taking daily trips to the recycling bins, sorting and identifying different materials and participating in a litter pick which was a particularly popular experience. Biodiversity, has also been a focus, with the children participating in creating a new garden pond and designing and building their own bird boxes. We have since welcomed some new nesting birds and a frog; much to the delight of the children.

Our April 'Play and Share' session had a sustainability theme, where the children collected and washed their yoghurt pots to use as planters. Parents were invited in to the centre to plant flowers and vegetable/fruit seeds with their child to nurture at home. Almost all of our parents who attended commented that they enjoyed this experience with one noting *"I loved visiting today, it was lots of fun with some beautiful plants to take home and watch grow"*.

At Killermont EYC we have been using the Early Protective Message approach to embed the Right to Consent and to teach the children the correct anatomical names for their body parts. To measure our progress in this area, all staff completed a questionnaire to demonstrate their confidence in using these strategies. On analysis, all staff acknowledged an understanding of why it's important to learn about body autonomy with almost all recognising their confidence in demonstrating the Right to Consent within practice. A few practitioners noted progress in using anatomical language, however the majority highlighted this as an identified area for continuous improvement, recognising the need to further develop their confidence using this language within practice; with one staff member commenting, *"I certainly need to get better at using the correct names, it's probably something we should work harder at."*

To further encourage the children's awareness of becoming 'Responsible Citizens', leadership roles have been created where lanyards are used as visuals to identify responsibilities in relation to recycling paper, food waste, litter and tidying up resources. This was newly introduced in May 2023 and will continue to be developed over the forthcoming months. Most of the children who have participated so far have been observed taking their role very seriously with one commenting *"I like being a litter monitor because we need to keep the nursery clean and tidy"*.

Although our visit from the Care Inspectorate in October highlighted positive aspects of our lunch time routines, as a staff, we continued to engage in professional dialogue as to how to make this daily experience more nurturing for the children and to provide them with more autonomy to make decisions over free-flow meal times and seating arrangements. A Plan, Do, Study, Act time-line was populated in response to a consultation process with the aim to make small changes over a number of weeks including, introducing more hexagonal tables, a variety of

resources to promote independent serving and in addition, to develop a more relaxed approach to the lunch time pick up routine. Staff, parents and children have adapted extremely well to the changes so far, and were involved in the process from the start and periodically throughout enabling the adaptations to be seamless. The children have been observed being more confident in using the utensils to independently serve their own food and are able to express their wants and needs to the adults at their table. Social interactions between the children and their peers have improved with the introduction of the hexagonal tables and the utensils are easily accessible now allowing for more independence in pouring drinks and selecting cutlery. The children are now rinsing their own dishes and problem solving how to stack the dishwasher racks. The children are also benefitting from being able to freeplay at the end of their lunch until their parents arrive. A few parents have acknowledged that they are enjoying being able to come into the centre at the end of the session to collect their children with one commenting that *"pick up is much quicker and easier now, parking is easier too, I also get more feedback"* and another highlighting *"I think my child is happier because she has the opportunity to play while waiting on me"*.

Children's voice continues to be visible on learning journals, where the majority of observations contain a comment from the child about their learning. The planning walls also document the learning and include speech bubbles containing quotes from the children about their enjoyment of the activities and the skills developed. Children have also engaged in a number of consultation processes and continue to be involved in decision making throughout the centre.

Next Steps:

- Create a Children's Rights Approach audit to ensure that current procedures remain visible in daily practice.
- Continue to develop our biodiversity resources to include a bug hotel etc.
- Continue to promote and develop the children's leadership roles.
- Continue to promote and develop the children's awareness and understanding of their rights and the SHANARRI buddies.
- All new staff and existing staff to receive regular updates and training on Children's Rights and Early Protective Messages.

Centre priority 2: Family Engagement	
<p>NIF Priority • Improvement in children and young people's health and wellbeing; Choose an item.</p> <p>NIF Driver Parent/carer involvement and engagement School and ELC improvement</p>	<p>HGIOELC QIs</p> <p>QI 2.7 Partnerships QI 2.5 Family Learning</p>
<p>Care Inspectorate Quality Framework QIs</p> <p style="color: red;">1.4 Family engagement</p> <p>Choose an item.</p>	
<p>Progress and impact:</p> <p>August 2022 saw some significant changes to our Family Engagement processes as the historic restrictions of the Covid 19 pandemic finally relaxed completely. We took advantage of this from the onset, updating our welcome presentation and arranging face to face meetings for all our new parents hosting two sessions in July and in addition, a further two sessions in October. These events also included a tour of both our playrooms and our garden spaces. Most of our new parents attended one of the sessions and all who visited found the meetings to be comprehensive and extremely informative. One parent highlighted that <i>"It was so lovely to meet even just a few of your team and finding out how the nursery is run and to be given information, for example on the key workers etc."</i> And another acknowledging how beneficial they found the sessions commenting, <i>"Thank you for welcoming us, I have found it very reassuring to see the EYC and getting to meet so many lovely members of staff already"</i>. An open afternoon was also arranged for all our existing parents where a few took the opportunity to attend. All new families were allocated time with a member of the senior leadership team to assist in populating the administration paperwork. This ensured that we captured as much information as possible to form a detailed care-plan for each individual child.</p> <p>Our family engagement annual calendar was reviewed and updated to reflect a number of opportunities for parents to be more involved in the life of the centre throughout the year. These included themed 'Play and Share' experiences, 'Coffee and Chat' sessions, opportunities to join us on our forest visits and during World of Work week where we invited parents in to talk to the children about their job roles. We have hosted two 'Play and Share' session to date. At Christmas time parents were invited to join their child for a number of Christmas craft making experiences and in the spring time, we organised a 'Plant Play and Share' where we used recycled materials as pots for children and their families to plant flowers and seeds. Almost all our parents attended these events and commented that they particularly appreciated spending time in the Early Years Centre with their child. Acknowledgements included <i>"A lovely experience getting to see round the nursery and participate in a craft. Thank you so much for the opportunity, what a fab EYC!"</i> and <i>"Fantastic session! So well organised and lots of learning going on, staff so warm and friendly too"</i> In response to a few requests for more events like this, we have organised 'bake off' Play and Share, where parents will be invited to join their child at the centre to support them in a baking experience.</p> <p>We had a mixed response to our 'Coffee and Chat sessions' where some were better attended than others. We asked for parent feedback on these gatherings and it was suggested that we host a transition 'Coffee and Chat' for pre-school parents only. This was very well attended where the majority of the parents invited to attend did so. Almost all commented on how beneficial it was to have this platform to have any questions they had answered. One parent highlighted that <i>"it was great to be able to network with other families who have children moving on to school"</i> Our</p>	

most recent session was themed round ascertaining parent's views on our Improvement Plan progress. Communication was highlighted as one of the key strengths of our centre where almost all of our parents acknowledged how informative the monthly SWAY updates are as they appreciate the effort to be kept up to date with events and important dates. Learning Journal updates were also recognised as a strength, where most of the parents expressed how they like receiving notifications on their children's progress through this digital platform. A few of our parents use the learning journals to regularly share experiences from home.

In October 2022 we hosted a Curriculum evening where the majority of our parents attended. This event enabled the opportunity for us to introduce our staff team, share our curriculum approaches and our Improvement Plan Priorities and offer an environmental tour of the EYC. Parents were also provided a platform to ask any questions about our service delivery.

We have used a number of methods to source the views of our staff and service users this year and have reflected that almost all respond better to in-house feedback forms compared to the few responses we receive through our digital communication. We will continue to explore all methods including QR codes, Mentimeters, Microsoft Glow forms and in-house feedback forms to correlate their views and opinions to support future service improvements.

Various methods of consultation have also been carried out with the children in an age appropriate manner. This has enabled staff to document their views and opinions in order for them to contribute to the life of our centre. Almost all the children were involved in creating new snack menus and consulted on changes to our lunch time routine. The 'Sunflower' model is used to capture children's voice and learner participation and has been used to support a few children during settling periods.

Our family engagement policy was updated and shared with staff and parents for them to review and comment on any changes. All practitioners felt the aims of this document captured the ethos of the centre well and found the methodology to be realistic and achievable. A few parents reflected on the changes with one commenting that *"I read the Family Engagement Policy with interest and feel it is very comprehensive. I am delighted about the opportunity to come in to the nursery and share some time with my child"*

In September 2022, our Family Champion planned to deliver in-house 'Parents as Early Education Partners' (Peep) sessions where initially, a few parents demonstrated an interest. These events however, were cancelled due to a lack of attendance on the day. We used our Coffee and Chat gatherings, SWAY updates and our Curriculum evening to share additional information about Peep and to ascertain parental views on when to host these events with the intention to offer further sessions in January 2023. Unfortunately, however, to date, we have not been unable to roll out the Peep programme due to our Family Champion being seconded to work in another early years centre. This has not had a negative impact on the centre or our parents, as they were able to access help and information from the Supporting Families Service. We recently hosted a targeted session delivered by a representative from this service where almost all of the parents who were invited to attend did so. All noted that they found this event extremely beneficial with one commenting that *"I found this very helpful and also reassuring that I wasn't the only parent facing similar issues. The informal nature meant that parents could openly discuss what sort of challenges we face and were given lots of advice and tips as to how we could approach different scenarios"*.

To date, we have continued to conduct all settling and progress updates via telephone conversations, however, through parental requests, we arranged for face to face meetings for all our children and families in May. Almost of our parents attended their keyworker meeting with a few opting to receive an update over the telephone. Most of whom attended, highlighted, how beneficial and informative these meetings were with one parent noting *"Useful feedback to inform me of my child's progress and development. Great to see how attentive the staff are and*

can provide these insights despite a large EYC. Thank you for putting your time to give these sessions!"

Next Steps:

- Develop a Family Engagement Calendar highlighting events across the year including progress meetings and Coffee & Chat sessions.
- Create further opportunities for 'Play and Share' sessions
- Encourage parental support to facilitate forest school sessions
- Create opportunities for parent workshops i.e. Bookbug
- Engage in further consultation processes on Peep

Centre priority 3: Literacy – Listening and Talking	
<p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in Literacy and Numeracy. • Closing the attainment gap between the most and least disadvantaged children and young people <p>NIF Driver Curriculum and assessment School and ELC improvement</p>	<p>HGIOELC QIs</p> <p>QI 3.2 Ensuring children's progress QI 2.3 Learning, Teaching & Assessment</p>
<p>Care Inspectorate Quality Framework QIs</p> <p>4.1 Staff skills, knowledge and values 2.1 Quality of the setting for play and learning</p>	
<p>Progress and impact:</p> <p>Our starting point was to seek the views of our staff team on their knowledge, skills and confidence in delivering quality literacy experiences in particular, within aspects of Listening and Talking. A Microsoft Form captured their responses and on analysis reflected that most of the practitioners felt that their current knowledge of the Listening and Talking Curriculum was fair and the majority noting that they require support to plan progressive listening and talking learning experiences. Staff reflections included <i>“Examples and ideas of activities to promote listening and talking and focus on what techniques to use to hold children’s attention in groups if they are struggling to listen would be beneficial”</i> and another commented that <i>“I would like further training to improve my knowledge on the curriculum”</i>.</p> <p>In response to practitioner feedback, we used the August In-service day as a platform to look at the early level literacy curriculum in more depth aiming to focus on enhancing their knowledge of curriculum design, build confidence and capacity to plan high quality learning experiences and develop an understanding of policy documents to with recording and documenting next steps in learning within listening and talking. At the end of May 2023, a second Microsoft form questionnaire was sent to all staff where they were asked to reflect on their progress over the past year and one staff member commented <i>“I find the progression framework document you gave us very helpful”</i>.</p> <p>In August 2022 all staff were again consulted and given the opportunity to select an area of the curriculum they would like to enhance. From here, ambassador roles were established in Makaton, Work Aware, Literacy Home-Link, Rhyme and Language and Communication Friendly Environment. Targets and timelines were discussed and agreed with staff during their initial Professional Development and Review meetings and individual tasks were incorporated into the centre Improvement Plan. All staff participated in a Word Aware training session to familiarise them with the approach, where the aim of the session was for them to develop confidence in delivering Word Aware sessions to the children in their groups. The senior leadership team have observed progress in this area and continue to regularly give verbal feedback to staff to enhance these experiences further as and when required. A termly overview of ‘concept words’ was created and the Word Aware ambassador was responsible for preparing resources for each session and uploading the ‘Word of the Week’ on to the children’s learning journals. A few parents responded to this information and noted, <i>“D told me all about Concept Cat! And explained the word ‘big’ very well.”</i> and <i>“Concept cat is one of his favourite’s”</i>.</p> <p>In September 2022 all staff attended an in house ‘Sign & Share’ session that was supported by our link Speech and Language Therapist. The aims of this session were to introduce a core set of Makaton signs, identify a Makaton ambassador and for staff to understand the importance of signing for children with speech and language communication needs. The Early Years Teacher and the Makaton ambassador jointly prepared a termly overview for ‘Sign of the Week’ and in</p>	

addition the Makaton ambassador prepared all the resources for staff lanyards, wall displays and fortnightly videos for parents on the learning journals. All staff recognise the importance of reinforcing these signs during group time experiences and during a recent coffee and chat session, a few parents acknowledged, that sharing the Makaton signs regularly, help to promote listening and talking within our environment.

As part of our in-service day in October 2022, a workshop focussing on the importance of rhyme was delivered to all staff. The main aims of this session were to develop staff confidence in delivering a variety of high quality rhyme experiences and to increase their understanding of rhyme and its importance within the early level curriculum. During this session, staff produced a bank of rhyme ideas and resources to be used regularly within the centre. Following this, the Rhyme ambassador created a child friendly rhyme box with a variety of props and visuals which is now used regularly at group time sessions. Feedback from this training was very positive, where all staff highlighted that they found the content valuable and informative. Comments included *"I feel more confident in delivering appropriate rhyming activities for the stage of development for the children in our centre"* and *"I'm looking forward to using the new rhyme box and other resources suggested today"*. In November 2022 we consulted our parents, to ascertain how often they engage in rhyming experiences compared to storytelling at home. Almost all, acknowledged that they read to their child on a daily basis with the majority using bedtime as a platform for these experiences. However, in comparison, the majority of parents also highlighted that they do not engage in rhyming activities on a daily basis at home. A few parents recognised, that although they value storytelling, they acknowledged that they could also include more rhyming experiences throughout the day, commenting *"We used to be better at this! Good to have this reminder to incorporate nursery rhymes more often at home"*. Following this feedback from parents, our Early Years Teacher put some additional information regarding the importance of rhyme and resources for parents on a Sway newsletter in December 2022. Our Rhyme ambassador is currently in the process of creating a number of different 'Rhyme bags' that will be available to parents and children to take home to provide further meaningful Rhyme experiences. Our EYC Teacher is also producing a 'Rhyme Thing Link' resource that will be sent out to all parents in June 2023 and to all future parents and families as part of their induction packs. The Thing Link will contain a variety of online games, resources, sing-alongs and other ideas on how to incorporate more Rhyme at home.

Our Literacy Home-link ambassador, was responsible for establishing home-link bags and from January 2023 all children received a library book home on a weekly basis. This was established to encourage the children to develop a love for literature and to also to facilitate conversations about the books they enjoy at home and read with their families. Our parents commented that the library book bags and maths bags have been one of the strengths of the centre this year at a recent Coffee and Chat.

Our EYC Teacher has been attending a pilot project within the authority regarding a Progression Framework for Literacy Early level of the curriculum. These meetings have involved reviewing the content of the 'Listening and Talking' section and trialling this new framework with staff to support the planning, tracking and assessment of children. It is planned that as of August 2023, all staff will be using this new Progression Framework for Listening and Talking, Reading and Writing with all new children enrolled in the centre.

At the February 2023 in-service day, all staff participated in a Language & Communication Friendly Environment session where the 5 main indicators were re-visited and an audit of our current practice carried out. Some of the strengths that staff highlighted were regarding group times; where almost all commented that having *"Time planned for children to participate in small groups"* and *"using various listening techniques, e.g. talk when holding an object to allow all peers a chance to speak."* was important. Another strength noted by all staff was our bespoke and nurturing manner used with the children; *"Settling is bespoke to each child and staff work hard to build meaningful relationships"* and we *"support English as an Additional Language and children with additional support needs through visuals, Makaton, routines and strategies such as*

now and next boards.” A few parents have also acknowledged our settling routines as being a strength, saying “Great settling in. Support is given to both child and family to ensure children are made to feel welcome.”

In May 2023, parents were consulted on our Improvement Plan progress where almost all who responded acknowledged that we support their child to progress within Listening and Talking, comments included “*You always have activities that involve taking turns, listening and understanding other people’s points of view.*” and “*L learns many words and the meanings of them when at nursery.*”

Next Steps:

- Continue to develop our home-link approaches supporting development of listening and talking e.g. library and rhyme bags.
- A PDSA cycle to be carried out in regards to LCFE and continue to develop the indicators across the centre.
- New Literacy Progression Framework to be uploaded to learning journals and used to support planning, tracking and assessment from August 2023.
- Continue to develop our Makaton ‘Sign of the Week’ termly overviews to include a more diverse range of signs.
- Continue to support staff when delivering Word Aware and Rhyme experiences.

Progress in National Improvement Framework (NIF) priorities

Placing the human rights and needs of every child and young person at the centre of education

Raising awareness of Children’s Rights has been an identified improvement area over the past two years at Killermont EYC. As a centre we have worked tirelessly, using age appropriate methods to ensure our learners develop an understanding of their rights. We have also supported our staff team and parents to build on their knowledge, fostering a holistic approach to this topic. Children are recognised as the leaders and decision makers of the future therefore, enabling them to develop an understanding of their rights from an early age will assist to empower their future roles within society.

Improvement in attainment, particularly in literacy and numeracy

Almost all children are attaining the expected standard across all aspects of literacy, numeracy and health and wellbeing within the early level of Curriculum for Excellence. Through ongoing observation and assessment, children are identified to be part of targeted support and challenge groups within aspects of numeracy and literacy. This year, we have targeted groups on fine motor, mark making, rhyme and numeracy. As a centre, we have identified fine motor and listening and attention skills in particular as areas for support. Our daily group time experiences with a variety of different activities and resources has helped to develop children’s skills, particularly their listening and attention.

Closing the attainment gap between the most and least disadvantaged children and young people

The Ferre Laevers criteria scale for wellbeing and involvement is used to observe all children twice a year. This information is analysed and the findings used to identify individual children who may

require additional support for learning. It also enables positive changes to be made to our learning environments to ensure they remain challenging and engaging for all. All staff, are aware of the importance of identifying children who may require targeted support to ensure intervention is offered at the earliest stage.

Improvement in children and young people's health and wellbeing

A strong focus on nurture continues to be a centre priority. The Paths programme is used to develop social and emotional skills and provided all children with the opportunity to talk about their emotions. The 'Paths Kid of the Day' compliments sheet has been embedded into our daily practice, this has helped to build self-esteem and resilience in almost all of our children. We continue to use 'The Colour Monster' story as an age appropriate way to enhance children's vocabulary and ability to express their emotions. This can also be tailored to support individual children as a self-regulation tool. This resource was also used as part of our transition programme where almost all pre-school children were able to confidently identify and discuss their emotions in relation to going school. This year we have introduced the SHANARRI Buddies as an additional wellbeing resource to celebrate children's achievements across the eight indicator areas. This resource helps to promote wellbeing through play and also assists to ensure staff and all our service users have a common understanding of the importance of wellbeing. Free-flow outdoor play is embedded within practice and continues to be an integral element of our routines. The majority of our children will choose to access our garden spaces on a daily basis.

Self-evaluations of How Good Is Our Early Learning and Childcare

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Choose an item.
2.3 Learning, teaching and assessment	Good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	Very good	Choose an item.
3.2 Securing Children's Progress	Good	Choose an item.

Quality Inspection Framework Evaluations				
Date	How good is our care, play and learning?	How good is our setting?	How good is our leadership?	How good is our staff team?
31 Oct 2022	5 Very Good (I)	5 Very Good (I)	5 Very Good (I)	5 Very Good (I)

Summary of Centre Improvement priorities for Session 2023/2024	
1	Partnerships
2	Play and Pedagogy
3	Literacy – Writing

What is our capacity for continuous improvement?

All staff at Killermont Early Years Centre demonstrate a commitment to providing the highest standards of learning and teaching and care to all children. Our ethos continues to be welcoming and nurturing and we pride ourselves on the ability to form positive, reciprocal relationships with all our families and service users.

Our enthusiastic and motivated staff team work collaboratively to ensure there is consistency throughout the service and are confident in using self-evaluation processes to inform areas of strength and identify areas for improvement. All staff are committed to build capacity for improvement with a view to improving outcomes for all children.

Staff will continue to be encouraged to engage in continuous professional learning and development opportunities to ensure their skills align with theory and practice.