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East Dunbartonshire Council

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Killermont Early Years Centre Standards and Quality Report 2023/24



Our Vision, Values and Aims

Killermont EYC Vision:

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

Killermont EYC Values:

Kindness / Honesty / Respect / Fairness

Killermont EYC Aims

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, 48 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 2024 is 100 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, 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 2023 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 involved all of our service users in refreshing our Vision, Values and Aims which are now embedded with our daily practice alongside our EYC values which 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.

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 recently applied for funding from the Glasgow Airport Flight Path fund to assist in enhancing our outdoor spaces further.

We have a robust tracking system in place that maps the children's progress throughout their time at the EYC. Staff continue to use the online journals platform to share learning experiences and to foster reciprocal relationships, where parents are encouraged to share learning from home. We have hosted a number of themed 'Play and Share' sessions this year for our families, including, Bookbug sessions, numeracy activities and loose parts problem solving experiences.

Any support needs are identified quickly and the centre works with a range of partnership agencies for advice on support interventions. A Pupil Support Group meets regularly to plan next steps for children requiring assistance from the EYC. The Depute Head of Centre and keyworkers attend these meetings alongside the Depute Head Teacher from Killermont Primary and our link Educational Psychologist. We promote an ethos where Language and Communication Friendly strategies are followed, additionally all staff are aware of the Six Principles of nurture, where almost all work hard to embed these in their daily practice.

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 link 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: Parent and Community Partnerships	
Care Inspectorate Quality Framework QIs 1.4 Family engagement 2.1 Quality of the setting for play and learning	
NIF Priority <ul style="list-style-type: none"> • Improvement in children and young people's health and wellbeing; • Improvement in achievement, particularly in Literacy and Numeracy. NIF Driver Parent/carer engagement and family learning School and ELC improvement	HGIOELC QIs QI 2.7 Partnerships QI 2.5 Family Learning
Progress and impact: <p>We have continued to build on the strong foundations previously established in relation to our Family and Community engagement processes. In July 2023 we consulted all staff and established a new Community Ambassador. Their main focus has been to create links with various services within the Bearsden Community. Since August 2023 we have had monthly visits from the local Librarian where almost all the children have benefited from a new selection of books each month and the opportunity to attend animated story telling sessions led by the male librarian. We are also fostering the message of respecting resources belonging to others and using our SHANARRI Buddies as a tool for positive praise when a child is demonstrating these qualities. When asked to reflect on these sessions one child commented <i>"I like it when he reads to us" and another acknowledged "he brings us new books, he is good at reading"</i>. Stronger links have also been established with our local Parish Church with the Minister visiting the centre on two occasions to share the Christmas and Easter stories in an age appropriate way. Almost all of our children received the opportunity to be part of these story telling sessions. In addition, we have enabled further opportunities for the majority of our children to participate in local outings within our community. This included visits to Killermont Café located within the local Parish Church. The main aim of this visit was to build on the children's interest in shop and cafe role play within our home-corner area and to link it to real life situations within the community. This trip fostered opportunities for a few of our children to develop skills for learning, life and work, in particular the concept of money and the various methods of payment used in today's society.</p> <p>During Ramadan in February 2024, almost all of our pre-school children visited the Bearsden Mosque. This visit provided a rich insight into how Muslim families practice their faith and prepare for the festival of Eid. All staff were also invited to attend an information session to build on their current knowledge of this cultural festival which led to richer learning experiences being offered to all our children during these periods. One staff member acknowledged "this information was invaluable as I feel more informed about this topic". Further links with community were fostered when a Health Play Specialist from the Teddy Hospital visited the centre to provide insight in a fun, age appropriate way, what to expect during a hospital stay. Again, this opportunity was facilitated as a result of the children's interest in hospital role play.</p> <p>We have increased the number of 'Play and Share' opportunities this session hosting three throughout the year. These were attended by most of our parents and provided an opportunity for them to join in a variety of learning experiences with their child including, following a recipe card to make playdough, den building experiences and a 'Bookbug' event. Almost all of the parents who attended these sessions commented on how well organised they were and how much they enjoy getting to spend time with their child. In particular, the 'Bookbug' sessions were extremely popular, where most of the parents who attended highlighted how beneficial it would be to have more opportunities to engage in these sessions. As a result, Bookbug sessions are now held monthly and organised and led by our Literacy Ambassador. Parent comments include <i>"I always feel included and involved, especially with being able to attend the EYC for sessions such as bookbug and coffee and chat"</i> and <i>"I really enjoy Bookbug sessions, more of the same"</i>.</p> <p>Communication continues to be a major strength of Killermont early years centre, again highlighted by almost all staff and parents during a recent consultation process. We use platforms like SWAY, Learning</p>	

Journals, X (formally Twitter) as our main source for sharing information. We have increased our 'Face to Face' parent meetings and have held two over the year, one in November and in May. We have also seen a 50% increase in parents providing feedback during our consultations processes, in particular when capturing their comments whilst they are in centre. We have also introduced a 'Wow' wall this year where we celebrate the success of children and our staff team.

A highlight of the year was our family 'Winter Wonderland' event held in December 2023. This was attended by almost all of our children and families where they had the opportunity to participate in a number of Christmas themed carnival games, pet real reindeer, purchase themed items produced by the children and visit Santa's grotto. All money raised from this event was donated to our local children's hospice. One parent acknowledged "*the Christmas family event was fantastic and much appreciated!*" and another "*the Christmas event was incredible*".

Further opportunities were also enabled for parents and families to be involved in the centre across the year including participating in Mystery Reader week, sharing their job role during World of Work week, participating in cultural awareness sessions about Chinese New Year and helping with local walks to our forest site and other community trips. Almost all of our staff and parents have acknowledged that they strongly agree that our family and community involvement has been a particular strength this year commenting that "*I feel our approaches to Family and Community Engagement have been great this year. Parents have had more opportunities than ever to be involved in their child's journey here at Killermont EYC*" and "Great approach. Lots of opportunities for engagement from family and community". "*Thank you for putting so much care and attention into how you deliver your service*".

Next Steps:

- Develop opportunities to record parent and community events and feedback using the floorbook platform
- Facilitate more opportunities for intergenerational partnerships
- To continue to make positive progress with regards to partnerships and community links
- To support working patterns of parents and make every effort to involve them in the life of the centre

Centre priority 2: Play and Pedagogy	
NIF Priority <ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing; Improvement in achievement, particularly in Literacy and Numeracy. NIF Driver <ul style="list-style-type: none"> School and ELC improvement Curriculum and assessment 	HGIOELC QIs <ul style="list-style-type: none"> QI 1.5 Management of resources to promote equity QI 1.2 Leadership of Learning
Care Inspectorate Quality Framework QIs <ul style="list-style-type: none"> 1.3 play and learning 2.1 Quality of the setting for play and learning 	
Progress and impact: <p>In July 2023, all staff were involved in a consultation process to ascertain their opinions on zone rotations which previously were for two week durations. Professional dialogue on the benefits of moving this rotation to four weekly, resulted in almost all staff agreeing to increase the length of time they remained within an area. One member of staff noted their reasoning for this being <i>"I think to be able to properly develop an area, make changes, plan activities and display learning process on the walls, two weeks is not enough time"</i> and another <i>"I feel you could plan for greater depth and balance, and see a 'topic' grow with the children"</i>. The impact of this change has enabled most of our staff to provide high quality learning experiences linked to the children's current interests and to comprehensively record these teachable moments in their planning and floorbooks entries.</p> <p>All staff were consulted and chose areas of the curriculum to develop through their Ambassador roles this included, Health and Wellbeing, various aspects of Literacy, Children's Rights and a Numeracy ambassador. Through the effective Professional Development Reviews process, most staff have a clear understanding of their role and have demonstrated professional dedication in attending training events to enhance their practice. In addition, most staff have been proactive during their allocated in-house Continued Professional Development time. A few staff were able to visit other establishments to observe good practice in areas like Children's Rights, woodwork and floorbooks and were given the opportunity to cascade this information to all staff during in-service days. Our two Early Years Support Workers visited Woodland View, the new purpose built school for children with additional support needs. Both described this visit as being invaluable and acknowledged that it gave them confidence and enhanced their practice in providing learning opportunities for all our children, in particular those requiring additional support for learning. A recent staff survey highlighted that almost all staff feel valued and consider themselves to play an integral part of the life of the centre. One practitioner acknowledged that <i>"I feel as a whole Killermont EYC is a lovely working environment. We have a great staff team that I am more than grateful to be a part of!"</i></p> <p>-</p> <p>On the August in-service day all staff received training using the 'Play Pedagogy Toolkit' from Education Scotland. We looked at why play pedagogy was important, features of effective practice, how to incorporate children's rights and different associated pedagogies such as Froebel and Reggio Emilia. We then reflected on this within our setting; linking play pedagogy to Curriculum for Excellence, Realising the Ambition and considered how we as adults facilitate and extend learning through play. In addition, one member of staff completed Education Scotland's 'Pondering Pedagogy' training and acknowledged how all the professional development across the year on this topic has enhanced her practice noting <i>"this opportunity has enabled me to confidently make changes to my practice for the better, I am now recording more meaningful observations, and have raised awareness of child led learning and the importance of both small and large transitions in young children's lives"</i>. Another practitioner reflected <i>"All the training throughout the year reinforces the 'why' of what we do within practice"</i>.</p> <p>Ferre Laevers observations in September 2023 highlighted that most of our children were secure within the environment and could confidently express their needs however, required more opportunities for exploration and challenge. Outcomes were discussed with all staff and variations made accordingly to playroom spaces to promote deeper engagement and challenge and further opportunities to support</p>	

individual children. Observations in March 2024 reflected that almost all children were demonstrating high levels of Wellbeing and Involvement. Our monthly 'Walk Round Wednesday' environmental audits provide further opportunities for all staff to engage in professional dialogue about zone provision. They ensure that resources and equipment promote curiosity and enquiry that reflect the children's interest and motivators. During these visits senior staff have consistently observed most children being highly engaged, and independently exploring a range of experiences and provocations across our two playroom and garden spaces

In September 2023, we began the journey to creating our centre Curriculum Rationale where we consulted staff, parents and children asking them "What makes Killermont Early Years Centre Unique"? From here, we triangulated their views and created an overarching theme board and invited parents to join a focus group to work alongside staff and children to assist in making our vision a reality. A few parents responded and have consistently attended a number of groups sessions over the past year led by our early years support worker. We have fostered a whole centre approach to formalising our Curriculum Rationale, and we plan to launch our final draft by the end of June 2024.

The introduction of floorbooks this year has enabled most of our staff to confidently evidence the learning journey in each of their zone areas. Most children have had the opportunity to take ownership of these working documents to capture their interests, voice and demonstrate how they can lead and enhance their knowledge and understanding in various aspects of the early level curriculum. These books are used to revisit and reflect on previous learning opportunities and can be viewed by all children and staff at any time within the setting. All staff received in-house training on "Why do we use floorbooks" and were issued with guidance to support them in populating these documents. Furthermore, all staff are encouraged to attend weekly 'drop in' sessions with our early years teacher, should they require support or advice in this area.

Through in-house training across the year, almost all staff have been provided with the opportunity to upskill their knowledge and understanding of 'meaningful provocations'. Most staff members acknowledge that they are now more confident in understanding what the children's interests are through reflective observations and careful questioning and are able to provide provocations that captures their curiosity as well as enhancing their knowledge, skills and extending their learning. During our May in-service all staff participated in 'Killermont Bargain Hut' where they were given a budget to purchase items from the local charity shops to enhance their curricular zone area. On their return, they were encouraged to create a provocation and share the context with all staff, describing why the children would want to explore their creations, either independently or with friends. All staff commented how this opportunity was not only a fun experience to share with their colleagues, however it will also support their confidence in the future when creating meaning provocations for all our children. One practitioner acknowledged *"my practice has improved as I am now more aware of the different aspects provocations should have"*.

Next Steps:

- Develop a deeper understanding of following children's interests and how to link this within curriculum planning
- Providing opportunities for all staff to develop their understanding of the observation, assessment and planning cycle
- Introduce 'focus child' observations
- Increase the levels of children's involvement in using floorbooks
- Make floorbooks more accessible to parents within the centre

Centre priority 3: Literacy – Writing	
NIF Priority <ul style="list-style-type: none"> Improvement in achievement, particularly in Literacy and Numeracy. <p>Choose an item.</p> NIF Driver <p>Curriculum and assessment</p> <p>Choose an item.</p>	HGIOELC QIs <p>QI 2.2 Curriculum</p> <p>QI 2.3 Learning, Teaching & Assessment</p>
Care Inspectorate Quality Framework QIs <p>1.3 play and learning</p> <p>2.1 Quality of the setting for play and learning</p>	
Progress and impact: <p>Our initial starting point was to seek the views of all practitioners via Microsoft forms. This was to ascertain their current knowledge, skills and confidence in delivering quality experiences, and in addition, their confidence in tracking learning opportunities linked to the Writing curriculum. While most practitioners felt that their knowledge of the curriculum was good, the majority also felt that they required some support when delivering a variety of progressive learning experiences for children in line with their individual next steps. One practitioner acknowledged <i>“More training courses to help with different experiences based on different ages and stages”</i> and another stated <i>“Finding new ways to offer experiences to the children to help engage the younger ones.”</i></p> <p>In response to practitioner feedback, a range of training sessions were planned and delivered across the year during our scheduled in-service days. In August 2023, almost all staff had the opportunity to look at the early level literacy curriculum in more depth aiming to focus on enhancing practitioner knowledge of curriculum design, build confidence and capacity to plan high quality learning experiences using a range policy documents to support this. At this session, we introduced the new East Dunbartonshire Councils (EDC) Progression Framework for Writing to support all practitioners with planning learning experiences and appropriate next steps.</p> <p>In September 2023, an environment audit was carried out using the “Writing audit tool” from EDC. Some of the areas that were marked as a priority to focus on were;</p> <ul style="list-style-type: none"> Providing a range of writing implements and materials in a range of areas in the playroom (e.g. construction, outdoors, house corner). Providing children with opportunities to write within a context e.g. the home corner, the café, the vet role play area and write for a real purpose e.g. writing a menu for the café. Valuing children’s attempts at writing and understand that in the early years, children’s scribbles are their first attempts at writing i.e. by asking and discussing what the children are writing and by displaying their writing. <p>Some of the steps that were taken in order to address these areas for improvement included introducing writing caddies to all area of the EYC that are stocked with a variety of mark making and writing tools and equipment. Almost all children have been observed accessing these resources, in addition, there has been a significant increase in the number of boys independently mark making out with our designated writing area. Staff have also been using wall displays and the new floorbooks to display children’s work, drawing, mark making and writing, giving them an increased sense of pride and valuing their work. We use the SHANARRI wellbeing buddies to further celebrate children’s efforts and progress, such as ‘Achieving Andrew’ awards.</p> <p>On the October in-service day, we continued to look at the “Talk, Draw, Write” approach, using Noella MacKenzie’s book for guidance, and in-line with Killermont Primary Schools early writing process. Our Early Years Teacher delivered a training session on “Understanding and Supporting Young Writers & Talk for Writing Strategies” where we focused on the importance of talk and drawing skills that support early writing and mark making. One staff member said <i>“After the training I was in the literacy area and to support each child’s age and stage of development I provided scribed text, printed text and used digital media to develop their confidence while mark making using their interest and enjoyment of the story “Room on the”</i></p>	

Broom” and another practitioner commented that “I have provided the children with a variety of materials that support the exploration of different texts”.

We utilised our parent coffee and chat session in February 2024 to ascertain parental views on our approaches to literacy, in particular writing. The few parents that attended, commented that they felt reassured by the number of experiences being offered within the centre to promote the development of early mark making however, one parent acknowledged that she would like advice on how to promote this more at home. As a direct result, we now use the learning journals platform to share monthly tips on how to promote literacy at home. When asked to comment recently on how we support progress within literacy, most of the parents who responded strongly agreed that this is an area that we promote very well. One parent highlight *“The support my child has received has been brilliant, she seems to be confident with her writing skills”*. And another acknowledged *“Lots of creative play opportunities to help build the blocks for correct grip and mark making”*.

Further training at the May in-service day was led by the Depute Head Teacher of Killermont Primary school where she shared information on how we as educators must appreciate that writing is a complex process, requiring multiple physical and mental processes at the same time. This professional learning opportunity helped all staff to consolidate their understanding of the importance of providing learning experiences that encourage the development of core strength as children develop from the inside out with their fine-motor muscles being the last to develop. Consequently, almost all staff are considering gross motor skill development and valuing this essential step in the writing process. Almost all children within our centre participate in outdoor play on a daily basis. With a renewed focus and value on gross motor skills and core strength, almost all children are participating in dance related activities and also harnessing the opportunity to construct and initiate obstacle courses for themselves and their peers.

At the end of May, a follow up Microsoft form was sent to staff, where they were asked to reflect on the progress made within Writing across the year. The majority of practitioners felt that tracking children's progress was something we did very well at Killermont EYC and when reflecting on changes to their practice within writing, staff reflected that *“There are opportunities for mark making and literacy development in all areas of the nursery following the introduction of the literacy buckets”* and another *“I feel the support for children's learning within literacy is very good as children have every opportunity to access materials within each area to mark make.”*

Next Steps:

- Fully embed the ‘Talk for Writing’ approaches used with pre-school children in small groups, by bringing the story maps and other play resources into the writing area.
- Continue to provide a wide variety of mark making resources across all areas of the EYC to promote writing in different contexts.
- All staff to use the Progression Framework documents to support next steps and planning learning 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;

Within our centre we aspire for each child to gain skills, knowledge and attributes, to build a secure foundation to reach their potential. Supporting this aim, we use age and stage appropriate methods, providing our learners with opportunities to develop their understanding and promote advocacy of their rights. We provide a safe and respectful environment, where staff use child centred approaches responding to the needs and interests of the child. Respecting the individuality of each child, we take a holistic view, acknowledging all their learning within and out with our environment. Consequently, parent and carer engagement and awareness of children's rights is provided.

Improvement in children and young people's health and wellbeing;

As a staff, we are aware of the fundamental building block that health and wellbeing provides for learners. Our centre and staff continue to embed nurture, understanding and incorporating nurture principles in our daily practice. The Paths Programme is used to develop social and emotional skills and provides children with an opportunity to develop their awareness of feelings in themselves and recognise basic feelings in others. Being 'Paths Kid of the Day', encourages our learners to give and receive compliments, building their self-esteem and resilience.

The 'Colour Monster' story enhances social and emotional learning, providing the children with age and stage appropriate resource to support their vocabulary and ability to understand and express emotions. This tool has supported our pre-school children in their transition programme to school, with all children confidently able to identify and discuss their emotions about going to school. We are continuing to embed our SHANNARI buddies to promote wellbeing through play and also to celebrate children's achievements across all indicator areas.

Our centre has fully embedded free flow outdoor play, with most children accessing our garden spaces on a daily basis. Our outdoor space provides experiences incorporating all curricular areas, with in-service training highlighting the significance of gross motor skill development for our learners. Our social zone provides our learners with opportunities to socially explore a variety of different foods through handling, tasting, talking and learning, especially with celebrations pertinent to our learners social backgrounds. As a centre we are actively signposting our learners to seasonality of produce and growing our own food.

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

As a centre, we recognise that through providing high quality early education and care for our children, we are providing a strong foundation for their future learning. The curricular experiences provided within our centre are inclusive and culturally responsive reflecting the increasing diverse backgrounds of our learners. As a staff we recognise the significance of early intervention strategies together with parental/carers partnership to support our learners. Home link bags provide our learners with resources to support reading, numeracy and rhyme. Responding to parental requests, we regularly provide activity ideas to support literacy development out with nursery.

Using the Ferre Laevers criteria scale for wellbeing and involvement, we assess learners twice at different points in the year. This information is analysed, signposting any identified learners who may require additional support to access their learning. Simultaneously, this analysis encourages reflective practice, particularly, on our environment and ensuring that resources provided are based on our children's interests offering engagement and challenge.

Improvement in achievement, particularly in Literacy and Numeracy

Almost all children within our centre are attaining the expected standard across all aspects of literacy, numeracy, and health and wellbeing within the early level of the Curriculum for Excellence. Our learners are provided with experiences and opportunities to explore these fundamental skills through all zones of the nursery and across all curricular areas. Assessment supports learning and through continual observation, we promote child centred approaches with targeted interventions to support numeracy and literacy skills. 'Together time' provides a ring fenced time when key workers can specifically target children's next steps through a combination of planned and responsively planned experiences. Specifically, this daily practise encourages listening, turn taking, and co-operation skills, with a variety of activities targeting vocabulary development, fine motor skills and early mark making, and numeracy.

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

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very 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.

Care Inspectorate - Quality 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 2024/2025	
1	Intergenerational Learning – Links with older generation, families and wider community
2	Play and Pedagogy
3	Literacy – Reading

What is our capacity for continuous improvement?

Staff at Killermont Early Years Centre continue to demonstrate a commitment to providing the highest standards of learning and teaching and care to all children. Our ethos is 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 and families.

As a staff team, we will continue to engage in continuous professional learning and development opportunities to ensure our skills align with theory and current practice. In addition, we will endure to utilise the Plan Do Study Act process as a tool to highlight and support the changes we have identified and plan to do in the future.