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**East Dunbartonshire Council**

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# Killermont Early Years Centre Standards and Quality Report 2024/25



## **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 2025 is 94 where almost all of the EYC community is formed from SIMD quintiles 4 and 5.

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, one Early Years Support Worker, 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 2024 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 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. Our curriculum Rationale was developed with staff, parents and children and was launched in August 24. This documents highlights our approach to curriculum design and implementation and captures the ethos of our centre.

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 October 2022 a garden pond was created, and this year we were excited to observe frog spawn for the first time, enabling our learners to witness life cycles in their natural habitat. 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 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 family engagement opportunities including 'Play and Share' and Bookbug sessions once per term. 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

Intergenerational learning - Links with older generation, families & wider community	
<b>Care Inspectorate Quality Framework QIs</b> 1.4 Family engagement 2.1 Quality of the setting for play and learning	
<b>NIF Priority</b> <ul style="list-style-type: none"> <li>• Improvement in children and young people's health and wellbeing;</li> <li>• Improvement in achievement, particularly in Literacy and Numeracy.</li> </ul> <b>NIF Driver</b> Parent/carer engagement and family learning School and ELC improvement	<b>HGIOELC QIs</b>  QI 2.7 Partnerships QI 2.5 Family Learning
<b>Progress and impact:</b> <p>Our commitment to providing opportunities for families to engage in the life of our centre has continued to evolve this year with an added focus on intergenerational relationships. Our approaches were acknowledged by almost all of our parents and staff, during a recent consultation process as being a key strength of our service this year. One parent acknowledged, <i>"I think your approaches to family engagement are excellent"</i> and another noting that <i>"I like that grandparents can get involved too as it is difficult for me to get involved during my work times"</i>. All our events have been consistently attended by some of our parents and grandparents with feedback for each captured through our new Family Engagement Floorbook. This document provides a platform for all our services users, including staff and children to have the opportunity to capture their thoughts and is displayed in our hallway for all visitors to view. Additionally, this year, we have developed a wall display that captures our Improvement Plan progress. This is updated regularly with photographs and descriptions of our achievements and enables all visitors to the centre to visibly see where we are on our Improvement plan journey.</p> <p>In July 2024, we created a calendar of events that mapped out our engagement intentions for the year, this was shared with all families in advance to enable them to plan around work commitments and share with extended family members.</p> <p>In August 2024 we hosted a 'Curriculum Evening' which was attended by a few of our parents. Feedback highlighted the need to review the timing of this event where both staff and parents noted the importance of moving it from an afternoon to an evening slot. Going forward, we are anticipating that this will be better attended, providing an opportunity to capture a wider audience to maximise the impact of sharing this valuable information.</p> <p>In October 24 we celebrated National Grandparent day with a tea party. The children made invitations, and helped to organise the logistics of this event which was represented by some of our families. A few of our grandparents volunteered to read a story during 'Mystery Reader Week' and at Christmas, almost all of our parents and grandparents joined us for a festive sing-a-long and our Winter Wonderland event. Feedback from all of these events was extremely positive with one gran commenting <i>"Thank you so much for the lovely tea party"</i> and another noting <i>"Such a lovely night with all the family at the Winter Wonderland event"</i>. The children have been really receptive to having their grandparents join us during all of these events where one acknowledged <i>"It was fun showing my gran my nursery"</i> and another voicing <i>"I liked when E's grandad read the mouse story, it was so funny"</i>. Unfortunately, our scheduled Burns Day Grandparent event was cancelled due to storm Eowyn, however we celebrated VE day on the 8<sup>th</sup> of May by hosting a Bookbug session themed around the "How to babysit Grandad". This was attended by a few of our families with one gran acknowledging <i>"I will always remember this VE day, spending time in the nursery with our wonderful grandchildren"</i>.</p> <p>A highlight of our year has been facilitating visits for a few of our children to visit our local care home; we have enabled two to date. At Christmas, the children confidently sang songs and sensitively engaged in craft experiences with the residents and more recently, they planted flowers and sang some spring songs.</p>	

All the children who participated in this experience demonstrated a strong sense of care and empathy and voiced how much they enjoyed the experience. One child commented *"That was the best day ever, I liked singing and planting flowers"* and another *acknowledging "meeting D and D was special, now they are my friends"*. One resident voiced *"I don't want the children to leave"*.

We hosted three 'Play and Share' sessions this year that were attended by most of our parents. These events continue to provide opportunities for our families to engage in a variety of learning experiences with their children which included an outdoor problem solving experience. Our sessions in February and June focussed on learning conversations between parents, staff and children. These opportunities really resonated with all staff and parents, where they acknowledged how meaningful the discussions were and how they aimed to enhance children's development, strengthen relationships, improve communication ultimately, leading to more positive and effective learning experiences for all our learners.

Further opportunities enabling parents and families to be involved in the centre across the year included participating in sharing their job role during World of Work Week, helping with local walks to our forest site, Coffee and Chat, Bookbug sessions and parents meetings twice per year. Additional successful community partnerships continued with monthly visits from the librarian, the minister at Christmas and Easter, visits to Killermont Parish church and café and our local supermarket.

Our Family Champion supported some of our families over the year offering advice from promoting better eating habits, bedtime routines and positive behaviour strategies. We use our SWAY platform to share information on the role of the Family Champion and how they can offer personalised support and signpost families to other services within the community. This is an invaluable resource that has a positive impact on all who access it which in turn leads to improved outcomes for our learners.

#### Next Steps:

- Continue to enable more opportunities for intergenerational partnerships both at our local care home and with our extended families
- Continue to make positive progress with regards to partnerships and community links
- Be sensitive to parental working patterns, promoting innovative ways to engage parents in the life of the centre

Centre priority 2: Play and Pedagogy (Year 2)	
<b>NIF Priority</b> <ul style="list-style-type: none"> <li>Improvement in children and young people's health and wellbeing;</li> <li>Placing human rights and needs of every child and young person at the centre of education</li> </ul> <b>NIF Driver</b> <ul style="list-style-type: none"> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> </ul>	<b>HGIOELC QIs</b> <ul style="list-style-type: none"> <li>QI 2.2 Curriculum</li> <li>QI 1.5 Management of resources to promote equity</li> </ul>
<b>Care Inspectorate Quality Framework QIs</b> 1.3 play and learning 2.2 Children experience high quality facilities	
<b>Progress and impact:</b> <p>Each year all staff are consulted and encouraged to choose an area of the curriculum to develop through their Ambassador roles. These include, Health and Wellbeing, various aspects of Literacy, Children's Rights and a Numeracy ambassador. The Professional Development Review programme supports all staff to have a clear understanding of their role where most demonstrate 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.</p> <p>Our robust quality assurance calendar enables opportunities for all staff to engage in professional discussions in regards to providing high quality learning experiences for all our learners. Our 'Walk Round Wednesday' environmental audits and Learning Journal monitoring, ensure that our provision fosters curiosity and enquiry that reflects the interests of our children with most being observed during these visits to be engaged and independently exploring a range of experiences and provocations across our playroom and garden spaces. This data consistently aligns with our Ferre Laevers observations conducted twice per year. Floor books and wall displays continue to capture the experiences in each curricular zone and documents children's interest, records their voice and encourages them to be leaders in their own learning journey.</p> <p>In March 2025, the 'Pattern of our Day' was reviewed in consultation with all staff as most expressed concerns about the "Stop/Start" of our daily routine due to our tooth brushing and together time schedules. We used a SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats) to gather information on the challenges and highlight our areas of strength and formalised a plan for change using the Plan-Do-Study- Act model to document our improvement cycle. All staff have recently reflected that the changes implemented are positively impacting service delivery with one commenting <i>"I feel I have longer periods of time in my area to conduct activities without being disturbed and this is helping the children to focus on their learning"</i></p> <p>All staff received in-house training on British Sign Language (BSL) from the Teacher of the Deaf to support children within the centre that are experiencing hearing loss. BSL enhances communication skills, improves cognitive functions like memory and focus, and promotes inclusivity and understanding. For deaf or hard-of-hearing children, BSL is a vital communication tool, while for hearing children, it can enrich their understanding of language and culture. We have also audited our playroom environment and made some adaptations to help reduce background noise and loud noises for our deaf children; such as rubber stoppers on chairs and increasing the amount of soft furnishings.</p> <p>Ferre Laevers observations in March 2025 highlighted that most of our children demonstrated high levels of involvement and wellbeing during free play sessions; indicating that our continued focus on improving the learning environment and making it engaging for all learners is consistent. A few of our children are benefitting from our new Nurture Hut and more targeted interactions to support them with their levels of involvement during free play sessions.</p>	

Continuing from our work last year on meaningful observations and different observation styles, all staff received in house training on focus child observations during the October 2024 in-service day. We looked at the benefits of this detailed observation style and how we could introduce it into our calendar to supplement the holistic picture we gather of individual children and overall tracking of their progress. A new paperwork pro-forma was trialled by a few staff between October and January and feedback given to senior management on what worked well and some minor amendments to the paperwork. All staff received a refresher on the focus child observations and were asked to continue trialling using the paperwork from February 2025. Due to a busy term, including a visit from HMle for a thematic inspection a minority of staff are at the early stages of implementing this. We are continuing to support staff with these and will revisit this in August 2025.

Our early years teacher continues to provide all staff with informal drop-in sessions and professional discussions, often on the floor, to support them with various paperwork requirements such as planning sheets and floor books. This has supported staff to further enhance the provision within their areas and make cross-curricular links where appropriate, continuing to develop their knowledge and confidence of knowledge and skills within the curriculum.

In February 2025, almost all staff received in-house training on schematic play. This was an area that only a few staff had knowledge of prior to the training, and as we had some children displaying schematic play behaviours, the senior leadership team decided this training would be valuable at upskilling staff's knowledge and support them to plan meaningful experiences for individual children. Using resources from Education Scotland and Realising the Ambition document, almost all staff learned about the different types of Schemas and discussed how we could better support children's learning and development across different areas of the nursery and which resources would be beneficial for this. The majority of staff have then used this training to improve our learning environment, with one staff member saying '*I learned a lot at the training and now know how to better support child A with his interests*'

Our recent HMle Thematic Inspection highlighted particular strengths within our learning environment pertaining to literacy. The report acknowledged the following:

*"Spaces for learning are motivating and inspiring. Practitioners use open-ended provocations and invitations to learn effectively to ensure children remain engaged and interested in learning Literacy and English skills.*

*The spaces for learning both indoors and outdoors are literacy rich. Children are immersed in environmental print, books, signs and information. Children are curious about print and understand that it has meaning."*

#### **Next Steps:**

- Embed Focus Child Observations into our practice
- Facilitate Staff Trio Observations and look for further opportunities to support professional discussion within the team and across a wider network.
- Continue with our robust quality assurance calendar, including Walk Round Wednesdays and Learning Journal Monitoring to ensure our learning environment continues to meet the needs of our learners.



Centre priority 3: Literacy – Reading Focus	
<p><b>NIF Priority</b></p> <ul style="list-style-type: none"> <li>• Improvement in achievement, particularly in Literacy and Numeracy.</li> <li>• Improvement in children and young people's health and wellbeing;</li> </ul> <p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• Curriculum and assessment</li> <li>• School and ELC improvement</li> </ul>	<p><b>HGIOELC QIs</b></p> <ul style="list-style-type: none"> <li>• QI 2.2 Curriculum</li> <li>• QI 3.2 Ensuring children's progress</li> </ul>
<p><b>Care Inspectorate Quality Framework Qis</b></p> <ul style="list-style-type: none"> <li>• 1.3 play and learning</li> <li>• 4.1 Staff skills, knowledge and values</li> </ul>	
<p><b>Progress and impact:</b></p> <p>During the August in-service day, all staff participated in a refresher of the literacy Progression Framework documents, with a focus on the reading curriculum. This was aimed at continuing to support staff with their knowledge of curriculum design and their understanding of key documents to enhance the recording and documenting of children's next steps within literacy. The implementation of these frameworks from East Dunbartonshire Council have been instrumental to staff's confidence and success at unpicking the skills within the literacy curriculum and providing children with rich, high quality literacy learning opportunities. The Progression Framework document was adapted this year for use on our learning journal platform by our Early Years Teacher. This was added on to the system in November 2024 and has further supported almost all staff with capturing meaningful observations, tracking individual children's learning and strengthened their overall confidence in using the documentation. All staff are now using these documents to support the teaching and learning for almost all of the children. When staff were consulted about using the frameworks on the learning journal platform, the feedback has been really positive; <i>'The progression pathways have really supported me in planning for and supporting development in literacy in terms of setting next steps.'</i></p> <p>The Education Scotland resource 'Learning to Read in the Early Years' has provided the backdrop to staff's continued professional development this year, with a strong focus on Building a Literacy Rich Environment. On the August in-service day, all staff focused on 'Supporting children to develop a love of reading and The importance of Oral Language for Reading'; using the reflective questions to look for opportunities to further enhance our service. Almost all staff identified a wide a range of ways in which we support children to develop a love of reading and agreed the importance of being consistent with our approaches e.g. using home-link library and rhyme bags. One member of staff suggested <i>'linking story, rhyme and Makaton sign of the month'</i> across a general theme in order to support this. In October we continued to use the 'Learning to Read in the Early Years' resource to develop staff's skills and knowledge of Phonological Awareness and other early and pre-reading skills. All staff participated enthusiastically in this session, with one staff member commenting <i>'It was interesting to see the different stages in learning how to read'</i> and another enjoyed picking up some jargon; <i>'I learned new language: phoneme and grapheme.'</i> During a 'Walk-Round-Wednesday' observation of staff practice, it was clear to see the impact of this training as some staff were confident delivering high quality and appropriately challenging phonological awareness activities. During the May in-service day all staff completed further training on 'Building Concepts of Print' and again using reflective questions, evaluated our current practice to identify areas for continued improvement. One staff member commented that they were <i>'inspired about using print in different ways around the nursery'</i> and another said <i>'learning about the range of prints available to use'</i> has helped her to bring a wider range of print sources into the different nursery zones; e.g. use of magazines and technical texts in order to support children with understanding the many purposes for writing.</p>	

On the May in-service day, almost all staff undertook further training on the 'STEM a Story' resource as it combines literacy and STEM based learning together in a fun and enjoyable way for children that is highly engaging. Using this approach across different zones within the nursery will enhance and deepen children's understanding of the story, their problem solving skills, their ability to ask/answer questions, talking & listening, retelling and sequencing stories and many other early reading skills. Almost all staff took this approach on board, saying they would *'adapt experiences to include a range of STEM activities'* in addition almost all staff are keen to implement the 'helicopter story' approach to support this.

All children are issued with a home-link library bag on their settling visits; with opportunities to select books to take home on a weekly basis. Parents and children have the option to complete a feedback form together and review the books they have chosen; which strengthens our family engagement and learning as well as promoting reading for enjoyment both in the setting and at home. The children love having the autonomy to select from a range of new and familiar books and sharing their thoughts and opinions, such as *'I like all of the characters. I wish I could have a crocodile!'* All of our ante-pre children also have the opportunity to take home a rhyme bag on a regular basis with activities and games inside that promote some early reading skills. Parents and children alike value these occasions to play together at home with one parent saying, *'Mummy and A had a lovely time doing this on the living room floor – thank you!'* and another *'The finger puppet was the highlight of the rhyme bag. It was so cute!'*

Our LCFE ambassador carried out a thorough literacy audit of our play environment, focusing on reading. An action plan was then populated with areas of high or medium priority to be included in next steps and many of these have now been actioned and evaluated; for example ensuring consistency within labelling of resources with pictures, words and meaningful displays and purchasing of more resources that are tactile and sensory; particularly for use in the new Nurture Hut and with our ASN children.

As part of ongoing Quality Assurance, the learning journals are monitored on a monthly basis by the senior leadership team and feedback given to staff. This usually revolves around improving how observations are written, ensuring various aspects of the curriculum are captured and use of the RAG (Red, Amber, Green) tracking system. Staff are all given feedback acknowledging strengths and areas for development each month.

One of our Senior Early Years Workers participated in authority wide training called 'Adventure's with Alice' by Alice Sharp over a four day period. This was part of her PDR/Ambassador role and she disseminated this training to all staff at the October 2024 in-service day; sharing the messages of the importance of developing vocabulary throughout the environment and small group activities to promote talking and listening. A range of resources was demonstrated and staff were shown how to access the online resource and further training opportunities to allow these experiences to be embedded in practice. Most staff now also dedicate a small section their floorbook page to highlighting any new vocabulary learned while exploring the children's interests. Our 'Adventure's with Alice' wall display showcases a range of amazing and detailed stories that the adults have scribed with the children.

Throughout the year, we have continued to offer a range of themed Bookbug sessions, inviting in family members to participate with the children. This provides staff with opportunities to share stories, songs and rhymes and model different activities with our children and families. These sessions are highly engaging and promote reading for enjoyment and fun. Feedback is captured in our Family Engagement floor book and highlights how enjoyable these sessions are with parents commenting; *'A wonderful bookbug session! Loved learning Scottish rhyming words and having a giggle with the wonkey donkey!'* and another *'Fabulous session with a great story and lovely songs. Thank you!'* We will continue to provide these Bookbug session for our families on a regular basis as they are so positively received.

In February 2025, our Early Years Teacher met with the school's new Head Teacher to review tracking processes. In the last term, we have piloted using a 'Tracking story' approach to help give a clear summary of learner's progress and a concise overview of learners that are on track with their progress; which is in line with the school tracking process. Through this process, we identified that almost all children are on track and making good progress within literacy.

In March 2025, we were visited by HMIE as part of their ongoing Thematic inspections focused on literacy, feeding into the Curriculum Improvement Cycle (CIC). The one day visit was very positive, and feedback

from the inspectors demonstrated our continuous improvement within literacy and highlighted a range of positive quality learning experiences that we offer. A summary of their feedback is below:

*“Strategic leadership of the ELC is having a positive impact on approaches and interventions in Literacy and English. This is leading to improved outcomes for all children.*

*Improvement planning across Literacy and English is clear, targeted and data informed.*

*Planning has ensured the involvement of all stakeholders and identified specific effective interventions. As a result, outcomes in Literacy and English for children in Killermont ELC have been positively impacted.*

*The setting uses a wide range of approaches in Literacy and English that are progressive and relevant. They work in partnership with agencies and training providers to ensure staff are knowledgeable and skilled in supporting children to develop early listening, talking, reading and writing skills.*

*Most practitioners skilfully extend children's thinking using open ended questioning. They are attuned to individual children and support their learning and development very well.”*

**Next Steps:**

- Continue to build capacity for meaningful moderation opportunities throughout the calendar year across literacy.
- Use Book Week Scotland as an opportunity to gift Book Bags for all children; to strengthen the reading for enjoyment and family learning aspect.
- Continue to ensure that tracking of children's learning, particularly next steps, is robust and meaningful.

## **Progress in National Improvement Framework (NIF) priorities**

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

As a service, we demonstrate a commitment to Children's Rights. We advocate a strong approach to promoting and realising children's rights and encouraging adults, children, and young people to respect the rights of others within our centre. Our community also has a shared understanding of wellbeing and how we make the best use of "Getting It Right for Every Child," and we continue to place the UNCRC (United Nations Convention on the Rights of the Child) at the heart of our centre ethos and curriculum. We aspire for every learner 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. This session, we have introduced "Adventures with Bertie" where our Rights mascot goes on adventures with children. This has successfully raised the profile of children's rights with families. We continue to focus on one right per month which is shared with parents through our SWAY platform.

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

As a staff, we are aware of the fundamental building blocks 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. 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 spaces provide 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 actively signpost our learners to seasonality of produce and growing our own food. We secured funding from the Glasgow Airport 'Flightpath Fund' in June 2024 which helped to support the development of our new outdoor nurture space. All children are benefitting from this resource, however it is proving invaluable in supporting children with an additional support need.

### **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 practice 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.

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 2025/2026	
1	Promoting Equity and Inclusion through Up, Up and Away
2	Creating a STEM rich environment with a numeracy focus
3	Learning and Teaching – Observation, Assessment and the Moderation Cycle

## **What is our capacity for continuous improvement?**

We have had a positive year and made very good progress in all our centre improvement priorities benefitting from a consistent staff team. Almost all staff continue to demonstrate a commitment to providing the highest standards of learning, teaching and care to all children, enthusiastically taking on leadership roles which are having a positive impact on the environment and learner experiences. This approach will continue into next session. Our robust quality assurance processes inform areas of strength and identifies areas for improvement which strengthen our future plans for the service. Information gathered will continue to be analysed to ensure the impact is positive 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 endeavour to continue to promote leadership at all levels providing opportunities for all staff to develop knowledge, understanding and progress in their career and aspirations.

We have an enabling environment that is safe, well-resourced with clear curriculum approaches and monitoring procedures. This facilitates opportunities for all children to engage in purposeful play and learning experiences supporting the next steps in development journey. We have embedded a consistent approach to consultation, communication and family engagement which provides opportunities for service users to be supported, included, heard and involved in the life of the centre. We demonstrated a commitment to Children's Rights where the overarching theme underpins our practice to ensure wellbeing, respect and the implementation for our Vision, Values, Aims and Curriculum Rationale is at the heart of our service delivery.