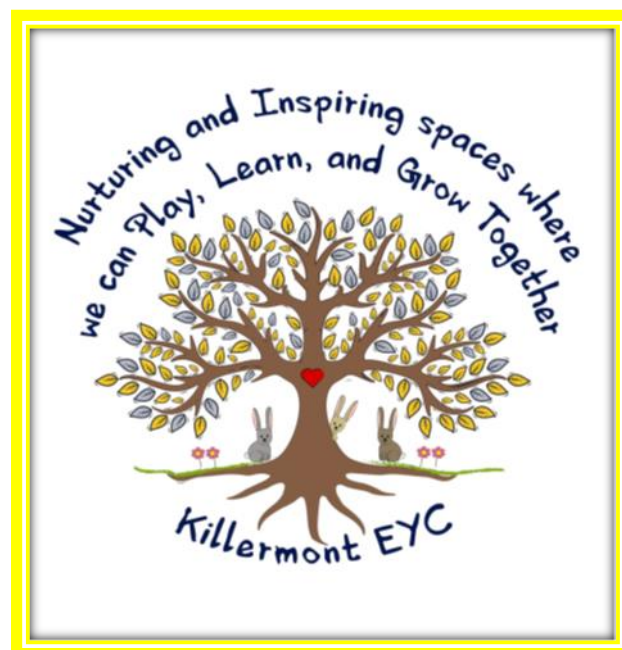


Killermont Early Years Centre Standards and Quality Report 2025/26



Context of the Centre

The Early Years Centre (EYC) is located alongside the Primary School in the east of Bearsden within a suburban residential community. Since transitioning from a nursery class in January 2020, the EYC has provided extended childcare from 8am–6pm, 48 weeks per year. The centre is registered for up to 80 children aged 3–5 and currently has a roll of 89 (June 26) with almost all children living in SIMD quintiles 4 and 5. Children benefit from bright indoor and outdoor learning environments, and all funded children receive a healthy meal to promote equity.

The EYC is led daily by the Depute Head of Centre, supported by two Senior Early Years Workers and an Early Years Teacher. The wider team includes eighteen Early Years Workers, three Early Years Support Workers, a Housekeeper and Clerical Assistant. Staff qualifications range from HNC/SVQ3 to degree level, and all practitioners are registered with the Scottish Social Services Council. The Head Teacher of the Primary School also plays an active role in supporting the service.

Robust induction procedures are in place using East Dunbartonshire Council and National Induction resources. In August 2025, staff established ambassador roles to build leadership capacity, professional learning and shared ownership of improvement priorities.

Our Vision, Values and Aims were refreshed in consultation with children, families and staff, and are embedded in daily practice alongside shared school values. Our Curriculum Rationale, reflects our approach to curriculum design and the ethos of the centre.

We are committed to promoting children's rights, wellbeing and the principles of GIRFEC. Healthy eating is encouraged through adherence to *Setting the Table* guidance, with children accessing milk, fruit and vegetables funded by the Scottish Government. Almost all children participate in the Childsmile tooth brushing programme.

Children access outdoor learning daily, including visits to our Forest Kindergarten site at Douglas Park Golf Club for preschool children. Our free-flow outdoor spaces continue to develop and include opportunities for exploration, den building and risky play. Recent enhancements include a new literacy snug where the children can relax in calm environment and connect language and literacy with real-world experiences.

A robust tracking system monitors children's progress, supported by online learning journals which strengthen home–centre partnerships. Family engagement opportunities such as Play and Share and Bookbug sessions are offered each term. Support needs are identified early, with regular

Strong transition arrangements support children moving into nursery and on to primary school, including enhanced support for children with additional support needs.

A Quality Review of the Centre was carried out in May 2026 by East Dunbartonshire Council with the outcome being that the centre was graded as being 'Very Good' in two of the quality theme areas and 'Good' for the remaining two themes inspected.



Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Promoting Equity and Inclusion through Up, Up and Away		
NIF Priority Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing	QIs	Wellbeing, Inclusion and Equality Nurturing Care and Support
Progress and Impact: The <i>Up, Up and Away</i> (CIRCLE framework) document was introduced to all staff to promote a universal approach to inclusion within Killermont Early Years Centre. Through adopting a proactive approach to literacy and inclusion, the centre optimised opportunities for all learners to develop the essential foundations for lifelong learning. Across the year, we have made very good progress with the implementation of this priority and aim to further imbed and build on our achievements next session. Professional Learning and Staff Development A whole centre approach supported the implementation of this priority with high levels of effective practice documented throughout the year. Professional learning was woven through our in-service days to develop almost all practitioners' knowledge and understanding of the framework and how to apply it within practice. Professional dialogue continued through staff meetings, reflective discussions and the review of our communication-enriching approaches. Almost all staff participated in professional learning on Nurture, Relationships, Attachment, Adverse Childhood Experiences (ACEs) and Positive Behaviour with evaluations strongly highlighting these training sessions as highly informative and beneficial to future practice. Ongoing observations, planning documentation and senior leadership team walk-rounds have informed continuous improvement. Literacy-Rich and Inclusive Environments An environmental audit was completed by all staff using the <i>Up, Up and Away</i> audit tools. This resulted in the creation of an action plan to further develop literacy-rich and inclusive playroom and outdoor learning environments. Audit reviews were undertaken to monitor developments, with improvements visibly evident within practice across a number of curricular areas. Significant progress was made in strengthening support for children with English as an Additional Language		

(EAL) where targeted investment in high-quality resources enhanced the provision within the setting, helping to create a more inclusive and language-rich environment.



A key development was the creation of an interactive welcome wall that celebrated the diverse languages spoken by children and their families. This became a meaningful feature of daily practice, regularly accessed and enjoyed by children, siblings, and family members. The welcome wall promoted a strong sense of belonging, encouraged cultural awareness, and supported positive engagement between home and the setting.

Inclusion Policy Review

The centre's Inclusion Policy was reviewed and updated to reinforce our commitment to fostering a sense of belonging, supporting diverse needs and ensuring equitable access to learning opportunities.

Family Engagement

To strengthen home-school partnerships, plans were established to use the Home Literacy Environment Tool to gather parental feedback and identify literacy development opportunities within the home. While the tool has yet to be fully implemented, literacy-focused home learning resources have been shared through SWAY updates and Play and Share sessions. To strengthen partnerships with families and support children's early literacy development, an informative parent resource was developed, aligned with the key principles of the Literacy Caterpillar *Up, Up and Away* guidance and shared with all families. The resource provided practical and accessible home-learning opportunities, promoting consistency between the setting and home and empowering families to actively engage in their children's literacy experiences.

Mystery Reader Week engaged parents, staff and children from the Primary six classes in sharing stories in a range of home languages, enriching children's literacy experiences while celebrating linguistic diversity. This fostered children's sense of belonging and increased their awareness of different languages and cultures. A new Honesty Library was introduced, enabling all families to borrow books to support literacy development at home.



Parent feedback highlights our commitment to inclusive practices within Killermont EYC with one parent acknowledging *“We feel the nursery has a very inclusive and welcoming approach, where every child is valued and supported as an individual. The staff are attentive to children’s different needs and create an environment where all children can feel comfortable, confident, and included in activities.”* And another noting *“Focus on different cultures as well as other events throughout the year (e.g. deaf awareness week recently) make the nursery a highly inclusive environment. Education delivered in an age appropriate way”.*

Nurture and Individualised Support

Updates were made to current documentation to reflect the language and principles of the *Up, Up and Away* framework ensuring consistency across planning and universal support processes. The Identified Stages Tool was introduced to almost all staff and will be explored in greater depth over the forthcoming months with strategies incorporated into individual plans and passports. Partnerships with specialist services, including the Visual Impairment Team and Teacher of the Deaf, have been strengthened to enhance staff expertise and further embed inclusive practice across the setting. As a result, targeted environmental adaptations, including improved acoustics and softer lighting, have created more accessible and responsive learning spaces. Staff knowledge of British Sign Language (BSL) and Braille continues to develop to further increase confidence and capability in meeting diverse communication and sensory needs. These developments have ensured that children experience a more inclusive environment where barriers to participation are reduced, communication is valued in multiple forms, and every child is supported to engage, achieve and thrive.

Impact

Implementation of the *Up, Up and Away* framework has strengthened staff understanding of inclusive practice and supported the development of more literacy-rich environments across the centre. Environmental improvements, enhanced professional dialogue and the integration of inclusive approaches within planning and support documentation have contributed to creating a learning environment where children feel included, listened to and supported. Through our

nurturing and inclusive approaches, all children with an identified additional support need have built strong relationships with staff and are happy and settled most of the time, as evidenced through support plan evaluations, observations and ferre laevers processes.

Next Steps:

- Continue to embed strategies identified from the stages of the Up, Up and Away Toolkit.
- Continue to build staff knowledge and confidence in using the Circle framework
- Continue to strengthen approaches to building a literacy rich environment.
- Continue to strengthen home-centre partnership to improve children's literacy skills.

Centre priority 2: Quality Assurance & Moderation Practices	
NIF Priority Closing the attainment gap between the most and least disadvantaged children	QIs Leadership of Continuous Improvement Staff Skills Knowledge Values and Deployment
Progress and Impact: We have made good progress across the year in strengthening our leadership capacity through the development of robust quality assurance processes. This has assisted the improvements in efficiency, workload management, accountability and communication across the Early Years Centre. The development of strategic planning tools, tracking systems and quality assurance processes has strengthened professional practice and created a more cohesive approach to improvement across the centre. The impact of these developments is evident in increased staff confidence, enhanced professional dialogue and a greater focus on evidence-informed decision making. Most importantly, these improvements are supporting the delivery of high-quality learning experiences and ensuring that the needs, wellbeing and progress of all our children remain at the heart of service delivery. Leadership, Planning and Organisational Effectiveness A comprehensive annual planner and events calendars were successfully developed and shared with all staff and families. This has provided greater clarity around key priorities, events and responsibilities, enabling all staff to plan proactively and manage workload more effectively. The introduction of a forward planner has strengthened strategic oversight, ensuring that the Senior Leadership Team remains focused on both operational requirements and long-term improvement priorities. This structured approach provided clarity and consistency to practice, enabling almost all practitioners to stay on track and prioritise key responsibilities. It developed a shared understanding of the delegation of tasks, which has contributed to a strong collective team ethos of distributed leadership.	

Tracking, Monitoring and Assessment

Significant progress has been made in strengthening tracking and monitoring procedures with the introduction of termly tracking meetings between the Early Years teacher and all practitioners. This fostered engagement in professional discussions around moderation, including collaborative planning reviews and assisting in formalising next steps. In addition, this process enabled most staff to develop greater consistency in assessment judgements. Insights gathered through termly tracking meetings were analysed and translated into a Fact–Story–Action framework, enabling a more strategic approach to enhancing challenge and strengthening support for all our learners. This process contributed to a deeper understanding of individual needs and informed targeted actions to improve outcomes for all. This has resulted in most children meeting their learning targets in a timely manner and setting challenging but achievable learning goals alongside their interests and identified next steps, in partnership with parents.

This session focused on further developing and implementing our holistic tracking system to monitor children's progress across Health and Wellbeing, Numeracy, and Literacy. The tracker supports a comprehensive understanding of each child's development through collaborative professional discussion and evidence-based reflection. Senior leaders met with keyworkers to update individual wellbeing trackers, however, moving forward, we will refine our processes to ensure greater collaboration, consistency, and inclusion in completing the tracker. This will help maintain its effectiveness as a meaningful tool for supporting and monitoring children's development.

In addition, Focus Child Observations and Ferre Laevers observations will be reviewed with all staff to establish a consistent and standardised approach to documentation. This review will support clarity in recording practices, improve consistency across the setting, and minimise unnecessary duplication of workload.

Quality Assurance and Self-Evaluation

A Quality Assurance Calendar was established, providing a structured framework for monitoring, evaluating and improving practice across the centre. This has enhanced the effectiveness of self-evaluation processes and supported a more strategic approach to improvement planning. Collaboration with other Early Years Centres and engagement with professional dialogue have strengthened leadership understanding of effective practice in particular with the new Quality Improvement Framework indicators. Self-evaluation activities, informed by consultation with all

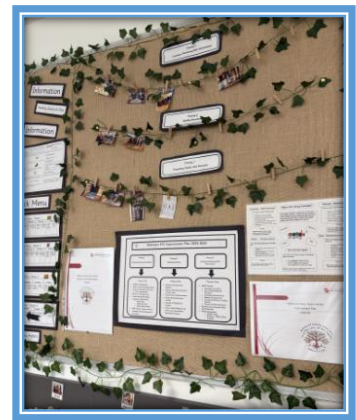
staff, children and families, continue to support a culture of reflection and continuous improvement ensuring a whole centre approach to improving outcomes for all learners.

Policy Development and Review

The importance of implementing a formalised Policy Review Calendar has been identified as a key area for development. Establishing a structured review process will ensure policies continue to provide clear guidance for staff and families while reflecting current legislation, national guidance and the values of the setting. This will strengthen consistency of practice and support the delivery of high-quality care and education for all children.

Visible Improvement and Stakeholder Engagement

A self-improvement display was created within the Early Years Centre and is updated to celebrate achievements and showcase improvement activity. The display incorporates photographs and evidence of learning and staff development practices, providing a visual representation of the centre's commitment to continuous improvement. Continuing to develop the display as a dynamic tool for sharing progress, celebrating our successes, should enable an increased stakeholder awareness of the work being undertaken across the centre. In addition, it will lead to strengthened opportunities for meaningful engagement with children and families



Next Steps:

- Continue to review and refine planning systems to ensure they remain responsive to the needs of children, families and staff.
- Continue to embed the Holistic Tracker through regular moderation activities and quality assurance processes to ensure consistency across the centre.
- Further develop the Self-Evaluation Calendar to align fully with *A Quality Improvement Framework for Early Learning and Childcare* and strengthen evaluative approaches across the setting.
- Develop and implement a Policy Review Calendar, supported by consultation with staff, children and families where appropriate.

- Continue to embed Tracking and next steps paperwork with practitioners and the early years teacher to support children's individual progress.

Centre priority 3: Creating a STEM Rich Environment – Numeracy Focus

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.

Choose an item.

QIs

Play Learning and Development

Staff Skills Knowledge Values and Deployment

Progress and Impact:

Through a comprehensive programme of professional learning, almost all practitioners have significantly enhanced their understanding of Early Level Numeracy curriculum design, including Experiences and Outcomes, Benchmarks, progression pathways and key numeracy concepts. Practitioner engagement in training, professional dialogue and self-evaluation activities has strengthened curriculum knowledge and increased confidence in delivering high-quality numeracy experiences.

As a result, almost all practitioners are demonstrating a greater understanding of progression within numeracy and are planning more purposeful and meaningful learning opportunities. Observations, planning documentation and professional discussions indicate that numeracy experiences are becoming increasingly varied, engaging and responsive to children's interests and stages of development.

Almost all practitioners are more effectively using observations and assessment information to identify children's strengths, next steps and individual learning needs, resulting in more targeted support and challenge. Increased consistency in planning approaches and the use of shared progression frameworks have supported a more coherent whole-centre approach to numeracy teaching and learning.

The development of practitioner knowledge and confidence has had a positive impact on the quality of numeracy experiences available to children. Almost all our learners are benefiting from richer opportunities to explore mathematical concepts through play, investigation and real-life contexts. Going forward, continued monitoring, professional dialogue and reflective practice will ensure that improvements are sustained and that numeracy experiences are consistently high quality.

Our numeracy ambassador completed a series of early numeracy training sessions over the academic year provided by the authority. This has led to development of numeracy across the EYC environment, for example, incorporating data handling experiences into the story corner, subitising and concrete object counting into the snack area and involving children in daily numeracy routines. The Early Years Practitioner created a poster to display the learning and professional development over the year demonstrating the inclusion of numeracy-based experiences throughout the environment within engaging provocations.

Our parents and families have also commented on the numeracy experiences offered throughout the setting, and the progress and development of their children's numeracy skills saying;

"We are very happy with the support provided for our child's numeracy development, it's clear that numbers and counting are incorporated naturally into activities and routines and we have seen great progress in our child's confidence and understanding."

"As a parent of a child with a strong interest in numeracy, the EYC provides access to a large variety of resources to support this area. From puzzles to drawing numbers, times tables; my child is never bored and always stimulated in this area."

Professional Learning and Curriculum Development

Almost all staff engaged in in-house training, delivered by our Early Years Teacher. Key areas of professional learning included:

- Numeracy Curriculum Design
- Developing Number Sense, Structuring Numbers and Counting
- Addition and Subtraction
- Grouping and Sharing
- Pattern and Early Algebraic Thinking
- Numicon and Other Numeracy Resources

All practitioners who engaged in the training completed evaluative reflections following each session. Feedback demonstrated increased practitioner confidence, knowledge and understanding of progression within numeracy. Practitioners acknowledged that the training provided practical strategies and a clearer understanding of how to support children's mathematical thinking and learning. Things that almost all practitioners highlighted that they found informative about the numeracy training were; *'learning how to see numeracy from a*

child's point of view and how to adapt activities,' 'I learned more about subitising and how I can help develop children's subitising skills' and 'meaning of some mathematical jargon such as rote counter, skip counting etc' as well as developing confidence to provide 'fun and inviting provocations to encourage numeracy'.

Numeracy Learning Environment

A comprehensive audit of indoor and outdoor learning environments was undertaken to evaluate the quality and accessibility of numeracy experiences across the whole centre.

The audit was completed by the Early Years Teacher and Numeracy Ambassador, with findings analysed to identify strengths and areas for development. An action plan was subsequently developed to enhance numeracy-rich learning opportunities throughout all our curricular zones.

Implementation of identified actions has been supported through practitioner zone teams, ongoing observation and professional discussion. Consultation has also taken place regarding extending zone rotation periods to promote greater depth, continuity and progression in children's learning experiences.

Family Learning and Engagement

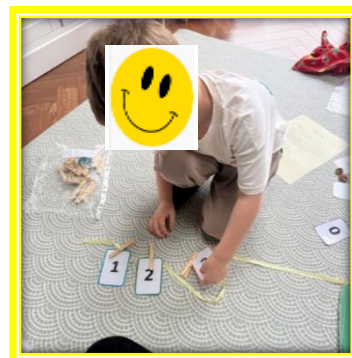
Numeracy Home-Link Bags were reviewed and refreshed by the Numeracy Ambassadors to strengthen opportunities for family learning. The resources continue to be distributed fortnightly to pre-school children, supporting numeracy development beyond the centre environment.



"My child had fun working on the activities in her Maths Shapes bag. She enjoyed matching the coloured shapes to the picture boards and going on a shape hunt using the shape finders".

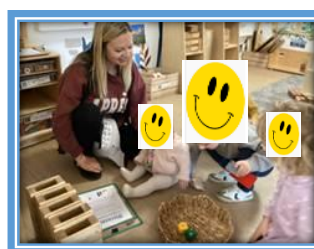


"My child had fun with the maths bag this weekend. His favourite thing was the book to read".



Family engagement opportunities were further enhanced through participation in Maths Week Scotland 'Wild Maths' and a dedicated Bookbug session with a numeracy focus. Parent feedback was very positive including; *'I loved the songs and learning the words so we can sing them at home, thank you!'*

One of our termly Play and Share sessions with parents had a 'Maths Detective' theme with different challenges to complete with their child across the EYC environment. Feedback from families has been highly positive, with increased engagement providing valuable insight into children's learning and informing future planning and next steps. One parent commented *'We had a great time being maths detectives together! I always enjoy seeing all the fun activities A gets to do at nursery.'* and another said *'We had a great time thanks, I'm very impressed with the kids maths!'*



Impact

Evidence gathered through observations, professional dialogue, planning documentation, learning journals and staff evaluations indicates significant progress in almost all practitioner knowledge and confidence in delivering numeracy learning.

Almost all practitioners demonstrate a stronger understanding of curriculum progression and are increasingly able to plan intentional learning experiences that promote children's mathematical

thinking and problem-solving skills. The development of numeracy-rich environments, has enhanced family engagement opportunities and a structured programme of professional learning has contributed to more meaningful, responsive and progressive numeracy experiences for all our children. This has directly impacted children's progress within numeracy, alongside the Early Years Teachers' support and challenge groups, to raise attainment from 60% of pre-school children being on track for numeracy at the beginning of the year to over 88%, as evidenced by the Fact, Story Action tracking paperwork.

Next Steps

- Continue to embed the Early Level Numeracy Progression Framework across all areas of practice.
- Complete and evaluate the Numeracy Environment Action Plan.
- Further develop practitioner confidence in assessment and tracking of numeracy learning.
- Continue to strengthen family engagement through home-link opportunities and shared learning experiences.
- Evaluate practitioner progress through end-of-year questionnaires, professional dialogue and observation evidence to inform future professional learning priorities.

Progress in National Improvement Framework (NIF) priorities

Improvement in attainment, particularly in literacy and numeracy

The vast majority of our pre-school children are achieving their developmental milestones, with 91% firmly on track for literacy and numeracy within the early level of the Curriculum for Excellence. These fundamental skills are seamlessly integrated into daily nursery life, offering children rich opportunities to explore communication and mathematics across all play zones and curricular areas. Through continuous observation and robust assessment, we ensure our approach remains deeply child-centred, allowing us to implement swift, targeted interventions whenever a learner requires extra support. A key driver of this success is our tracking and monitoring process with keyworkers and the early years teacher. This ring-fenced time allows key workers to discuss and set children's specific next steps through a blend of planned and responsive experiences—purposefully strengthening listening, turn-taking, early mark-making, and foundational numeracy.

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

We remain deeply committed to mitigating the effects of socio-economic disadvantage by delivering high-quality, equitable early learning and childcare. Our curriculum is intentionally inclusive and culturally responsive, directly reflecting and celebrating the rich diversity of our families. Recognising that early intervention is most powerful when done in tandem with families, we have further strengthened our parental partnerships this session. Our interactive 'Home Link' bags provide targeted reading, numeracy, and rhyme resources that extend learning into the home. Furthermore, in direct response to parental consultation, we consistently share accessible, practical activity ideas that empower parents to confidently scaffold their child's literacy development outside the nursery setting.

Improvement in children and young people's health and wellbeing

Recognising health and wellbeing as the foundation of all learning, our team consistently embeds Nurture Principles into daily practice. Social and emotional development is supported through the PATHS Programme, which helps learners identify and understand emotions in themselves and others. This is further enriched by The Colour Monster resources, providing an age-appropriate framework for children to build emotional vocabulary. Notably, this tool has significantly strengthened our primary school transition programme, leaving pre-school children confident in discussing their feelings about the upcoming change.

To promote wellbeing through play and celebrate achievements across all Wellbeing (SHANARRI) indicators, we continue to develop our 'SHANARRI Buddies' initiative. Our commitment to outdoor learning is demonstrated through fully embedded free-flow play, with the vast majority of children accessing the garden daily to explore experiences across the whole curriculum.

Within our social zone, children safely explore different food through handling, tasting, and discussion, directly celebrating the rich cultural backgrounds of our families. This is complemented by a focus on sustainability and learning where food comes from and the journey of food from seed. Finally, our outdoor nurture space continues to be updated with a range of resources. While this high-quality resource enhances outdoor learning for all, it has proven particularly invaluable in providing targeted, inclusive support for learners with additional support needs (ASN).

To monitor and support children's emotional and cognitive development, we utilise the Leuven Scale for well-being and involvement at two distinct intervals in the session. The resulting data allows us to identify and target specific interventions for learners needing extra support to thrive. Furthermore, this analytical process drives our reflective practice, prompting us to continuously

adapt the learning environment and source responsive resources that match children's current interests, ensuring robust engagement and appropriate challenge.

Impact of Interventions for Equity

All children are treated equally and with respect, regardless of their background, abilities, culture, gender, religion, or individual needs. Our Early Years Centre promotes equity by recognising that children may require different levels of support and resources to achieve the same opportunities for learning, development and participation. Staff create an inclusive environment, adapt activities where necessary and work closely with families to ensure every child feels valued, supported and able to reach their full potential.

To ensure equity across our cohort, our interventions are focused on individual tracking and targeted support to dismantle specific barriers to learning. We work with children, their families and external agencies directly to ensure early intervention on aspects of learning and child development such as speech and language, educational psychology and the health visiting team which are accessed and are supporting children and their families where appropriate.

Self-evaluation of The Quality Framework

HMIE Single Inspection Quality Indicators.

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
Curriculum	Very good	not applicable
Learning, teaching and assessment	Very good	Very good
Wellbeing, inclusion and equality	Very good	Very good

Summary of Centre Improvement priorities for Session 2026/27

- 1.Wellbeing and Inclusion
- 2.Curriculum (pedagogy)

What is our capacity for continuous improvement?

At Killermont Early Years Centre, we remain deeply committed to providing the highest quality learning, teaching, and care for every child. Creating a warm, welcoming, and nurturing environment is at the heart of everything we do, and we value the positive, trusting relationships we have built with our children, families, and wider service users.

Our dedicated and enthusiastic staff team works closely together to ensure a consistent and supportive experience for all. We take pride in regularly reflecting on our practice, using self-evaluation to celebrate our strengths while identifying opportunities to grow and improve. This collaborative approach helps us continually enhance the experiences and outcomes of the children and families we support.

As a team, we are committed to ongoing professional learning and development, ensuring our knowledge and skills remain informed by current research, theory, and best practice. We will continue to use the Plan, Do, Study, Act (PDSA) process to guide meaningful improvement, supporting the changes we have identified and helping us achieve our future goals. Through reflection, collaboration, and a shared vision, we strive to provide the very best experiences and outcomes for every child and family within our community.