



Lairdsland Early Years Centre

Standards and Quality Report

2023/24

#### Context of the Centre

Lairdsland Early Years Centre opened in April 2021 and is situated in the centre of Kirkintilloch. The centre provides 1140 hours to all 3-5 year olds and eligible 2 year olds. This is implemented through extended day, extended year provision with a combination of attendance patterns. The nursery roll is currently 125 children.

The Early Years Centre is overseen by the Head Teacher of Lairdsland Primary School. The Early Years Centre team consists of a Depute Head of Centre, Nursery Teacher, two Senior Early Years Workers, twenty-three Early Years Workers, two Early Years Support Workers, a Clerical Assistant, a Building Manager, two day cleaners and a housekeeper.

The Early Years setting has a 2-3 playroom, 3-5 playrooms, a courtyard area, a roof terrace, a family room, a nurture room and an outdoor play area. We provide a happy, safe and nurturing environment, using early level curriculum for excellence outcomes to provide rich learning opportunities for children indoors and outdoors. Presenting children opportunities to develop their independence, social, emotional and problem solving skills.

Our Early Years Centre is a modern, purpose built facility that enables children to experience a wide variety of learning activities. Our unique courtyard area provides outdoor learning opportunities within a covered, enclosed space, whilst children also enjoy learning experiences in one of our two playrooms. Within our garden area, children can safely engage in a variety of learning experiences due to our free-flow learning environment.

Lairdsland Early Years Centre is based a short walk from Lairdsland Primary School, close to the heart of Kirkintilloch and next to Southbank Marina. It is ideally situation next to the Forth and Clyde canal. Our centre includes a varied demographic of families across the Scottish Index of Multiple Deprivation with our catchment area consisting of a mix of private and social housing.

Lairdsland Early Years Centre ensure children and families experience a warm welcome when transitioning from home to nursery. All staff use an attentive, nurturing approach to ensure children settle well into their new nursery environment and communicate progress with parents.

Lairdsand Early Years Centre has established positive relationships with our primary colleagues and partner agencies. We work together to deliver positive outcomes for all children and families.

Our vision, values and aims establish what we hold close to meet the needs of our children and families.

**OUR VISION:**

*Relationships and partnerships are at the heart of Lairdsland Early Years Centre. Our children are supported to engage with quality learning opportunities to enable them to become effective contributors, successful learners, confident individuals and responsible citizens.*

**OUR VALUES:**

***Safe:*** *children feel secure, nurtured, listened to and enabled to develop to their full potential.*

***Healthy:*** *supported in learning to make healthy and safe choices.*

***Achieving:*** *supported and guided in learning and in the development of skills, confidence and self-esteem.*

***Nurtured:*** *growing, developing and being cared for in an environment which provides physical and emotional security.*

***Active:*** *have opportunities to take part in activities such as play, recreation and sport.*

***Respected****: being involved and having their voices heard in decision making.*

***Responsible****: have opportunities and encouragement to play active and responsible roles in Lairdsland Early Years Centre.*

***Included:*** *have help to overcome inequalities and being accepted in their Larirdsland Early Years Centre Family.*

**OUR AIMS:**

1. *To provide an environment that promotes equity and fairness, kindness and respect where children and families have a sense of belonging.*
2. *For children and families to experience unity and connectedness in everything around them indoors and outdoors.*
3. *To use a rights based approach to support children’s social and emotional wellbeing.*
4. *To provide a holistic play environment where children are autonomous learners who are curious, creative, critical thinkers where children are supported by knowledgeable and nurturing practitioners.*

Lairdsland Early Years Centre will ensure equality for all stakeholders following Scottish Government Policy and Guidance, referring to Care Inspectorate Guidance, Health and Social Care Standards and United Nations Rights of the Child to inform our daily practice to ensure we meet individual needs of the child.

**Progress in Centre Improvement Plan (CIP) priorities**

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| **Centre priority 1: Leadership of Change across the Early Years Centre** | |
| Care Inspectorate Quality Framework QIs  3.1 Quality Assurance and Improvement are well led.  4.3 Staff Deployment | |
| NIF Priority • Improvement in children and young people’s health and wellbeing;  NIF Driver  School and ELC leadership | HGIOELC QIs  QI 1.3 Leadership of Change  QI 1.4 Leadership and Management of practitioners |
| Progress and impact:  This session, we have developed our Vision, Values and Aims (VVA) to establish a clear, consistent and collaborative approach to our curriculum and experiences and outcomes for our children. Almost all staff were involved during a consultation to establish our VVA approach. During a professional development session, staff engaged with the Curriculum for Excellence frameworks, Building the Ambition guidance and Froebelian Principles. From these discussions, staff were empowered to identify the aims for our centre to work towards our vision, underpinned by the values important within our centre.  Using Microsoft FORMS and a Parent Group Meeting, parents were consulted to capture their views on our VVA using Microsoft FORMS. These responses have informed the creation of our VVA. Almost all children were consulted for their views and have begun to create mind maps of what our values look like in nursery.  We have developed our curriculum rationale this session to reflect the uniqueness of our modern centre and the central location of our nursery. Working with our Quality Improvement Officer, our Early Years Workers engaged in professional dialogue and completed questionnaires to identify key expectations that our curriculum should aim to achieve considering the Froebelian principles including knowledgeable and nurturing practitioners, the importance of play in a child’s life and our connectedness to the world.  In developing our centre, all staff have a champion leadership role aimed at enhancing our centre provision. This has increased the roles and responsibilities which staff members have and has empowered early years workers to take accountability of and lead improvement within our centre. We established a planning working group who led the development of our planning format, engaging in professional dialogue with our early years teacher and trialling a new format in a test of change before successfully rolling out across the centre. Further leadership roles have observed successful and improved structures and routines at lunchtime, together time where children spend time with their key workers and an increase in parent events including Stay and Play sessions and Families Connect.  All staff now engage with our quality assurance calendar which enables our centre to self-evaluate its practice to identify our areas for self-improvement. This calendar is communicated with all early years staff through a weekly diary and our activities in the centre enable us to plan, measure and evaluate the impact of our improvement activities. This is reinforced by staff engagement in our self-evaluation sessions where staff capacity to reflect using Realising the Ambition and How Good is Our Early Learning Centre frameworks informs the next steps in our improvement.  Next Steps:   * Embed our VVA ensuring it is shared in all correspondence with families and ensure all early years worker are confident and able to share this. * Measure impact of champion roles in the life of the centre using PDSA cycle. | |
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| **Centre priority 2: Learning Teaching and Assessment** | |
| NIF Priority • Improvement in attainment, particularly in Literacy and Numeracy.  • Improvement in children and young people’s health and wellbeing  NIF Driver Performance information  Curriculum and assessment | HGIOELC QIs  QI 2.2 Curriculum  QI 3.2 Ensuring children's progress  QI 2.3 Learning, teaching and assessment  QI 1.4 Leadership of management of practitioners |
| Care Inspectorate Quality Framework QIs  1.3 play and learning  4.3 staff deployment | |
| Progress and impact:  Our Early Years Centre has planned and delivered staff development sessions to inform and enhance our planning of activities. During an In-service day session, almost all staff participated in an activity to develop their knowledge of and engagement with the curriculum benchmarks to inform assessment. As discussed in priority one, a working group was established to trial a test of change before our planning was rolled out across the centre. This group continues to engage and alter planning processes as required to meet the needs of our unique setting. All staff have engaged in this process and been involved in the consultation of our planning formats.  Our planning activities now form part of our quality assurance calendar. Almost all staff complete planning of activities and the centre has put in place processes where our Early Years Teacher and Senior Early Years workers are available to support staff who may require help with planning. Planning effectively within our courtyard area will be considered as a next step.  Currently, Learning Journals and floorbook pages are used within the centre to share assessment progress with families and to track learning progress of children. Whilst almost all children have regular updates on their learning journal profiles, there is an inconsistency in the number of uploads and curricular focus of these uploads. This area for development will require further focus moving forwards next session to ensure consistency of uploads across all areas of the curriculum. Floor book pages have been re-introduced to ensure parents are informed about the learning that has been ongoing this session. These have been updated regularly and have informed assessment information based on the progress of children in their development.  This session, almost all staff are continuing to develop their capacity to engage with a variety of observational assessment tools to enhance learning, teaching and assessment. Few staff have engaged with using Ferre Laevers assessments to identify wellbeing needs of children to get it right for every child and develop universal and targeted supports for children. Further work to build capacity of our early years team to engage with and use these assessments to enhance wellbeing support has been planned by the Nursery Teacher early next session. Almost all early years workers have engaged with our senior early years workers who have modelled the audit tool to enhance our learning environment. This process will focus on developing the confidence and independence of our early years workers to engage in these tools to enhance learning and teaching provocations and opportunities.  To improve observation skills and planning, Nursery Teacher and Excellence and Equity Lead (EEL) introduced Peer Observation of Learners Leading to Improvement (POLLI) to the staff team. All staff were able to complete the POLLI when observing a learning experience implemented and facilitated by either the Nursery Teacher or the EEL. The focus for staff during these observations was Talk Strategies, Talking Together. The POLLI was further explored and discussed during May 2024 in-service session, where staff were able to view a recorded experience and collaboratively complete the POLLI, generating discussion between all staff. Staff will work in pairs to carry out POLLI next session, which is evident in the Quality Assurance Calendar 2024-2025.  The Nursery Teacher and an Early Years Worker were invited to another centre to observe the implementation of Story Stars. This is a strategy which develops children’s vocabulary and knowledge and understanding of stories and books as well as providing a complete story experience, combining a love for books with hands on sensory play. The Nursery Teacher has introduced this to almost all pre-school children. From August 2024, this will be delivered in 6 week blocks with Nursery Teacher working with Literacy Champions to help facilitate each session.  Next Steps:   * Consult with staff to devise robust planning format for our Courtyard Area using PDSA cycle. * Introduce the use of Ferre Laevers wellbeing and levels of involvement with all Early Years Workers * All Early Years Workers to use updated Learning journals tracking information from August 2024 * Introduce Dough Disco – a programme to develop fine motor skills to encourage emergent writing. | |
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| **Centre priority 3: Family Learning** | |
| NIF Priority • Improvement in children and young people’s health and wellbeing;  • Placing the human rights and needs of every child and young person at the centre of education;  NIF Driver Parent/carer involvement and engagement  School and ELC leadership | HGIOELC QIs  QI 2.7 Partnerships  QI 2.5 Family Learning |
| Care Inspectorate Quality Framework QIs  1.4 Family engagement  1.5 effective transitions | |
| Progress and impact:  This term, our Early Years Centre has aimed to increase parental engagement and involvement with our nursery. We have now implemented a termly calendar of Stay and Play events where parents have been offered the opportunity to attend the centre and see their child play in the nursery environment. Our activities have been planned by early years workers around themed experiences. Feedback from our parent evaluations have informed us that parents are happy to see their child interact with other children in their nursey environment and see what they are interested in playing with and parents are keen to have more opportunities to come into nursery.  This term, the nursery lending library was set up by senior staff. Families received a link to a short video clip detailing the benefits of reading aloud to their child. 70% of families returned a book review showing a positive impact on children and families, indicating a high level of engagement with the process and gave a record of families sharing a story book with their child. Children were consulted with and their views about the lending library captured children’s voice in the form of a mind map. Family engagement with the lending library will help to foster a love for reading at a young age.  Almost all pre-school children took part in walks to the local library. Children borrowed books from the library to share with nursery and with their families. A librarian from the local library came to nursery to deliver a bookbug session to almost all children and staff in an afternoon session. To build staff capacity an Early Years Worker recently completed bookbug training. We look forward to beginning bookbug sessions with all of our children and families.  A recent in-service day presented opportunities to develop knowledge and understanding of speech and language therapist role with our families and within our early years centre. Almost all early years workers took part in a presentation and discussion provided by speech and language therapist. This was followed up with a discussion and presentation to explore talk strategies: talking together, being equal partners in communication. Almost all early years workers actively use talk strategies: talking together and visuals to support children’s language development and communication. Observation of talk strategies were shared with almost all early years workers. Early years workers will take part in peer observations in the August 2024 supported by nursery teacher.  Throughout this session, one of our Senior Early Years Workers attended Lairdsland Primary to support the delivery of Families Connect in the school and undertake training to implement this programme themselves. Working with the Family Learning Assistant from the school, we were able to offer this programme in our centre during the summer term. We engaged in offering the Families Connect programme to some of our families who had registered an interest in this programme. Feedback from this programme has been largely positive with all parents commenting, ‘I really enjoyed these sessions and look forward to coming every week’, ‘I feel I have opened up during these sessions as I am normally a closed book’ and ‘It’s good to know everyone else shares these similar situations’. We have now built this programme into our curriculum framework and are equipped with three staff members able to deliver this with a plan to deliver in annually.  During the last term, we held a curriculum evening for parents to come in to the centre to see our resources and learn about our approaches to delivering a play-based curriculum.  Evaluations from almost all early years workers who attended this evening commented they appreciate the time to talk with parents and answer their questions and to showcase the learning opportunities that take place each day. Evaluations of approaches to enhance parental engagement opportunities include parent notice board, termly newsletter, regular emails to inform parents of upcoming events, learning journal messages to share information of events in nursery.  Most parents commented,  We have now established a Family Champion within our early years setting. Our Family Learning Champion has been supported by senior staff to increase parental engagement and involvement including initiatives mentioned previously. Their picture is clearly identified in our foyer area so that they are available and accessible to any parents who require to engage with this member of staff. As part of our termly newsletter, senior staff and Family Champion inform parents of key parental engagement dates and information about parent sessions including Families Connect.  Finally, our centre has now established a supportive parent group who meet regularly with Depute Head of Centre. Our Parent Group engage in dialogue regarding ongoing developments of our centre, support parental engagement events, fundraising opportunities. This group will continue to develop and become embedded next session.  Next Steps:   * Trained staff will take bookbug sessions forward with children and families and measure impact of sessions using PDSA cycle. * Website update to include Family Learning Champion role and family engagement opportunities. * Early years workers create traveling ted home bags for each group. * Create open doors policy. * Identify PAThS champions to work alongside Nursery Teacher to deliver PAThS sessions | |
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**Progress in National Improvement Framework (NIF) priorities**

* Improvement in children and young people’s health and wellbeing;

In welcoming families into nursery each day and introducing more opportunities for family engagement we have to further developed relationships with our families. Positive relationships have developed a better understanding of children’s individual developmental needs. We continue to strengthen community links with health and education professionals. All children are at the centre of play, learning and development opportunities throughout their day. The child’s voice is documented in big book planning pages and in learning journals and is responded to throughout the day.

* Improvement in attainment, particularly in Literacy and Numeracy.

The planning cycle supports and scaffolds children’s learning and development. Most children are on track to achieve expected levels of Early Level Curriculum in literacy, numeracy and health and wellbeing. Tracking and monitoring systems and Leaven Scale observations are in place to track and monitor children’s progress.

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

Children’s individual needs are met through sharing information with parents at enrolment and in completing the child’s personal plan. We encourage open communication with parents and children to keep up to date with children’s developmental needs. Each child is supported by a keyworker. Personal plans are updated every 6 months by keyworkers. Children’s medical plans are stored safely alongside medication. Medication is signed in and out of nursery. Medication policy and procedure are in place. Medical, dietary and allergy information is monitored every month. Depute Head of Centre meets regularly with education and health professionals to support children’s needs. All children’s learning and progress is shared through Learning journals with families. All children are encouraged to make decisions and choices in their day to support their learning, they are aware of risks and involved in identifying risks in their play indoors and outdoors.

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

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| Quality indicator | Centre  self-evaluation | Inspection/ Authority evaluation |
| 1.3 Leadership of change | Good | Good |
| 2.3 Learning, teaching and assessment | Good | Good |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Good |
| 3.2 Securing Children’s Progress | Satisfactory | Satisfactory |
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**Summary of Centre Improvement priorities for Session 2023/2024**

* 1. Leadership of Change
* 2. Learning Teaching and assessment
* 3. Family Learning

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

The early years provision has experienced a number of changes within the management team and staff team. New Acting Head of Centre was appointed in October 2023. New senior appointed in October 2023 and January 2024. The early years centre was inspected by Care Inspectorate in May 2024. Areas for improvement are to embed processes that have been established in the centre and to continue to build capacity in the staff team through staff inductions and continuous professional development.

Standards and Quality report should be emailed to the link Early Years Quality Improvement Officer by **Wednesday 12th June 2024.**