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East Dunbartonshire Council

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Lairdsland Early Years Centre Standards and Quality Report 2024/25

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, one day cleaner, one evening cleaner 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 situated 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.

Lairdsland 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 Lairdsland 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

Centre priority 1: Leadership of Change across the centre	
Care Inspectorate Quality Framework QIs <div style="text-align: center;"> 3.1 Quality assurance and improvement are well led 2.2 Children experience high quality facilities 4.3 Staff deployment </div>	
NIF Priority • Improvement in children and young people’s health and wellbeing; .Placing human rights and needs of every child and young person at the centre of education NIF Driver School and ELC leadership Teacher and Practitioner professionalism	HGIOELC QIs QI 1.1 Self evaluation for self improvement QI 1.3 Leadership of Change QI 1.4 Leadership and Management of Practitioners
<p>Progress and impact:</p> <p>This session, we have shared our Vision, Values and Aims (VVA) with children and families to ensure a Rights Based approach and ethos for our children and families. Almost all staff engaged with newly developed SSSC Codes of Practice, Trauma Informed Practice and Setting the Table guidance. Using Microsoft FORMS we consulted with parents, children and all staff to add value to our VVA. The responses showed a correlation with the VVA we created together.</p> <p>In this session we reduced the number of key groups from nine groups to four groups. In doing this we ensured each group had sufficient staffing to allow for changes in shift patterns, staff annual leave or staff absence. Staff and parents were consulted over time to establish the effectiveness of the change. The change has ensured a positive impact with communicating information to parents and prompted a positive response from children, parents and staff.</p> <p>Almost all children were introduced to the Wellbeing Buddies and related their experiences in our centre to Safe Stella, Healthy Henry, Achieving Andrew, Nurtured Nora, Active Amir, Respected Rhiya, Responsible Robbie and Included Isabella. Experiences were displayed in nursery, floorbook and achievement certificates shared with their nursery friends and their family. Most children can share their knowledge of the Wellbeing Buddies and how it is part of who they are as children. Almost all children and families expressed their understanding of our centre values by sharing their experiences on their Learning Journal page.</p> <p>This session Champion Roles continue to empower early years workers to lead improvement within our centre. Early Years Workers developed an understanding of Children’s Rights through the wellbeing buddies. Practitioners engaged with the Scottish Governments Wellbeing Wheel: Best Start in Life, Ready to Succeed and how it links with UNCRC Rights of the Child. Almost all early years workers developed an understanding of Attunement and discussed connections with Including Every Learner training and the positive impact this has on our children and families. Almost all staff engaged in continuous professional development to enrich our centre provision.</p> <p>This term some staff engaged with Senior Early Years Worker to introduce Being Me Under 3 document. The new under 3 document has empowered all staff to plan for children’s development and learning and planning next steps in learning. Staff will continue to collaborate and develop their capacity to take the new Being Me Under 3 document forward.</p> <p>This term Senior Early Years Worker engaged with staff to introduce online and practical language and communication training. Most staff commented they are more reflective in their practice when</p>	

planning provocations for children’s learning. Some early years workers commented children were intrigued and curious by the provocations and developed specific skills to enhance language and communication. Nursery Teacher introduced new approaches to raise attainment in literacy and getting ready to read. Speech and Language Therapist collaborated with all staff to develop and understanding of the Arousal Cycle to support children and increase staff their knowledge and ability to meet the diverse development and learning needs of children through effective use of professional learning.

Almost all staff engage with self-evaluation to identify areas of improvement within our centre and collaborate regularly to discuss challenge question form How Good is Our Early Learning and Childcare. All staff are involved in a test of change and PDSA cycle to enable us to plan, measure and evaluated the impact of the test of change. All staff engaged with an outside agency to inform a positive change in the courtyard area and outdoor area. How Good is our Early Learning and Childcare framework and The Quality Framework inform our next steps in our improvement journey to ensure our centre is safe, secure where opportunities are matched to the stages of development of children and promote fun, learning and independence.

Next Steps:

- Introduce Up, Up and Away (Circle) Document to all staff
- Engage with new Shared Inspection Framework
- Revisit Vision, Values and Aims to include new SSSC Codes of Practice and Trauma Informed Practice and share across the life of our centre.
- Engage with current national guidance, Setting the Table
- Register UNCRC Rights based establishment
- Revise Transitions from 2-3 to 3-5 room.

Centre priority 2: Learning Teaching and Assessment

NIF Priority • Improvement in achievement, particularly in Literacy and Numeracy.
 • Closing the attainment gap between the most and least disadvantaged children and young people;
 NIF Driver School and ELC leadership
 Teacher and Practitioner professionalism

HGIOELC QIs
 QI 2.2 Curriculum
 QI 3.2 Ensuring children's progress
 QI 2.3 Learning, Teaching & Assessment

Care Inspectorate Quality Framework QIs

1.3 play and learning
 Choose an item.

Progress and impact:

Our Early Years Centre has planned and delivered staff development training sessions to inform and enhance our knowledge and skills. During In-service day sessions, almost all staff were introduced to the Leuven Scale, and the use of this to effectively observe children’s level of engagement and involvement in play experiences to plan for children’s learning and next steps.

Almost all staff engaged in consultation to further develop the planning format to ensure a clear process to display and share observations of children and the progress in their learning.

This session our Nursery Teacher took part in the Education Scotland's Learning to Read sessions. Our Nursery Teacher and literacy champions implemented new strategies to encourage children to read for enjoyment. Children were introduced to the Author of the Month, sound of the month and Book of the Week in small groups by all staff to develop their love and interest of books and stories. Almost all pre-school children experienced the Story Stars programme, where they explored rhyme, singing, vocabulary development, story recall, imagination development and syllabification. The Nursery Teacher and literacy champions delivered experiences the love of books with hands in sensory play.

To improve family engagement most children and families engaged with literacy and numeracy home link bags. All staff All families have access to learning journals to view, comment and feedback on progress made by their child in literacy and numeracy. On an in-service day, all staff were involved in observation training to ensure all children have four observations each month in literacy, numeracy, health and wellbeing and one other area of the curriculum for excellence. Literacy Champions introduce and implement Dough Disco with most children. The programme provided experiences to increase children's vocabulary and fine motor skills.

All staff were introduced to new observation paperwork on a recent in-service day. The nursery Teacher delivered training and led discussions regarding moving forward with the new observation format. Moving into the new term we will focus on a new format to document children's learning and progress and will no longer use Learning Journals to document children's learning and progress. Early years workers will use imaginative and appropriate ways to involve children in planning and learning. Nursery Teacher will monitor and evaluate progress across the curriculum to improve children's learning.

Next Steps:

- Introduce floor books to all staff to document children's learning and progress.
- Implement new planning documentation to record observations.
- Introduce new individual children's profile to document children's learning and progress.
- Implement story stars within the wider staff team.
- Continue to further develop communication and language initiatives within the wider staff team.

Centre priority 3: Family Engagement

<p>NIF Priority .Placing human rights and needs of every child and young person at the centre of education</p> <p style="text-align: center;">Choose an item.</p> <p>NIF Driver Parent/carer engagement and family learning</p> <p style="text-align: center;">School and ELC leadership School and ELC improvement</p>	<p>HGIOELC QIs</p> <p style="text-align: center;">QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.5 Family Learning QI 2.7 Partnerships</p>
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Care Inspectorate Quality Framework QIs

- 1.4 Family engagement**
Choose an item.

Progress and impact:

In this term our families have been involved in a many opportunities to engage with their child's play and learning. Parents have been involved in updating their child's personal plan and engaged in meetings with keyworkers to discuss their child's pre-school transition paperwork. Parents and staff develop positive relationships through daily communication and interactions, personal plan updates, transition meetings, stay and play sessions, curriculum evenings and parent reader visits. Parents commented, 'there are always opportunities to give feedback and get involved with developing the service such as, having forms to complete, stay and play sessions and family connects'. 'Parents are invited to activities like stay and play, curriculum evenings and given opportunities to provide feedback and regular newsletters are also sent to parents.

In this term staff created traveling group buddies to increase family engagement and to develop an understanding of our centre values. Families shared photographs on learning journals to show the 'buddy' being safe, healthy, achieving, nurtured, respected, active, respected, responsible and included. Some children commented, 'I was keeping the lion safe when it was in the car', I was eating fruit with the elephant. Fruit is healthy'. Children developed an understanding of Children's rights through the Wellbeing Buddies. Children's achievements are displayed in our centre and with parents on learning journals. Some comments from achievements included; 'he was being responsible Robbie as he is always kind and will offer help to tidy up before lunch time'. 'She was nurturing Nora as she helped her friend take off her wetsuit as they came in from the garden'.

Almost all children took part in our centre's first sponsored walk in our local community. Some parents were able to come along to support their child. The sponsored walk was a great success and all who took part walked for one mile in total. The children had the opportunity to run in the autumn leaves before heading back to our centre. The sponsored walk prompted a discussion about what we might see on our walk, how we could keep ourselves safe, and how we might feel after walking a mile. The discussion sparked conversations about being healthy and being safe which had a positive impact on the children's health and wellbeing.

Family engagement in our sponsored walk provided the opportunity for our children to explore the performing arts in our wider community. We booked buses to take all pre-school children to see a performance of Special Delivery in Cumbernauld Theatre. Families of our younger children were invited to the centre to attend a performance from the Singing Kettle alongside their child. Both experiences were new and exciting for children, staff and parents. Feedback from our parents indicated positive and effective relationships with our centre.

Families engaged in our pre-school graduation, sports day and our Christmas show. All events were held in partnership at Lairdland Primary School. The events created strong links with our partner primary school colleagues. In the Spring term all pre-school children took part in additional visits to Lairdland Primary School and received additional visits from Primary One teachers to our centre. Effective partnership working improve children's learning and development and work towards securing positive impacts in for children and families in our community.

In this session the centre website was updated to provide a range of information for all parents, carers and grandparents. Termly Sway newsletters present parents with information of children's learning and centre changes and achievements. Parents commented, 'really happy with the improvements over the last year'.

Next Steps:

- Introduce family bookbug sessions.

- Introduce family cooking sessions.
- Consult with parents to further develop family engagement opportunities.

Progress in National Improvement Framework (NIF) priorities

- 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.

- 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 achievement, 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.

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

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

Summary of Centre Improvement priorities for Session 2025/2026

- 1. Nurture Care and Support
- 2. Learning Teaching Assessment

What is our capacity for continuous improvement?

The early years provision has experienced further changes within the management team and staff team. New Acting Head of Centre was appointed in August 2024. Interim Head of Centre appointed October 2024 and new Interim Head of Centre appointed January 2025. The early years centre was inspected in May 2024. Areas for improvement are to continue to embed processes that have been established in the centre and to continue to build capacity in the staff team through indications and continuous professional development.

Standards and Quality report should be emailed to the link Early Years Quality Improvement Officer by **Friday, 13th June 2025**