

Responsible Citizens

Effective Contributors

Auchinairn Early Years Centre



Standards and Quality Report

2022/23

Confident Individuals

Successful Learners



sustainable thriving achieving

East Dunbartonshire Council

www.eastdunbarton.gov.uk

Our Vision

We aim to provide a **safe, secure, nurturing, inclusive, fun** learning environment in which children become **capable, confident, resilient and responsible** individuals.

Our Values

Family friendly, safe, secure and welcoming environment, in and outdoors.

Approachable, responsive, differentiated, open ended and challenging learning opportunities.

Motivated, highly skilled and supportive staff.

Inclusive Early Years Centre that treats all children and their families equally and with respect.

Listening and reflecting and continuously improving on our previous best.

Your nursery, your community, your positivity.

'Tell me and I forget, teach me and I may remember, involve me and I learn'.

— Benjamin Franklin

HGIOELCC 2.1 2.3 2.4 2.5 2.7 3.1

CI 1.1 1.2 1.4

UNCRC

Article 3, Article 5, Article 6, Article 12, Article 18, Article 23, Article 24, Article 28, Article 29, Article 31



S H A N A R R I



Aims

- The learning environment will promote quality experiences indoors/outdoors and the local community.
- Children are empowered to be fully involved in their play and learning through skilled interactions of staff by extending and scaffolding learning
- Professional trained staff provide quality provocations in learning to open doorways for developing creativity, critical thinking, and meaningful questioning habits.
- Provide a safe, secure and nurturing setting where children feel valued and respected by positive role models.
- Provide support and help to develop resilience through all transitions.
- To create a community of staff, families and other professionals who will be actively involved in the nursery and contribute to children's learning and care.
- Our centre will have an ethos in which the wider community feel welcome, valued, consulted, respected and supported
- The centre will promote an enriched communication and language friendly environment where children, families are included and involved.
- Provide an environment with natural materials and resources for children to engage in calm learning both indoors and out.
- Quality outdoor experiences that provide children with a learning environment that allows creativity, thought provoking ideas, and risk taking activities



Context of the Centre

Auchinairn EYC opened in Auchinairn Community and Early Learning and Childcare Centre in Bishopbriggs on 11 April 2018. The Early Years Centre has two large bright airy playrooms for the 3-5s and 2-3s with bi-folding doors access to a large undercover area and outdoor area. The outdoor play area is a landscaped garden with thought provoking, imaginative and risk-taking areas with access to toilets and water. The staff have a restroom, toilet and offices.

The Early Years Centre serves the local community and surrounding areas and is open 08.00 until 18.00, 50 weeks a year. It is registered to provide 80 places for children between the ages of 3 and 5, and 15 places for 2 to 3 year olds. When using a mixture of covered outdoor play we can accommodate another 10 children 2-5s and 15 children in our outdoor area. We offer a session of 4 hours 45 minutes per day, 08.00 – 12.45 and 13.15 – 18.00, 50-week extended year. Every child attending a funded session in Auchinairn EYC receives a healthy meal which promotes equality for all. The Scottish Government provide a budget to buy milk, fruit and vegetables for children to encourage healthy eating. The centre is closed on bank holidays and Christmas. We offer extended day wrap round care for children from 08.00 – 18.00. These hours support children and families with working parents and parents who attend college and university.

The staff are Head of Centre, Depute Head of Centre, two Senior Early Years Workers, and twenty-two Early Years Workers, two teachers, two Early Years Support Worker, two Clerical Assistants, a Housekeeper, two, day cleaners covering 08.00-18.00 and an evening cleaner. 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. This staffing model ensures adult/child ratio is always within the Care Inspectorate required levels. All staff have an enhanced PVG disclosure.

The welfare of children is paramount to us and as such we follow East Dunbartonshire Council's Child Protection Guidelines. This impacts on the safeguarding of children in Auchinairn EYC.

The involvement of our Health and Safety Officer has had an impact on the children's awareness of risk benefits and risk assessments.

Our Improvement Plan takes account of local priorities alongside those in the National Improvement Framework (NIF). We strive to further enhance achievement, attainment and consistently plan to improve the learning activities on offer and to help create independent, confident learners. We promote respectful, supportive relationships between children, staff and parents and provide regular opportunities for children and parents to take an active role in the life of the Early Years Centre.

All staff have a targeted role and responsibility in nursery, small teams were established and given £200 to support the enhancement of their responsibility e.g., Priority 1. – UNCRC (The rights of the Child embedded in our practice. Priority 2. STEM Science, Technology, Engineering and Math (Including Eco flag and woodwork) Priority 3. Early Literacy LCFE re-established in the play spaces Priority 4. Family Engagement –parents' group, trips to local and wider community, Stay and Play sessions and Parent workshops including Triple Parenting sessions. We have two Family Champions in the nursery who are there to advise families when needed.

We promote healthy eating within the Early Years Centre and we adhere to the Setting the Table document published by the Scottish Government. All children are given a hot lunch and given a variety of healthy options at snack. Through observation and staff engagement, lunch time was restructured to meet the needs of children and a more nurturing approach has been enhanced.

All children take part in the Child Smile Tooth brushing programme. This has impacted on the children's dental routine at home and in Early Years Centre. Health studies (NHS Scotland - The evaluation led by a Central Evaluation and Research Team (CERT) based at the University of Glasgow Dental School) have proven that the programme has dramatically reduced tooth decay in our younger children in Scotland.

We support our most vulnerable children through Locality and Support for All meetings, where the nursery invites outside agencies to attend to discuss the best way forward for individual children. We have Team around Child meetings for individual children with additional support needs.

This year, children are transferring to nine East Dunbartonshire Primary Schools, two Glasgow schools, one Cumbernauld school, one Greenock school and one Dublin school. The majority of children are transferring to Thomas Muir Primary and St Helens Primary. We foster close links with our associated primary schools to ensure that children are confident in making the transition from nursery to primary education. Children with additional support needs are given enhanced transition support. The schools have sent representative teachers in to Auchinairn EYC to discuss with keyworkers the children transitioning to their school. The teacher and SEYW had a meeting with most EDC schools in May to discuss transition.

We have twelve children deferring school until 2024, eleven having the automatic right to another year (automatic right from August to February) and one who was sent to the Girfec Liaison Group (GLG) panel who decided that this child should have a place in Auchinairn for a further year.

Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: UNCRC	
<p>NIF Priority Choose an item.</p> <ul style="list-style-type: none"> • Improvement in children and young people’s health and wellbeing <p>NIF Driver performance information assessment of children's progress</p>	<p>HGIOELC QIs</p> <p>QI 3.1 Ensuring wellbeing, equality & inclusion</p> <p>QI 2.1 Safeguarding and Child protection</p>
<p>Progress and impact:</p> <p>Placing the rights and needs of every child and young person at the centre. Improvement in children and young person’s health and wellbeing.</p> <p>Staff across the Centre continued to work towards creating a high-quality learning environment. Staff have had a focus on embedding children’s rights and the UNCRC across the play environment. Staff with the leadership role engaged in professional reading, accessed children’s rights and ‘the Promise’ training. Staff were issued with the ‘wee book of promises’ by children’s parliament to support implementing change and develop this provision.</p> <ul style="list-style-type: none"> • All staff have joined the Scottish government’s Unfearties initiative: Unfearties are individuals who are courageous in discussing children’s issues, are making a difference in children’s lives, and who are willing to speak up for, and stand alongside, children. Staff have embraced this initiative, and we now have a team of UNCRC staff who promote alternative thinking strategies (PATHs), wellbeing and health. Developments and enhancements to children’s rights and wellbeing provision, staff collaboration and impact has been recorded in Plan Do Study Act (PDSA) action plans, floor books and wall displays. Children are spoken to and listened to in ways that encourage them to feel valued and included. • Champion roles within the centre have been re-established during term 2 to support the improvement of children’s wellbeing and performance, staff moved from lone/partner working to five working parties with 6-8 staff members in each group. Each group has a nominated lead to drive task and project work forward. All staff worked well together to form the working groups which effectively embed the centres improvement priorities in collaboration with children and families. As a result, all staff, children, and families are fully aware of the learning and achievements of the centre and the journey it is going on. Evidence from learning walks, wall displays, planning and floor books show that children’s rights, UNCRC and wellbeing is embedded across the nursery environment. Peer collaboration was carried out and reviewed with findings showing the new established working parties supported staff bureaucracy, workload, and time management. Unfortunately, due to staff absence, recruitment challenges and accrued annual leave in term 4, sustaining the working parties proved more challenging. • Improvements have been made this session on ensuring wellbeing and nurture support is high-quality and meeting all learners needs. Through collaboration all senior staff and most children’s rights working party staff were involved in developing the parents’ room which has now been changed into a small nurture room and we are completing a PDSA for 6 months to find out the impact it has on our children, in particular children who may require support to self-regulate. We will continue with this aspect of development next session. • <u>Self-Evaluation</u> This session we involved our families with the children’s learning through our monthly ‘sharing the learning’ programme. Children could share their learning at home with their family and feedback to keyworkers their family responses. In term 3 we enhanced this initiative by sharing it through SWAY. This has proved successful by collating the number of families who take part each month. Almost all or most questionnaires were completed. 	

Progress: The UNCRC is being imbedded in policy and procedures. Leadership roles for staff relating to UNCRC, Promoting Alternative Thinking Strategies for Wellbeing, Outdoor Learning and Eco Schools. A nurture room has been established in the former parent's room. Targeted children spend time in the room, one to one, or with a small group of friends. This has impacted in all children who have had the opportunity to spend time in a quiet nurturing environment.

Evidence: Star of the week, Learning Journals, Achievement Tree, artwork displays, floor books and praise when tasks are accomplished. Staff tracking ensures that most children are reaching their individual potential or supporting them to achieve this. Children knowing that adults and peers around them are proud of their achievements with mention board. Staff in their wellbeing leadership roles understanding children's wellbeing and putting the correct intervention for their age, stage of development. Staff have shared the outcomes of the nurture room with targeted children, and through observations and reporting

Next Steps: Continue to improve family relationships through Stay and Play sessions, trips in the local and wider community, parents' group re-established, and our Open Door Policy reiterated to all parents and staff. Children's rights and voices seen in all play spaces.

Centre priority 2: STEM

NIF Priority •Improvement in employability skills and sustained, positive school leaver destinations for all young people
•Improvement in children and young people’s health and wellbeing
NIF Driver parental engagement
 school improvement

HGIOELC QIs
QI 3.3 Developing creativity and skills for life and learning
QI 2.5 Family Learning
QI 2.4 Personalised support

Progress and impact: Woodwork in Early Years/STEM/ECO

Staff have introduced enquiry-based STEM provocations encouraging children to ask questions and explore their interests. Learning through play, children are adapting scientific processes and learning to think scientifically. The activities, scone making process, exploring water, sinking and floating, our bodies, using our senses and engineering including woodwork spark children’s inquisitive minds.

We received a grant from Education Scotland for woodwork in Early Years and had online training by Peter Moorehouse on the 15th of February 2023. This is an exciting time, not only for children but also the staff involved. Tools including chub hammers, Japanese saw, small electric drills, eye defenders, screwdrivers and an outdoor workbench are being used regularly. Four members of staff have been identified to ensure that woodwork is part of our daily activities and through trial and error it was decided that staff would meet in August to create a timetable of two hours in the morning and afternoon would be a more feasible timetable for our centre. Staff member upcycled wood from an unused climbing wall and built a Woodwork station outdoors with planning and design area, high cupboard to store tools and an outdoor woodwork bench. The staff member also built a fence with gate with the help of children to make the side garden safe. Curriculum evening – parents were able to see the tools and benches and learn about the value to children woodwork has on their overall development.

Progress: A floor book has been started and we will continue to work on this and the woodwork wall to allow parents to see progress.

Evidence: Through observations and completing STEM tracker worksheets, the keyworker found that there were 54 boys and 45 girls who took part in woodwork initiative from February to June. The keyworker involved in teaching children safety while using tools reports that there have been incidents of children hurting their fingers while working with the hammers, but every child has remained at the station and continued their piece of work. **Next steps:** Parental involvement, have parents in to stay and play specifically for woodwork. Work with other nurseries to share good practice.

An Eco children committee has been established with the Eco Warriors picking litter, checking and risk assessing the outdoor space daily. Collection boxes for batteries, bras and pants, crisp bags, old makeup in the corridor are well supported by parent/carers and other centre users. A jacket swap is ongoing where parents bring in the children’s jackets which they have outgrew and other parents can take for their child.

Centre priority 3: Curriculum Learning and Engagement

NIF Priority • Improvement in attainment, particularly in literacy and numeracy
• Closing the attainment gap
NIF Driver assessment of children's progress
Choose an item.

HGIOELCQIs
QI 2.2 Curriculum
QI 2.3 Learning, Teaching & Assessment

Progress and impact:

EYC has accredited LCFE status. Due to new staffing an awareness raising session with staff was delivered at the start of Term 1 to recap and coach new staff the LCFE principles and indicators. A LCFE working party was established and an updated PDSA action plan was identified to highlight clear objectives.

Our LCFE leads delivered a whole staff training in October on the LCFE indicators 1, 2 & 3. All staff reported feeling more confident in communication strategies. Staff collaboration at team meeting highlighted our approach to labelling, soft lighting and soft voice approach, these strategies including new fairy lights to lower playroom ceilings have enhanced the ethos of the spaces. Staff indicated there was a requirement to enhance/improve wall displays and provide visual cues throughout the learning environment.

Peer practice assessments were carried out which was a positive and supportive to staff. Evidence through learning walks highlighted well defined play spaces and good organisation of resources. Staff have a whole team approach, working together, planning activities and reporting through Learning Journals and individual Big Floor books, for parents and children to reflect on their learning. The Nursery environment reflects LCFE action plan and children talk about their learning and play experience when working with floor books.

This session there has been a more consistent involvement with staff leading directed learning workshops – Dough Disco, Story Stars, Teddy Talks, and Number Time for targeted 3-5 children and Book Bug and Big Bedtime Read for all 2-3 children. As a result, the consistent approach is showing most children are making good progress across early level in language and communication, listening skills and maths. Attainment data shows almost all children are making very good progress in literacy, numeracy and health & wellbeing. Teachers and Early years' workers work closely together to track and monitor children's next steps ensuring that all children are supported and challenged to make continued progress. Evidence: through learning walks, wall displays, floor books and observation present that children are happy, active, and achieving through adult directed activities throughout the session

Strategies continued to raise attainment in literacy to promote a passion for reading, writing, and talking through the nursery 'Trust Library'. The library has been updated and new reading materials added and well used by families. Learners have increased opportunity to access literacy learning experience. Staff developed story bags for children's learning with the support from a child's grandmother. Our staff continue to develop high expectation of literacy across all stages. EYC tracking continue to show progress in children's language and communication skills. Increased literacy experiences on offer in the nursery environment evidence this.

Progress: Staff are continuing with fun activities for targeted children, food related home bags have been established to promote healthy eating and parent participation. Areas in the nursery both in and outdoors are defined with staff working as a team to make the areas creative and investigative while being fun

Evidence: Indicator 3 -Defined areas have been created and adult/peer observations have begun. LAP, SFA and TAC meetings have been more streamlined this year with management sharing the tasks and hosting meetings on Teams or face to face. All of the management team (HoC, DHoC, Teacher, Senior Early Years Workers) are happy with the new streamlined responsibilities. Keyworkers of children being discussed at meetings are also included. Management chair team meetings with staff.

Next Steps: Continue to promote early maths, early literacy and wellbeing in all aspects of our centre's daily programmes and activities.

Continue to support parents build skills and ideas to support their children with more parent workshops and invitations to join in with literacy and number interventions.

Centre priority 4: Family Engagement

NIF Priority

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

NIF Driver

parental engagement
school improvement

HGIOELC QIs

QI 3.3 Developing creativity and skills for life and learning

QI 2.5 Family Learning

QI 2.4 Personalised support

Progress and impact: Parental Engagement

Parental engagement has never been so important and we encourage parent/carers to go on trips to the wider community on public transport, come in to the centre for concerts, butterfly release day, Family Fun night, The Scottish Big Breakfast, Easter Bonnet Parade and other events that happen throughout the years.

This session Auchinairn EYC staff embraced a variety of Face-to-face family events which built our capacity for family partnership. Parent evening, curriculum nights, family fun nights and stay and play sessions took place. Most families attended the events, and all agreed they felt safe, and the events met their expectation. Trips to the wider community took place, families supported and participated with staff on all outings. Evidence from consultation with families on Family Partnership highlighted that most parents wish to be involved more in the life of Auchinairn EYC. Floor books, wall displays, and social media capture the strong connections, engagement, and family culture we created. Our learners have increased confidence and motivation to learn, and the majority of children have good attendance.

Through the Milk and Snack fund, staff developed home learning healthy eating bags in term 2. Children and families have the opportunity to bond and chat about healthy eating habits. Some children have participated in the initiative. Evidence from consulting with families using the initiative tell us that it is very good and engaging.

Progress:

Strong parental engagement is central in promoting children's healthy development and wellbeing and our centre strives to have this strong link. The staff keyworkers chat face-to-face regularly, at drop off and collection times. We are in regular contact with parents through Learning Journals, newsletters, Sway, texts, emails, monthly Share the learning, parent's evenings, curriculum evenings, Team Around the Child meetings, Support for Meetings and Locality meetings. Parents are kept in the loop of all these meetings through face- face chat, emails and minutes. All parents give parental consent before meetings. A Getting Ready for School practical guide was given to all parents of school children.

Evidence

We asked parents how they felt about the nursery

Almost all who responded to questionnaire were happy with the provision

We asked about communication with parent/carers

Most parents were happy with the communication

The corridor outside the main door, gives parents an excellent progress report to the parent/carers, about the centre's progress.

Most parents felt that their child's learning and development is well supported

All parents felt comfortable approaching the setting with questions

All parent/carers would recommend the centre to other parents.

Next Steps

- Continue to deliver opportunities for families to be involved in the life of the centre.
Support children's wellbeing and learning through establishing a family committee.
Embed Family Connect workshops for parents and children.

Progress in National Improvement Framework (NIF) priorities

- Improvement in attainment, particularly in literacy and numeracy.**
 Appropriate child initiated and child led play is promoted throughout the centre with a balance of free and structured play supporting children’s learning. Monitoring and tracking clearly evidence children’s progress in literacy and numeracy and challenge and support is given to children.
- Closing the attainment gap between the most and least disadvantaged children and young people.**
 Child centred observations supporting learners for their next steps and recognising individual developments and achievements. We ensure that all children are treated fairly, protecting their rights and offer the same opportunities regardless of their background.
- Improvement in children and young people’s health and wellbeing.**
 Children are given the opportunities for a smooth transition in all transitional times in their early year’s journey. We promote a healthy lifestyle by supplying a hot meal, healthy snacks and drinks for every child. Through Care plans staff have an understanding of children’s starting points and needs. We take guidance from the Health and Social Care Standards, How Good is our Early Learning and Childcare, Realising the Ambition: Being me, Getting it Right for Every Child (GIRFEC), United Nations Children’s Rights Convention (UNCRC), Setting the Table and the Learning Journal forum.

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

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
1.1 Nurturing care and support	Very good	Choose an item.
1.3 Play and learning	Very good	Choose an item.
3.1 Quality assurance and Improvement are led well	Very good	Choose an item.
4.2 Staff deployment	Very good	Choose an item.

Summary of Centre Improvement priorities for Session 2023/24

Continue with priorities of 2022/2023

1. The UNCRC embedded into the nursery curriculum to ensure every child is recognised, respected and protected as a rights holder and as a unique and valuable human being.

2. STEM-

Continue on our woodwork journey by applying for phase 2 of Woodwork in Early Years Education Scotland grant.

ECO schools – continue on our Green flag route.

3. Curriculum: Early numeracy, Early Literacy and Health and Well- Being – Continue:

Rhythm and Rhyme, early phonics, listening – continue with Dough Disco and Teddy Talks initiative with younger groups of children in September 2023

4. Family Engagement- continue:

Stay and Play, Parent/Eco group, family nights, curriculum evening, parents’ evenings, Triple P one to ones and small group sessions in conjunction with Sharon Mitchell (Early Years family support worker

What is our capacity for continuous improvement?

The PDSA roles and responsibilities are key to the success of self-evaluation. All staff have been given leadership role in our 5 priorities (LFCE, Children's Rights, Family Partnerships, ECO, STEM) Risk assessments and policies and procedures are updated in line with new and matters arising. Links with priorities linked to our planning and learning. We use a collaborative approach to self-evaluation, with staff, parents and children. All parents are asked through questionnaires and Learning Journals for their opinions ensuring impact of success for children and families. We have weekly room meetings where throughout the month all staff are given the opportunity to attend. Children concerns, activities and staffing are discussed, and changes are made in the playrooms when deemed correct to do so. Staff are in one of the 5 priority teams and each group meet regularly and discuss the impact that resources and activities are having on the children.

Progress: Improvement walls have been developed in the centre's corridor and reception which allows parents/carers and visitors to our nursery the opportunity to see the results of our questionnaires, parents, staff and children's views. The Children's achievement tree allows parents to give children's and own views on matters that are important to their wellbeing and development. An interaction table for children and parents has been established in reception and most parents interact with their child as they come in to nursery and /or when they leave

Evidence: Staff working together in groups, good communication boards for staff and parents. Floor books and Learning Journals reflect children's interests with parental engagement very good.

Next steps: Staff to continue to update walls and Big Books for parents/carers and children

Progress: Staff are continuing with fun activities for targeted children, food related home bags have been established to promote healthy eating and parent participation. Areas in the nursery both in and outdoors are defined with staff working as a team to make the areas creative and investigative while being fun

Progress: Indicator 3 -Defined areas have been created and adult/peer observations have begun.