

Auchinairn EYC



Standards and Quality Report 2023/24

Context of the Centre

Auchinairn Early Years Centre (EYC) is a local authority childcare provision. We are a purpose-built modern centre situated within Auchinairn Community Centre. Effective partnerships have been built across our EYC and community to support children and families. We have strong links with many community organisations including a variety of local businesses and charities.

The EYC is registered with the Care Inspectorate to accommodate 111 children, 15: 2–3-year-olds, 80: 3–5-year-olds, and additional 16 places for 2–5-year-olds within the outdoor play space. Our children attend EYC provision for 50 weeks a year, 8.00am – 6.00pm through a variety of different patterns. All 3–5-year-old children along with eligible 2–3-year-old children access 1140 hours, with some families purchasing additional hours if required. Data from the Scottish Index of Multiple Deprivation shows that most of our pupils live in areas of low deprivation.

Our staffing comprises of a Head of Centre (HoC) and a Deputy Head of Centre (DHoC), 2 Senior Early Years Workers (SEYW), 2-part time nursery teachers (NT) and 22 Early Years Workers (EYW), 2 Early Years Support Worker (EYSW) and a lunchtime housekeeper. Administration support is provided on site by two Admin Assistants. Our Early Years staff are qualified from HNC/SVQ3 to degree level and all Early Years staff are registered with the Scottish Social Services Council and have an enhanced Protecting Vulnerable Groups (PVG) disclosure.

Our EYC play spaces are bright, and attractive with open plan access to a large garden. We offer a quiet space, where children are nurtured to develop their confidence, self-esteem, and emotional resilience. Children have regular access to community centre rooms and halls for learning initiatives, sporting events and performances.

Auchinairn EYC's aim is to support and challenge children as they grow through providing a safe and inclusive environment. We are aware of the different barriers to learning, we strive to put in place support, challenge and wellbeing programmes which target individual children's needs.

Our Standards and Quality report has been created in consultation with children, staff, and parents/carers. It tells the journey of our EYC's performance, successes and achievements in Session 2023/24 and summarises our priorities for next year. This year, between March 2024 and August 2024 the EYC was led by an acting HoC and DHoC.

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.

In addition to our **FAMILY** values, we aspire to improve the developmental and educational opportunities of children and families by creating a flexible, needs led EYC, accessible to all, and adopting a multi- agency approach in the community. Strong partnerships exist with several multi-agencies and our Educational Psychologist and Speech and Language Therapist, this approach supports individuals on a regular basis. We believe strong, supportive, and nurturing relationships are key to our EYC community thriving together. Relationships at all levels are based on our key values of kindness, honesty, respect, and fairness. At Auchinairn EYC we ensure that the children's wellbeing is at the heart of everything we do. Staff have developed a strong nurturing approach and are committed to embedding nurturing principles into their practice.

Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: UNCRC (United Nations Convention on the Rights of the Child) – Empowering our learners to feel safe, valued, listened to, and lead their own learning.	
Care Inspectorate Quality Framework Qis 1.2 Children are safe and protected. 3.2 leadership of play and learning	
NIF Priority Placing human rights and needs of every child and young person at the centre of education. NIF Driver School and ELC improvement	HGIOELC QIs QI 1.2 Leadership of Learning QI 3.1 Ensuring wellbeing, equality & inclusion
Progress and impact: Session 2023-24, Auchinairn EYC embraced a child – centred approach to learning driven by relationships, culture, and ethos. We have built trusting, caring, and nurturing relationships from our individualised settling in routines which support the rights of the child. Our ethos has ensured almost all children are happy to come to the EYC, are settled and confident with routines. Staff know each child very well as individual learners and build upon prior learning. We make sound professional judgements about significant learning and children's progress based upon reliable information and data. Staff collaborate with colleagues including those working across the early level sector to develop a shared understanding of children's progress to ensure continuity in learning. Empowering Learning Our daily free -flow indoor/outdoor play spaces empowered most children to lead their own learning and take ownership on decisions and choices. All early year's staff provide a range of activities through children's interests to enable learning, solve problems, and develop independence. Play learning opportunities are purposeful and promote development and achievements for all children. Most children make independent choices about where they would like to play and demonstrate increasing responsibility and confidence. Most children show concentration and perseverance when engaged in self - selected learning activities whilst others require adult support to sustain engagement. Through our child lead planning staff use experiences and outcomes to	

plan, evaluate learning and track coverage which supports a coherent approach to learning. A curricular support tool was introduced in term 2 by the NTs to support all staff. The tool covers three core areas of learning, providing advice for staff who want support. In addition, the curricular support tool provides analysis for areas of the curriculum that have gaps in the broad coverage. This has increased staff confidence in how to plan with children and provided staff with strategies to improve planning processes. Staff use individual key group floor books as a means of planning, consulting with children and capturing learning and voices. Staff now incorporate children's rights into their weekly planning. As a result, almost all staff have a shared understanding of children's rights and how to link it to children's learning and development. All children are supported to develop a keen sense of self to express their likes, dislikes, and opinions through a variety of communication strategies such as voice, drawings, and visuals. Through consultation with families, almost all agreed that their children are empowered through leading their own learning.

Every fortnight almost all staff attend team planning meetings. Staff share knowledge about children's learning and their all-round development, striving to ensure that we meet all children's needs. Termly, the EYC leadership team successfully met with outside professional agencies to ensure individualised wellbeing and learning support was in place for children struggling with regulating emotions and additional support needs. This approach ensured that each child made progress in their learning, appropriate to their stage of development.

UNCRC: Rights Based Approach

The Rights of the Child has been embedded into practice and is visible in most adult: child interactions. The EYC celebrates children's voice and captures learning using wall displays. A 'Little Chatters Matter' UNCRC display board has been developed within the EYC welcome foyer which highlights children's interest in specific rights they have learned about. Through the children's rights learning, most children are developing an understanding that they have the right to be safe, play and to be loved.

During the August Inservice day some staff established a Children's Rights group to develop a collaborative action plan. At the October Inservice day the children's Rights working party presented to most staff team their Plan Do Study Act (PDSA). The aim was to embed 3 articles which almost all parents, staff and children highlighted as important.

- Article 3 - A right to be protected (Sun Safe Awareness)
- Article 24 - A right to clean water (Water Station throughout EYC)
- Article 29 – A right to be develop my personality and talent (celebration focus)

During term 1 and 2 the EYC made substantial progress in promoting children's rights throughout the EYC. Some staff made visits to other centres who were already on the Children's Rights journey.

Visits enhanced staff knowledge regarding respecting children's views and opinions.

Article 3 - A right to be protected (Sun Safe Awareness)

Auchinairn EYC focused on reducing sun exposure for children without minimising access to free flow indoor/outdoor learning. In Term 1, the children's rights group worked alongside a few parents to develop a sun safe guideline to be implemented

within the EYC when UV levels are 3 or above. Sun cream displays were set up at point of playroom entrance with access to sunscreen for families to apply on their children. Sun Safe Awareness was implemented well with all families participating in the sun safe procedures. A few families were provided with further sun safe advice and importance of sun screening to enable them to embrace the EYC's positive change. The EYC purchased 100 Legionnaire sun caps through the treat fund account to ensure all children have access to suitable headwear to protect them from the sun's harmful rays. Term 3, the sun safe policy was reintroduced. The EYC faced similar opposition from a few families regarding sun safety as in Term 1, with further open dialogue with families, all children actively partake in the safe sun strategy. Through gathering evidence of sun safe procedures, the EYC gained Sun Safe accreditation. As a result of the sun safe policy being implemented for the full year, all children were kept safe from UV sun exposure whilst having regular free flow access to outdoor learning.

Article 24 - A right to clean water (Water Station throughout EYC)

All staff respect and value each child as individuals through the rights-based approach. Staff have established healthy hydration habits within the EYC to support the health and well-being of all children. Staff ensure water stations indoors and outdoors are visible daily throughout the EYC and almost all children access water breaks independently whilst a few are encouraged to ensure they are regularly hydrated. As a result of placing wellbeing at the centre to learning we have empowered children to develop their own independence and learning.

Article 29 – A right to be develop my personality and talent (celebration focus)

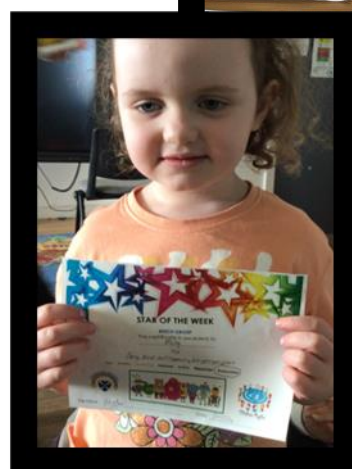
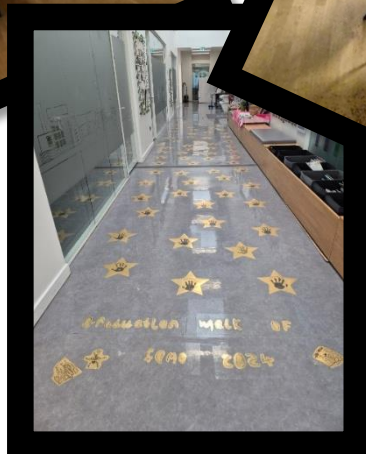
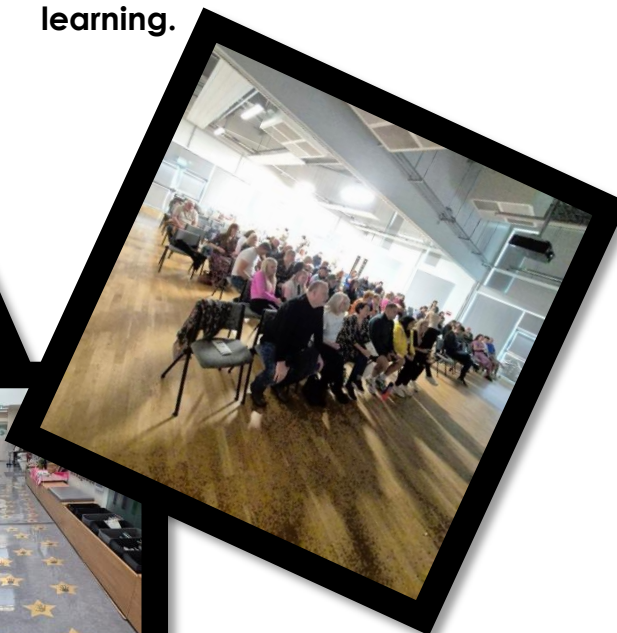
We value all children in our setting, and this is reflected in how we respond to them and how we celebrate their successes. Children are given regular opportunities to evaluate and celebrate achievements across their lives. Children's individual and personal achievements are recognised and celebrated through several ways, for example sharing success with others, through star of the week rewards and through photos, displays of work, and digital learning journals. Parents and carers are engaged in the process that provides opportunities for further discussions about learning and progress. These achievements are used to help set personal next step plans.

The Children's Rights working party support staff to reflect and monitor the progress and impact of the EYC embedding Rights journey using PSDA projects. This process is still ongoing and will remain as an active cycle. In Term 4, the Children's Rights group collaborated with children and families to focus on a further three rights to embed in session 2024-25.

Next Steps:

- Begin the UNCRC Bronze Accreditation journey.
- Children's Rights to be visible throughout the EYC through use of SHANARRI Indicator Wellbeing Buddies.
- Embed additional Children's Rights within the EYC – Article 3: Children have the right to be with adults who do what is best for them
- Introduce Children's Rights home link bears to the centre.
- Play space area charters to be created to enhance EYC 'Friendship Code.'

UNCRC – Empowering our learners to feel safe, valued, listened to and lead their own learning.



"I have the RIGHT to be celebrated." Article 29.



Centre priority 2:

FAMILY PARTNERSHIP – Fostering meaningful interactions with families and the wider community.

Care Inspectorate Quality Framework Qis

1.4 Family engagement
1.5 effective transitions

NIF Priority:

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

Improvement in children and young people's health and wellbeing

NIF Drivers:

Parent/Carer engagement and family learning

School and ELC Improvement

HGIOELC QIs

QI 3.1 Ensuring wellbeing, equality & inclusion
QI 2.5 Family Learning

Progress and impact:

This session Auchinairn EYC staff continued to embrace positive relationships and partnerships with families at the heart of meeting the needs of our children. A variety of opportunities were available over the year to support parental involvement/engagement and fostering positive relationships with parents. To enable the children and families to build close relationships with staff, we operate a key worker system. Parent evenings, curriculum night, family fun nights, learning workshops and stay and play sessions took place. Most families attended the events, and almost all agreed they have developed strong partnerships, and the events met their expectation. As a result of developing positive family relationships the EYC successfully established a Family and Staff Committee group to support with fundraising, community events and key EYC tasks such as wrapping Christmas gifts, constructing Graduation hats.

Stay and Play

Stay and Play sessions were prominent this year. The EYC saw a larger uptake in attendance during year 2023-24 from previous years. Registers highlight that most children had their parent attend at least one offer to Stay and Play sessions. Auchinairn EYC offered stay and play as weekly drop-in sessions to meet family's needs, invitation events for all families and targeted intervention initiatives.

Popular sessions attended by families throughout the year are:

- Music and Movement sessions - Celebrating Robbie Burns, Spring sing along and Dance-a-thon
- Concerts – Christmas and Graduation
- Grand and Grandad sessions

- Family fun night
- Big Breakfast
- Library visits
- Litter picking
- Weekly pop in open days
- Book Bug
- Care Home visits
- Butterfly release
- Local school visits – assemblies, nativities, sports day

All our sessions were designed to encourage social interaction and development for children, fostering a sense of community amongst families attending. Almost all families who participated in our Stay and Play sessions agreed they were valuable experiences for children and provided a relaxed opportunity for parents to connect with one another. Evidence of this creating a supportive community can be seen through daily communications, connections, and acknowledgement that families show each other at drop off and pick up times where parents often share experiences, exchange advice, and arrange play dates. Some families shared that they enjoyed watching how their children interact with their friends and within the EYC environment. Another parent informed us that the relaxed event gave them confidence to try out activities at home and they had similar resources at home to support their child's learning. Through building positive family partnerships, the EYC saw an increase of families participating with learning events this session. The events supported families to engage more with our online learning journal platform supporting and encouraging their children's learning and achievements.

Transitions

We streamlined our transition programme for all children settling within the EYC during session 2023-24. Facilitating individualised transitions plans has allowed almost all children and families to feel supported as children joined the EYC, moved from room to room, moved to a different setting, or starting school. Parents/Carers, staff and outside professionals collaborated in meetings and events as early as November 2023. Children explored the local community and schools through outing such as school assemblies, sports days and school pupils visiting the EYC during nursery events such as world book day. Staff supported some children with a more detailed planned approach through collaboration and partnership from other professionals such as Educational Psychologists (EP), Speech and Language Therapist (SALT) and schoolteachers. The transition programme has benefited children as they displayed confidence and enthusiasm during visits. Our positive transition programme has supported children's development and emotional wellbeing. Through consultation, all families strongly agreed that the quality of the transition had a positive impact on their child's ability to feel safe, play and learn within the EYC. During a nursery reunion held in late August, many families expressed how well their children coped with visits to their primary school. Nursery leavers shared how they have enjoyed the first few weeks of school life and made new friends.

Next Steps:

- Continue to have a monthly stay and play event calendar for session 2024-25.
- Family Connect learning sessions to run in Term 3.

- Visitor of the month programme introduced in term 2&3, focusing on family's strengths.
- Staff to develop a team approach to provocation planning, improving confidence in planning, tracking and individual next steps.
- Continue to enhance transition within room to room and schools.

FAMILY PARTNERSHIP – Fostering meaningful interactions with families and the wider community



Centre priority 3:**Language and Communication Friendly (LCFE) – Developing Communication Friendly and Nurturing Play Spaces****Care Inspectorate Quality Framework Qis**

1.1 nurturing care and support
1.3 play and learning

NIF Priority

Improvement in achievement, particularly in Literacy and Numeracy.

NIF Driver

Performance Information

Parents/carers engagement and family learning

HGIOELC QIs

QI 1.3 Leadership of Change
QI 3.2 Ensuring children's progress

Progress and impact:

Throughout the year the centre focused on developing nurturing play spaces to enhance language and communication skills. LCFE leads attended tailored language and communication training. Majority of staff participated in five in-service training sessions which LCFE leads shared their knowledge to the staff team. This has supported almost all staff to feel confident regarding enhancing play spaces through a nurturing approach.

Learning Initiatives

This session the centre continues to make good progress with learning initiatives across the play spaces. This year we focused on:

Book Bug
Bedtime Read
Dough Disco
Story Stars
Number Time

LCFE leads carried out literacy audits providing evidence to implement and improve sessions. Most children had opportunity to participate in focused learning sessions and are improving their language, communication skills and number, numeracy development. Some families took part in the learning sessions with their children through stay and play sessions. All families told us that both child and parent benefited from taking part. Some shared they would continue to take part in further sessions when invited, other suggested they would replicate sessions within the home environment.

Nurture Room

The centre continues to embed a nurturing ethos. Almost all staff are confident in using nurturing, calming approaches daily in their practice. The developed nurture room is well used by all children with ASN and children who require support with developing their emotional regulation. We identify children through knowledge from families, professionals and play space observations carried out by staff within the EYC. Focus groups allow children accessing the space to develop social and emotional skills within a quiet, calm environment. The space is regularly used by outside professionals such as health visitors, educational psychologists and speech and language therapists. Throughout the year, assigned early years supports staff work closely with targeted children within the nurture space to focus on individual children's next steps and wellbeing plans. As a result, children are making progress in language, communication, and emotional, social development. They can make informed choices through a variety of approaches and strategies such as now and next boards, emotion coaching systems.

Rolling Lunches

In November staff recognised the three-lunch sitting routine was no longer working for children and staff. They seemed loud and chaotic at times and having an adverse impact on some children. Some staff visited other EY centres to look at best practice regarding the lunchtime routine. A PDSA cycle was drafted in consultation with children, families, and staff to implement rolling lunches. Rolling lunches allows all children to choose when they have lunch and serve themselves rather than all being seated at the same time with no choice. Rolling lunches have proven to be successful and beneficial for all children. Lunch times are more relaxed and nurturing. Majority of children have adapted to the new routine with a few who need supported by staff. Through observations children are trying a variety of new foods during the rolling lunch structure.

Literacy Story Bags

The successful gran and grandad 'stories and scone' day inspired a gran to make resources to enhance the EYC story bags to bring stories to life. We focused on traditional tales and number rhymes.

- Three Billy Goats Gruff
- Three little pigs
- Gingerbread man
- Little red riding hood
- Jack and the beanstalk
- Tiger who came to tea
- Going on a bear hunt
- 5 little speckled frogs
- 5 current buns
- 5 little ducks

Our story sacks are an excellent way to create and sustain an interest in books. Most children had opportunity to enjoy fun and interactive activities allowing them to be more hands-on during story time and stimulating their minds. Therefore, some children are now confident in making predictions about what might happen in the stories, retell stories in their own words and make detailed story books authored and illustrated by themselves.

Walkie Talkie System

As we continue to make progress regarding enhancing communication across the full staff team, the children, families, and staff are benefiting from the introduction of a Walkie Talkie system used within the EYC. The LCFE leads collaborated with staff and viewed best practice within other centres to enhance communication. 38 walkie talkies were purchased to allow every staff member to have their own. Consequently, all staff use the walkie talkies effectively to ensure communication across the centre is strong. As result transparency, efficient work, and team moral has been positively impacted across the centre.

Being Me Under Three

The provision for two-year-olds continues to be an inclusive part of the setting and has been constantly developing and evolving over the year. Some staff participated in a small working party to create 'being me under three' developmental milestone toolkit aimed to upskill staff knowledge of child development working alongside children in the 2-3 play space. All staff attended training sessions to enhance their understanding of the toolkit. The EYC participated in a pilot to actively use the document. Feedback from almost all families and staff agreed that the toolkit was easy to read and understand. Furthermore, they shared that next steps are clear and age and stage appropriate. Most children registered in the 2-3 room are making substantial progress in their development and this is evident through professional dialogue, observations, and being me under three paperwork.

Next Steps:

- Majority of staff to use Makaton as part of our daily routine to support inclusion and literacy.
- LCFE leads to enhance outdoor playhouse to create a Story Shed.
- Implementation of Up Up and Away document to promote inclusion within the play spaces using appropriate documentation.
- Celebrations of gifting Book Bug Bags.



Centre priority 4: STEAM -**Care Inspectorate Quality Framework QIs**

3.2 leadership of play and learning
1.3 play and learning

NIF Priority

Improvement in children and young
people's health and wellbeing

NIF Driver

School and ELC improvement

Performance Information

HGIOELC QIs

QI 1.5 Management of resources to promote
equity

QI 3.2 Ensuring children's progress

Progress and impact:

Auchiniarn EYC has strived to embed an Eco/Sustainability ethos for several years with the goal of gaining a first Eco flag. A variety of challenges interrupted the journey to success. This session the nursery embraced the team working approach and all staff charged with the STEAM (Science, Technology, Engineering, Art, and Math) improvement party agreed and followed a PDSA cycle with intentions, shared with the full staff team in August Inservice day. As a result, the EYC was presented with their first flag from Eco-schools.

Woodwork

Woodwork has remained a popular learning experience amongst both girls and boys within the EYC. This session almost all children experienced opportunities to plan and create woodwork art. Woodwork was strongly led by trained staff to support children to be creative thinkers. As a result, most children developed confidence to use hammers, saws, drills, and vices. Children's learning has been enhanced through learning new skills such health and safety, problem solving skills, and negotiation. Children experienced basic woodwork skills, tinkering, and developing on to open ended inquiry making unique creations. Some children drew plans of their ideas and successfully completed projects such as wooden skeletons, Christmas tree decorations, fire engines and large storage boxes to stock donated woodwork supplies.

Sensory Garden Project

The STEAM leads sought a community collaboration project in January with the aim to develop a specific area of the nursery garden. Staff and children worked closely with Morgan Sindel, Tigers construction and local high school's pupils to plan and create a sensory garden. Construction work began in April and a celebration garden party was held in June with most staff and some families attending on a Saturday morning. All children have opportunity to explore, touch, pick, smell and interact with objects within

the garden. The sensory garden provides the EYC with a calmer and therapeutic precinct helping some children to develop their emotional regulation and self-reliance.

Eco

Some children are enrolled on to the STEAM group and supported by staff to embed Eco/Sustainability into the life of the centre. Children are benefiting from the ethos through developing an understanding of how to look after their world. Children and families participate in monthly litter picks around the community centre and wider areas. Data collected from the litter picks highlighted an average of 16 bin bags were filled which slowly declined as the months went on. These experiences have provided factual evidence that the EYC is having a positive impact on the local community. Eco leads have established a successful recycle centre within the nursery. Most children bring an item each month to recycle to promote global citizenship and responsibility. This year the nursery recycle focus was:

- Batteries
- Smalls for all
- Beauty packaging
- Cardboard and plastic

Next Steps:

- Continue Eco flag success through global citizen ship, Climate action and Food and Environment projects such as seed to table and adopting WWE animal
- Continue to implement and embed woodwork within nursery play spaces



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

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

Summary of Centre Improvement priorities for Session 2024/2025

- 1. UNCRC – Empowering our learners to feel safe, valued, listened to, and lead their own learning.
- 2. Inclusion - Implementation of Up Up and Away document to promote inclusion within the play spaces using appropriate documentation.
- 3. Quality Assurance - A robust quality assurance calendar implemented supported by a Holistic key tracker to be used confidently by senior leadership team.

What is our capacity for continuous improvement?

We are confident that we can make progress in all areas identified as centre improvements as we have a dedicated and motivated senior leadership team to empower all staff, children, and families within the centre to drive projects forward for success of the centre.