

Auchinairn EYC

Aims High

2025-26

Reaching for the Stars

Nurturing Growth, Wonder and Shining Futures





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Section 1: Centre Information and 3 Year Improvement Plan Priorities

Early Years Centre	Auchinairn EYC
Head of Centre/ Depute Head of Centre	Michelle Torrie/Lauren Brown
Link EY QIO	Leona Stewart

Centre Statement: Vision, Values & Aims and Curriculum Rationale

Our Vision

Our goal is to provide a safe, secure and nurturing learning environment that feels like home, with a supportive family-like atmosphere for children and families. It's a place where everyone can learn, develop and have fun in an inclusive setting.

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

— [Benjamin Franklin](#)

Our Values

We have a clear understanding of our values at Auchinairn EYC:

Friendship – we encourage kind, caring relationships and help children form strong social bonds

Acceptance – We celebrate diversity and respect every child's background, culture, and ability

Meaningful Connections – We build strong partnerships with families and create secure relationships with children

Inclusion – Every child has equal access to opportunities and feels a sense of belonging

Learning through play – We provide rich, play-based learning experiences that inspire curiosity and creativity

You Matter - We value every voice, child, parent and staff, and ensure everyone feels heard and important



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Our Aims

At Auchinairn EYC, we believe that every day is an opportunity to learn and that learning is everywhere. We are dedicated to creating a nurturing and supportive environment where children are cherished, and their voices are heard. We actively engage both children and families in our efforts to constantly enhance the service.

We aim:

- To build strong relationships with families, working in partnership to support each child's development
- To provide a safe, loving, and stimulating environment that promotes emotional security and well-being
- To nurture confident, independent learners through play, exploration, and positive interactions
- To promote kindness, empathy, and cooperation in every aspect of nursery life
- To respect and reflect each child's home and family culture, making all families feel welcomed and included.
- To support transitions – from home to nursery and beyond, with care and compassion
- To foster a FAMILY feel – where every child feels valued, and every parent feels connected



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	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years		
Session	2025/2026	2026/2027	2027/2028
Priority 1	STEM for Rights and Sustainability An integrated approach to achieving our Silver Children's Rights accreditation, securing our 2 nd ECO schools Green Flag, and preparing for recognition through STEM Nation Awards.	Wellbeing & Mental Health Award Aiming to achieve our wellbeing and mental health award by continuing to embed children's rights at the heart of our practice, ensuring every child feels valued, heard, and supported to thrive.	STEM for Rights and Sustainability An integrated approach to achieving our Gold Children's Rights accreditation, securing our 3 rd ECO schools Green Flag.
Priority 2	Inclusion: Health & Wellbeing/Literacy Rich Environment approaches (Up, Up and Away toolkit)	Inclusion: Health & Wellbeing/Literacy Rich Environment approaches (Up, Up and Away toolkit)	Curiosity Approach/Froebel pedagogy
Priority 3	Data Collection – Measuring Impact and Driving Improvement (Quality Improvement Framework for early learning and childcare)	'Branch Out' - Forest School sessions (year 1)	'Branch Out' - Forest School sessions (year 2)



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Section 2: Improvement Priority 1	
Early Years Centre	Auchinairn EYC
Improvement Priority 1	<p>STEM for Rights and Sustainability</p> <p>:An integrated approach to achieving our Silver Children's Rights accreditation, securing our 2nd ECO schools Green Flag, and preparing for recognition through STEM Nation Awards.</p> <p>We aim to deepen our community connections, embed learning for sustainability across our practice, and enhance STEM focused play experiences. Through these priorities, we will work towards achieving our Silver Children's Rights accreditation, securing our 2nd ECO schools Green Flag, and preparing for recognition through STEM Nation Awards.</p>
Person(s) Responsible	<p>Little Chatter's Matter Improvement Committee Eco & STEM Improvement Group SLT All staff</p>



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NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
<p>Delete / copy as required</p> <p>.Placing human rights and needs of every child and young person at the centre of education</p> <p>Choose an item. Choose an item.</p>	<p>Delete / copy as required</p> <p>School and ELC improvement</p> <p>Choose an item. School and ELC improvement</p>	<p>Delete / copy as required</p> <p>QI 3.3 Developing creativity and skills for life and learning</p> <p>Choose an item. Choose an item.</p>	<p>Delete/copy as required</p> <p>2.2 Children experience high quality facilities</p> <p>Choose an item. Choose an item.</p>	<p>Delete / copy as required</p> <p>Placing the human needs and rights of every child and young person at the centre of education</p> <p>Choose an item. Choose an item.</p>
Opportunities for Leadership			Resource Requirements	
<ul style="list-style-type: none"> Children, staff and families drive priority forward Children's rights are embedded in routines, language, and planning. Children are active participants in decision-making and eco-initiatives. Daily routines reflect sustainable choices and awareness. Community and family engagement in sustainability projects increases. Recognition and achievement of RRSA Silver Award and 2nd Eco Flag. Children show increased awareness of people, roles, and cultures in the local and global community. Families feel more connected to the setting and wider community. Staff report increased opportunities for professional dialogue and collaboration. 			<ul style="list-style-type: none"> UNCRC visuals, storybooks, and age-appropriate teaching materials. Eco-Schools Scotland resources and topic guides. Outdoor learning and gardening materials (planters, compost bins, tools). Display boards for Rights, LfS, and Eco Committees. Community contact log (digital or paper-based) Transport planning for trips Translation tools (if working with non-English-speaking partners) Display space for community and international links 	



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| <ul style="list-style-type: none">• Clear evidence of community and international partnerships in displays, planning, and evaluations.• | |
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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none">• Rights based teaching within science and technology approaches• UNCRC learning modules• Eco schools online learning• Keep Scotland beautiful CPD	<ul style="list-style-type: none">• Fundraisers• Stay and play events• Committee workshops



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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Working towards the Silver Children's Rights Badge will support learners to build confidence, develop respect for themselves and others, and understand their rights and responsibilities, creating a more caring and inclusive learning environment.	Reinforce UNCRC rights through daily interactions, displays, and planning.	Rights language used regularly by staff and children, visible in the environment.	September 2025 January 2026 April 2026	
	Continue with our Children's Rights Steering Group – Little Chatter's Matter (child-led where possible).	Group meets termly, involved in decisions and rights awareness activities.	Meeting Termly: September 2025 November 2025 February 2026 May 2026	
	Plan activities around Article of the term with links to play and current themes.	Children demonstrate understanding of selected rights; observed in child voice.	September 2025 November 2025 February 2026	



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			May 2026	
	Gather evidence (photos, quotes, planning) for Silver Award submission.	Folder or digital evidence complete and submitted.	September 2025 November 2025 February 2026 May 2026	
Exploring learning for sustainability will support to learners to care for their world, make responsible choices, and develop skills to work together for a brighter, more sustainable future.	Audit current LfS coverage (e.g. nature play, global citizenship, outdoor learning, knowledge of local area).	Gaps and strengths identified, plan adjusted to address all 7 elements of LfS.	August 2025	
	Continue to incorporate sustainable practices (recycling, growing food, reusing) into daily routines.	Children demonstrate eco-awareness in practice and play.	September 2025 November 2025 February 2026 May 2026	
	Providing staff with knowledge of local area	Staff demonstrate awareness of local area through increased outing and enhanced linked learning opportunities.	August Inservice day	



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			Termly review	
	Invite parents/community for Eco and Sustainability Week	Increased community involvement: children share sustainability learning at home.	22 nd April 2026	
Building links with our local community will support learners to feel a sense of belonging, develop new experiences, and learn the importance of working together with others.	Map out existing community contacts (e.g., libraries, care homes, fire service, community gardens).	Contact list created with notes on partnership potential.	September 2025	
	Arrange regular visits or projects (e.g., storytelling at the local library, intergenerational visits).	At least 2 community visits or collaborative events per term.	Termly: September 2025 November 2025 February 2026 May 2026	
	Work alongside local community groups to develop the community garden	Increased community involvement: children share sustainability learning with community groups.	Termly: September 2025 November 2025 February 2026 May 2026	



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	Invite local groups into the nursery (e.g., music groups, police talks, cultural celebrations).	Increased variety of visitors enriching nursery experiences.	Termly: September 2025 November 2025 February 2026 May 2026	
Broadening learners experience through connecting with the wider community will help them to value diversity, and understanding of the world around them.	Set up a nursery stall or display at local events (e.g., school fair, gala day, community garden open day).	Nursery visibly involved in wider community events.	May 2026	
	Develop a "Nursery in the Community" noticeboard for families.	Families more aware and involved in community partnerships.	September 2025	
	Trips to Children's Wood – North Kelvin Meadow (Bee Farm)	Raised aspirations for outdoors, land and wildlife	Termly: September 2025 November 2025 February 2026 May 2026	



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Networking and making friends with other nurseries will give learners the chance to share experiences, build friendships, and learn from one another in a fun and supportive way.	Attend and contribute to EDC early years cluster meetings	Examples of shared resources, visits, or projects recorded.	May 2026	
	Establish reciprocal visits or shared training between local nurseries.	At least one collaborative visit or event per term.	May 2026	
	Share good practice via EDC Teams platform or shared online spaces.	Staff engage in discussion and learning beyond the setting.	May 2026	
Making international friendships with other nurseries will help learners celebrate different cultures, develop global awareness, and build respect for others around the world.	Identify a partner nursery abroad (e.g., via early years Facebook, existing contacts).	Agreement in place with at least one international partner.	September 2025	
	Plan a joint project (e.g., seasons, music, language sharing) that can be shared via photos, child drawings, videos.	Children develop awareness of global similarities/differences	May 2026	
	Share outcomes with families and staff through displays or newsletters.	Evidence of cultural awareness and international learning.	Termly review September 2025 November 2025	



			February 2026 May 2026	
Working towards gaining our 2 nd eco flag will support learners to take pride in caring for their environment, developing sustainable habits, and feel empowered to make a difference to their world.	Continue our Eco Committee (child-led where possible).	Committee has action plan; children involved in decision-making.	Termly review September 2025 November 2025 February 2026 May 2026	
	Focus on 3 new topics (e.g., Water, Waste, Biodiversity) with activities linked to real outcomes.	Evidence of improvement projects in floor books, displays, and daily practice.	Termly review September 2025 November 2025 February 2026 May 2026	
	Submit Eco-Schools Action Plan and application with child-led evidence.	2nd Green Flag awarded; recognised through celebration event.	June 2026	



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Working towards the STEM Nation Award will encourage learners to be curious, explore problem-solving, and develop creativity skills for the future.	Increase staff confidence and skills in STEM	Pre and post questionnaires Increased experiences relating to STEM highlighted in floor books and planning Increased child engagement in STEM exploration	January 2026	
	Partnerships with STEM providers are developed	External visits or visitors documented, shared planning with partners, evidence of community involvement	November 2025	
	Preparation to apply for STEM Nation Award	Application portfolio is complete, evidence well organised, all relevant themes addressed	February 2026	



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Section 2: Improvement Priority 2	
Early Years Centre	Auchinairn EYC
Improvement Priority 2	Inclusion: Health & Wellbeing/Literacy Rich Environment approaches (Up, Up and Away toolkit)
Person(s) Responsible	Early Years Teachers LCFE Improvement Group SLT All staff

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
Delete / copy as required • Improvement in children and young people's health and wellbeing; Choose an item. Choose an item.	Delete / copy as required School and ELC improvement Choose an item. Choose an item.	Delete / copy as required QI 3.1 Ensuring wellbeing, equality & inclusion Choose an item. Choose an item.	Delete/copy as required 1.1 nurturing care and support Choose an item. Choose an item.	Delete / copy as required Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item.



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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none">• SLT• LCFE Working party• Nursery Teachers• Family Champions	<ul style="list-style-type: none">• CIRCLE Toolkit (Up, Up and Away materials)• Visual support tools (timelines, choice boards)• Staff training time (inclusion, wellbeing, literacy)• Family communication resources (leaflets, displays, newsletters)

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none">• Training to be provided by EDC• In-house training for staff• Shared learning process• Peer assessment• Staff to access Teams Tile	<ul style="list-style-type: none">• Learning journals• Home link bags• Workshops• Open events• Stay and play sessions• Community outings• TACS• Family Connections events



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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Embedding the use of the Up Up and Away toolkit will support staff to identify learners with early literacy and learning needs, complementing the EYC knowledge of LCFE practices. Learners will meet literacy needs through the environment, routines, motivation and skills with age and stage targeted interventions and strategies.	Audit current environment and routines using the CIRCLE Observation Checklist (Physical, Social, Learning).	Areas of strength and gaps identified in inclusion practices.	August 2025	
	Adjust environment and routines to better support all learners (e.g., visual timetables, quiet spaces).	Children with additional needs actively included in all routines and learning.	October 2025	
	Identify learners for targeted/ universal supports as outlined in the CIRCLE Toolkit.	Supports embedded into daily practice; reflected in planning.	September 2025 January 2026 May 2026	
	Revise planning templates within the nurture room to reflect toolkit headings	Feedback on the usability and impact of new planning approaches	September 2025 January 2026 May 2026	
	Introduce consistent wellbeing check-ins (e.g., mood boards, emotional	Children show increasing ability to name and manage emotions.	January 2026	



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	literacy prompts, inviting calm areas).	Consistency across rooms.		
	Embed nurturing approaches (e.g., co-regulation, emotional coaching, wellbeing buddies).	Strong adult-child relationships; reduced incidents of dysregulation.	January 2026	
	Staff training on resilience-building using the SHANARRI indicators. (Trauma training)	Staff demonstrate knowledge and confidence in wellbeing strategies.	October 2025	
	Use CIRCLE Toolkit to review how literacy is embedded in play (labels, signs, accessible books, etc.).	Literacy features evident throughout environment and accessible to all.	October 2025	
	Continue to plan open-ended experiences that promote speaking, listening, and early mark-making.	Increased child engagement in literacy-focused play.	January 2026	
	Share literacy strategies with families via newsletters or home learning bags.	Improved parent engagement in home literacy support.	January 2026	
	Document children's learning	Number of weekly observations successfully linked to toolkit headings.	January 2026	



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Section 2: Improvement Priority 3	
Early Years Centre	Auchinairn EYC
Improvement Priority 3	Data Collection, Impact Measurement & driving impact
Person(s) Responsible	SLT Early Years Teachers All Improvement Groups All staff leading learning initiatives All staff

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
Delete / copy as required • Improvement in achievement, particularly in Literacy and Numeracy. Choose an item. Choose an item.	Delete / copy as required Curriculum and assessment Choose an item. Choose an item.	Delete / copy as required QI 3.2 Ensuring children's progress Choose an item. Choose an item.	Delete/copy as required 3.2 leadership of play and learning Choose an item. Choose an item.	Delete / copy as required Improvement in attainment in literacy and English Choose an item. Choose an item.



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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none">• SLT• All Working party staff• Nursery Teachers• Family Champions	<ul style="list-style-type: none">• Staff training time (pre & post questionnaires, moderation)• Pre & post questionnaires created

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none">• Training to be provided by EDC• In-house training for staff• Shared learning process• Peer assessment	<ul style="list-style-type: none">• Parent communication• Parent feedback



Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Learners will experience an effective, engaging and supportive learning through early identification and tailored support helping them to thrive and agency in their learning.	Review current data collection tools (e.g., observations, trackers, assessments). Audit existing tracking, observation systems	Audit completed; strengths and gaps identified.	September 2025	
	Standardise observation and assessment formats across all rooms. (pre and post questionnaires for learning initiatives) Create and develop observation and assessment paperwork	Paperwork gathers accurate data to highlight impact or interventions required	October 2025 February 2026 June 2026	
	Introduce a manageable tracking system (e.g., digital or paper-based) to monitor progress against outcomes. Review other establishments tracking system to create a tool which supports Auchinairn EYC	Tracking system supports and monitors outcomes well and correct support is in place.	September 2025	



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	All staff to have a clear, shared understanding of how RAG is used to reduce inconsistencies	Team approach to RAG moderation. Collaboration and questionnaires.	September 2025	
	Schedule half-termly moderation meetings to review progress and identify children needing support/challenge. Training opportunities for staff to discuss moderation and implement	Full staff team approach to moderation. Positive impact on data collected.	October 2025 December 2025 February 2026 April 2026 June 2026	
	Use pre and post questionnaires to measure impact and quality of learning through initiatives	Full staff team approach to pre and post questionnaires. Positive impact on data collected.	October 2025 December 2025 February 2026 April 2026 June 2026	
	Share key data with parents in simple formats during learning reviews. Share data reviews with families via newsletters or wall displays.	Improved parent engagement regarding data collected enhancing individual children's plans	January 2026 June 2026	



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	Use collated data to review cohort trends and inform CIP priorities. Review data	CIP plan established through highlighted data for EYC next steps	April 2026 June 2026	
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Centre Improvement Plans should be emailed to the link Early Years Quality Improvement Officer by Monday, 23rd June 2025