

Auchinairn Early Years Centre



Self-Evaluation and Quality Assurance Policy

Policy Statement

At Auchinairn Early Years Centre, we believe that high-quality early learning and childcare is achieved through continuous reflection, collaboration and improvement.

Self-evaluation is not an event, it is part of our everyday practice. We encourage every member of staff to reflect on what we do, celebrate what works well and identify opportunities to improve outcomes for children and families.

Quality assurance helps us ensure that our vision of providing a nurturing, inclusive and inspiring environment where children are heard, valued and learning through play is consistently experienced by every child, every day.

Our Vision

We are committed to creating a culture where:

Every child receives high-quality experiences.
Every practitioner is reflective and continually developing.
Families and children influence improvement.
Decisions are informed by evidence.
Improvement is everyone's responsibility.

Our Aims

We aim to:

Continuously improve outcomes for children and families.
Develop a culture of reflection and professional dialogue.
Celebrate effective practice.
Identify areas for development.
Ensure consistency across the centre.
Use evidence to inform decision-making.
Support staff professional learning.
Embed improvement into everyday practice.

Our Improvement Cycle

We use a continuous cycle of improvement.

1. Reflect

We ask:

What is working well?

What difference is it making?

What could be even better?

2. Gather Evidence

Evidence may include:

Learning Visits

Learning Journal monitoring

Child observations

Children's voice

Family feedback

Staff feedback

Peer observations

Working party evaluations

Professional dialogue

Tracking information

Attendance data

Wellbeing information

Care Inspectorate and Education Scotland feedback

3. Analyse

We consider:

What does the evidence tell us?

Are children making progress?

Are families experiencing high-quality support?

Is our practice consistent?

Are our improvements making a positive difference?

4. Improve

Improvement may include:

professional learning

coaching

environmental changes

new resources

updated procedures

revised planning

targeted support

PDSA (Plan, Do, Study, Act) cycles

5. Review

We evaluate:

Has practice improved?

Has it improved outcomes?

What should continue?

What should change?

Improvement is ongoing.

How We Evaluate Practice

Self-evaluation happens every day through reflective conversations and observations.

Formal quality assurance includes:

- Learning Visits
- Verbal conversations
- Feedback forms
- Wall displays

These focus on:

- children's experiences
- interactions
- wellbeing
- learning through play
- inclusion
- environments
- communication
- independence

Feedback is supportive, reflective and focused on improvement.

Learning Journal Monitoring

Learning Journals are monitored to ensure:

- observations focus on children's learning
- progress is demonstrated over time
- next steps are meaningful
- child voice is evident
- assessments are consistent

Monitoring supports professional learning rather than compliance.

Peer Monitoring

Staff work alongside colleagues to:

- observe practice
- share ideas
- celebrate strengths
- reflect together
- identify improvements

Peer monitoring encourages collaborative learning and shared responsibility.

Professional Dialogue

Regular discussions take place through:

- team meetings
- leadership meetings
- supervision
- annual review meetings
- working parties
- planning discussions

Professional dialogue supports continuous improvement.

Children's Voice

Children help shape our nursery.

We gather children's views through:
conversations
floorbooks
observations
drawings
photographs
Wellbeing Buddies
Rights Respecting activities
Children's opinions influence planning and improvement.

Family Voice

Families are essential partners.
We gather feedback through:
questionnaires
Stay and Play sessions
parent meetings
informal conversations
transition feedback
evaluations
centre events
We value both compliments and suggestions.

Staff Voice

Every practitioner contributes to improvement.
Staff are encouraged to:
reflect openly
suggest ideas
identify barriers
evaluate practice
lead improvements
participate in working parties
Everyone has a voice.

Working Parties

Working parties lead improvement across priority areas.
Examples include:
Children's Rights
Family Partnership
Eco and Sustainability
Health and Wellbeing
Communication and Inclusion (LCFE)

Each group:
evaluates current practice
gathers evidence
identifies priorities
develops actions
measures impact
shares learning with the team

Measuring Impact

We ask one important question:
"What difference has this made for children?"

We also consider the impact on:
families
staff
the learning environment
children's wellbeing
children's progress
inclusion

If there is little impact, we adapt our approach.

Roles and Responsibilities

Head of Centre

Will:
lead self-evaluation
monitor quality assurance
coordinate improvement planning
support professional learning
ensure continuous improvement

Leadership Team

Will:
undertake Learning Visits
monitor practice
support reflective conversations
analyse evidence
coach staff

Practitioners

Will:
reflect on practice
participate in quality assurance
gather evidence
contribute ideas
implement improvements
evaluate impact

Children

Children contribute through their experiences, choices and views.

Families

Families contribute through ongoing feedback and partnership working.

Quality Assurance Calendar

Throughout the year we monitor:

Learning Visits
Learning Journals
Planning
Environments
Mealtimes
Safeguarding
Health and Safety
Children's progress
Family engagement
Professional learning
Policy implementation
Centre Improvement Plan actions
And more

This ensures improvement remains continuous rather than reactive.

Monitoring Success

Success will be demonstrated through:

happy, engaged children
improved outcomes
positive family feedback
confident practitioners
consistent high-quality practice
strong inspection outcomes
evidence of continuous improvement

Legislation and National Guidance

This policy is informed by:

Legislation

- United Nations Convention on the Rights of the Child (UNCRC) (Incorporation (Scotland) Act 2024)
- Children and Young People (Scotland) Act 2014
- Education (Additional Support for Learning) (Scotland) Act 2004 (as amended)
- Standards in Scotland's Schools etc. Act 2000
- Equality Act 2010

National Guidance

- Realising the Ambition
- Curriculum for Excellence
- Getting it Right for Every Child (GIRFEC)
- Building the Ambition
- East Dunbartonshire Council Quality Improvement Framework
- East Dunbartonshire Council Standards and Quality Reporting Guidance
- East Dunbartonshire Council Centre Improvement Planning Guidance
- A quality improvement framework for the early years sector

Signed..... July 2026