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# Bearsden Early Years Centre



## Standards and Quality Report

2021/22

## Context of the Centre

Bearsden Early Years Centre opened officially to children in August 2021. Bearsden Early Years Centre is registered to provide early learning and childcare for up to 95 children aged 2-5 years. This is split into 16, 2-3 year olds and 79, 3-5 year olds. We currently have 118 children on our register. 96% of children stay in deciles 8-10, with less than 1% in SIMD 1-2.

The centre is open 50 weeks of the year from 8am-6pm. We provide quality early learning and childcare for children from the Bearsden and Milngavie locality. We began delivering the 1140 model when we opened in August 2021. In line with the local authority, children are offered five sessions over the week, covered by 1140 funding. Families then have the option to pay for 'wrap' care.

The centre has been designed to make best use of both indoor and outdoor play, with an internal courtyard that can be used in all weathers. In addition, a covered mezzanine level can be used flexibly with lots of open space and natural light. Children are encouraged to free flow between the indoor and outdoor areas including the garden.

The Early Years Centre is overseen by the Head teacher, Catriona Smith and is closely linked to Bearsden Primary School. Claire Morrison is Depute Head of Centre, taking care of the day to day running of the centre, supported by two senior early years worker, 1 nursery teacher and 24 Early Years Workers (some who work part-time), and 1 Early Years Support Worker, this equates to 20.83 FTE. We have one full time Clerical assistant, 1 part-time clerical assistant, a Housekeeper and a janitorial assistant.

The values for Bearsden Primary and Early Years Centre are:

- Respect
- Honesty
- Fairness

Our aims have been developed with the staff appointed to the centre, building on the aims of the Primary School.

Our aims are to:

- Provide rich learning experiences through a play based curriculum, using both indoors and outdoors, for every child to become a global citizen and develop skills for lifelong learning. (Article 28)
- Create a nurturing environment, which embraces and celebrates diversity, equality and inclusion for all. (Article 3, 8)
- Foster effective partnerships with, and between, staff, children, parents and wider community to ensure high quality interactions and caring relationships. (Article 12, 29)

The staff appointed to the centre before we opened have created our vision. We plan to update these in consultation with all stakeholders.

Our vision is to create a nurturing environment, which celebrates the important work of children's play. Providing a high quality, broad and balanced, inclusive curriculum that enables all children to achieve their full potential, building strong foundations of knowledge and understanding, supporting them in making a valuable contribution to society.

Engagement with parents / carers was and will remain to be one of our priorities. How we involve parents to date has been affected by Covid restrictions, however we have used technology as a medium for engaging with our families. Stakeholders have been surveyed as a means of ensuring their collaboration into this report.

## Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Building an effective Early Years Team		
<p>NIF Priority            •Improvement in children and young people’s health and wellbeing</p> <p>NIF Driver            school leadership                                  teacher professionalism</p>	<p>HGIOELC QIs</p> <p>                                 QI 1.1 Self evaluation for self improvement</p> <p>                                 QI 1.2 Leadership of Learning</p> <p>                                 QI 1.3 Leadership of Change</p>	<p>Progress and impact: The centre has created a system for peer evaluation, this has been created in consultation with the staff team and closely mirrors peer evaluation already in place within Bearsden Primary School (BPS). All staff have embraced this method of peer evaluation, using it as a tool to learn from each other, have a shared understanding, and give feedback, all working towards the team becoming bonded. There is now a system of ‘playroom’ monitoring established, where members of Senior Leadership Team (SLT), monitor learning, engagement and interactions. Feedback is given to the whole staff team, focusing on the positives that have been observed, with an ‘even better if’. This has resulted in maintaining the motivation and positivity of the staff team, whilst also making improvements. Our Early Years Teacher (EYT) implements Ferre Levers as a tool for monitoring learners’ engagement. The EYT has begun to model this with another member of the staff team, who can then model this with others, the aim being for the whole staff team to eventually use Ferre Levers; this is improving the skills and knowledge of the whole staff team. Staff record their planning on a daily basis, at the end of the week they are encouraged to reflect on their practice, identifying areas for improvement, this is monitored by the EYT, who provides weekly feedback to individual team members. This has allowed SLT to identify appropriate training opportunities for individual staff members. All staff members are involved in self-evaluation. We have a system in place where staff collaborate, termly answering ‘challenge questions’ relating to our improvements priorities. This has ensured that all staff members are involved in the development of the centre, have opportunity to share their thoughts, be listened to and to listen to their colleagues. Working towards a bonded effective early years team. These systems have been created and have begun to be implemented; we now work towards imbedding these into our practice.</p> <p>All staff have been involved in decision-making. We aim to have regular staff meetings, every two weeks; this has not always been possible over the academic year, due to Covid restrictions and staff absence. From term two onwards the centre has been mostly full, however we have not had a full complement of Early Years Workers, or support staff such as Early Years Support Workers or Housekeeping assistant, this has inevitably had an impact on our ability to come together as a staff team. When this has not been possible SLT have used email as a means of communication, sending out ‘staff updates’, inviting the whole staff team to respond. A hard copy is displayed in the staff room. Staff comments have been “I feel very motivated and meaningfully engaged”; “I feel that Bearsden EYC definitely has an environment where everybody’s views are expressed openly and on many occasions, my own and other people’s ideas have been taken forward and have been successfully implemented”.</p> <p>Most staff members have accessed CPD opportunities. SLT have used centre improvement priorities and staff PDRs to identify CPD needs for individual staff members. Most training has been accessed through the Early Years Training calendar. One of our Senior Early Years Workers (SEYW) has completed EDC Aspire training. Both SEYW have completed PDR training, developing their knowledge and ability to provide support to the wider staff team. One of our SEYW has been accepted onto the BA Childhood Practice and has secured funding through the EDC workforce development fund. One of our Early Years Workers is currently studying towards a PDR in Childhood Practice; this has been funded through the EDC workforce development fund. Four of our EYW have accessed Makaton training; the training that they have received will enable them to train other members of the team. We are already beginning to see the benefit of this training with the children, with some of our non-verbal children responding to Makaton signing. This has been paid for through the centre staff development budget. All staff are encouraged to complete a ‘staff training questionnaire’, recording the impact on their practice, how they will implement this and share with the wider staff team. There is space in the staff room, where staff are encouraged to share good practice and learning. SLT display ‘suggested professional reading’ in the staff room. Early Years Support Teacher, who has delivered training on engaging environments and staff / child interactions, has supported the centre. This has had a positive impact on the centre as a whole. Almost all staff engaged with this training and immediately felt motivated to make changes. This has evolved over the academic year, with SLT monitoring tools tracking and recording improvements,</p> <p>Most staff have completed a PDR and leadership roles have been identified. Staff interests and strengths have been taken into consideration when identifying leadership roles. Progress in this area has been slow, due to staff absence, not having a full complement of staff and staff leaving.</p>

**Next Steps:** Creation and implementation of 'Evaluation' calendar, ensuring effective and timely monitoring.

Programme of regular team meetings, where all staff are able to contribute to centre priorities.

All staff to engage with PDR. Leadership roles to be identified, time given to staff to begin to implement priorities identified within leadership role.

SLT to monitor progress / impact of leadership roles regularly.

CPD training calendar – on-going

## Centre priority 2: Family Partnerships

NIF Priority •Improvement in children and young people's health and wellbeing  
NIF Driver parental engagement

HGIOELC QIs

QI 2.5 Family Learning

QI 2.7 Partnerships

Progress and impact: We created an 'induction pack' for the centre opening. This includes a welcome letter, information about what the child will need, parents permissions, 'all about me', which staff use a tool when helping children to settle and the child's care plan. Staff then update the care plan on a termly basis in consultation with the parent / carer, or as and when something changes. Individual children with medical requirements then have a 'medical care plan', which is created alongside the parent / carer, giving specific details of the child's medical condition, medication and how to respond. This has ensured that all staff know how to care for individual children. Due to Covid restrictions, the induction packs have been completed by the parent / carer at home and returned to the centre on the child's first day. Care plans have been completed over the telephone with key persons and parents / carers. This has allowed for information sharing, however has not allowed for the building of relationships between families and the centre. Almost all parents have commented that the transition process for starting at the centre had been excellent, although some parents have commented that they would have liked more information before starting and more time with their child's key person.

We have used variety of means to communicate with families. All children have their learning journal; this has been set up within the first week of the child starting. Staff use this to communicate directly with families. Learning journals are used to keep parents informed of their child's learning, progress and will offer suggestions for learning at home. All staff are allocated time each week to update key children's learning journals, this is monitored by SLT. Most parents agree that they receive timely and up to date progress on their child's learning. Majority parents have commented that they would like more information to be shared via learning journals, whilst a minority of parents have said they would like daily updates on their child's day. Almost all parents have had a face-to-face update with their child's key person regarding their child's progress. During this time, parents have been consulted on what they would like their child to be learning.

Whilst we have been unable to invite groups of parents into the centre, for tea and chat sessions, we have held these via Teams, where parents were able to meet their child's key person and other parents. There was chat around what their child's typical nursery day entailed. Parents were invited to comment on what their expectations of the centre were. Almost all parents who took part commented that their child was settled and happy within the centre. Almost all parents commented that they would like to be able to come into the centre for coffee morning sessions, stay and play sessions and would like the chance to meet other families. In response we organised a 'walk and talk' at Mugdock country park. This was well attended. Mostly all who attended commented that the event was useful in beginning to establish relationships,

*"I feel the mugdock walk, the parent meeting and teams call helped to include with the difficulties of covid restriction. The app is great too and I feel now we can go inside the playground we are getting more insight into the day".*

We have recently set up a nursery Twitter account as a way of communicating with parents. We have not begun to evaluate the impact of this. The centre use newsletters as means of communicating with parents, a minority of parents have commented that the newsletter could be more regular. Currently we aim to provide a newsletter every eight weeks. Initially we aimed for this to be monthly however; staffing restrictions have affected this.

Home learning literacy bags have now been created. These have recently begun to be given home with individual children, we at very early stages and so have not yet been able to evaluate progress or impact in terms of family learning. We have created 'wellbeing' home link bear bags. The children were involved in the development of these, voting on what the bag should include. The bears have been linked to our centre values and aim to promote these with our children and families. These have now begun to go home

with individual children; we are very early stages with this in terms of monitoring and evaluating the impact. We are currently creating numeracy home link bags.

We have begun to involve our families in the review of centre policies and in our self-evaluation and planning for improvement. Mostly all of our families would like to be more involved in the life of the centre. They have suggested the centre hosting 'stay and play' sessions, coffee mornings, open evenings and having parent volunteers.

**Next Steps:** Ensuring that families are kept informed of their child's progress on a weekly basis via learning journals.

Making daily use of Twitter as a means of allowing families to see activities.

More regular newsletters, when staffing allows, moving to SWAY newsletter, allowing parent interactions.

Centre hosting events such as 'stay and play',

Development of parent group.

### Centre priority 3: Learning and teaching, development of curriculum planning

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

HGIOELC QIs  
 QI 2.2 Curriculum  
 QI 2.3 Learning, Teaching & Assessment  
 QI 3.1 Ensuring wellbeing, equality & inclusion

Progress and impact: The centre has been on a 'planning journey' since opening. Staff have been consulted throughout. We now have a system in place that is clear and purposeful. Staff meet in groups to discuss children's interests, areas for development and linking learning to the curriculum, this is our short-term plan. Each staff member completes a daily / weekly planning record. The focus is on children's interests, the learning environment, provocations and skills / learning to be developed. Staff consider the individual needs of our young learners, ensuring that there is support / challenge. Staff link what the children are learning to experiences and outcomes found within the curriculum for excellence. Staff use benchmarks to assess the children's learning and use these as a means of tracking children's learning.

Collectively as a staff team, we have created a tracking system for monitoring children's learning. The focus of the tracking document is on Literacy, Numeracy, Health and Wellbeing. Staff update these regularly and use them when planning for individual children's progress.

The centre aims to offer a curriculum that is based on play and active learning. Majority of staff have a good understanding of learning through play and are skilled and comfortable in developing children's learning through play. For others this is an area of development.

All children are making progress within Literacy, Numeracy and Health and Wellbeing. Children, who are identified as having an Additional Support Need, have a Wellbeing Assessment Plan in place. Children who are identified as having a specific development need and or requiring support in a specific area have a 'short term plan' in place. Parents are consulted throughout and their views are recorded within the plan. Children's learning is recorded on individual learning journals, parents are encouraged to share learning from home. Individual children have their own 'special book', the purpose of which is to encourage children to record and comment on their own learning, celebrating individual achievements and making plans for next steps. Each 'zone' within the centre records group learning happening within each zone, in a floor book. SLT monitoring of floor books and special books has identified that some are more up to date and purposeful than others.

PATHS programme is underway. We have two members of staff who are trained in delivering PATHS. All our pre-school children have taken part in this and are supported to develop strategies that promote emotional understanding, social problem solving, develop peer relations and self-esteem. Mostly all of these children have been observed to use these strategies within all zones of the centre, encouraging others to follow the strategies too.

**Next Steps:** CPD training on play pedagogy.

CPD training on floor books and special books

SLT monitoring calendar including staff feedback on floor books and special books

Continue to look at the different approaches to implementing a quality provision

## Progress in National Improvement Framework (NIF) priorities

- Improvement in attainment, particularly in literacy and numeracy;

The tracking and monitoring processes that we have in place have shown that all our young learners are making progress in literacy and numeracy.

Support and challenge is provided when required. Our EYT provides support and challenge in literacy and numeracy for our pre-school children and link closely with key persons to support planning of support / challenge for all children.

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

Careful tracking of children allows us to monitor if there are any gaps for our children. There are regular discussions with key workers and next steps identified for those children at risk of being disadvantaged where needed.

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

Our knowledge of the families allows us to target support where needed, either from the key workers, the EYT or through the supporting families team where needed. The Family Champion also provided support where needed.

PATHS programme is implemented with our pre-school children.

We have developed our 'home link emotion bears', these directly link to the promotion of wellbeing among our young learners.

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

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	not applicable
2.3 Learning, teaching and assessment	Good	not applicable
3.1 Ensuring wellbeing, equity and inclusion	Good	not applicable
3.2 Securing Children's Progress	Good	not applicable

## Summary of Centre Improvement priorities for Session 2022/23

- 1. Environment and Routines that support a quality provision
- 2. Continue to develop family partnerships, specifically focussing on family involvement opportunities.
- 3. Learning, teaching and assessment - development of curriculum planning

## What is our capacity for continuous improvement?

All staff at Bearsden Early Years Centre are committed to delivering high standards, which will improve outcomes for all our children. We have developed systems and strategies for self-evaluation, which aim to include all stakeholders. We will continue to monitor and review the effectiveness of these systems, as we continue to grow and learn.

We are confident that through self-evaluation we will continue to grow and improve on the progress we have made so far. We are building towards a team of effective early year's practitioners who are committed to continuous professional development.