

# Bearsden Early Years Centre



## Standards and Quality Report 2022/23

## Context of the Centre

Bearsden Early Years Centre is a purpose built, extended day and year Early Years provision which opened to children in August 2021. We are 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 146 children on our register.

99% of children stay in deciles 8-10, with no children in SIMD 1-2. 1% live in decile 7.

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, Bearsden Primary School. Claire White is Depute Head of Centre, leading the day to day running of the centre, supported by two senior early years worker, 1 Nursery Teacher and 27 Early Years Workers (some who work part-time), and 2 Early Years Support Worker, this equates to 24.80 FTE. We have one full time Clerical assistant, 1 part-time clerical assistant, a Housekeeper, Buildings Manager and 3 janitorial assistants.

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 and has been identified as a priority for our three-year Centre Improvement Plan.

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. We have explored different ways of involving our families through Stay and Play sessions and using different technology as a medium for engaging with our families.

## Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Environment and Routines that support a quality provision	
<b>Care Inspectorate Quality Framework QIs</b> 1.1 Nurturing care and support 2.2 Children experience high quality facilities	
<b>NIF Priority</b> • Improvement in attainment, particularly in Literacy and Numeracy.  <b>NIF Driver</b> School and ELC improvement Curriculum and assessment	<b>HGIOELC QIs</b> QI 1.5 Management of resources to promote equity QI 1.3 Leadership of Change
<b>Progress and Impact:</b>  <p>This session we placed an emphasis on ensuring that routines were well established to enable a positive learning environment. Some progress was made across this priority, however disruption with management and staff changes along with inconsistent approaches has hampered some of the progress. Literacy approaches and woodwork approaches have been a key success this session and we will build on these successes.</p> <p>Staff now have a very clear routine for setting up in the morning which allows for limited interruptions to ensure children can engage in extend opportunities of play and learning.</p> <p>Throughout this session staff have been encouraged to use Playroom Audits for each area of the learning environment to self-evaluate the quality of learning experiences offered. This has been and will continue to be supported by the Early Level Support Teachers from EDC, this has led to some improvements in the provocations for children. This needs further developed to ensure it is consistent throughout the whole day and week to ensure all children get an equitable experience.</p> <p>Staff were offered leadership roles, where they would work to develop and lead key area of development, examples of this are Language and Communication Friendly Establishment (LCFE), Literacy, Family champion, Gardening, Woodwork and Nurture.</p> <p>Our LCFE Champion developed strategies across the 3-5 Room and it has resulted in almost all children recognise their name daily and can self-register for snack. Visuals are used when needed to help support individual children who require it this complimented with 'Now and Next' boards are used with key children to support communication allowing children to make their needs known and to reinforce daily routines.</p> <p>Literacy has been identified as an area that we have strengths in, this is visible within the centre and can be seen across all both indoor and outdoor learning environments. Children explore and create stories, independently and supported by the adults to enhance their vocabulary, Helicopter stories are a strength and are well used, this was shared at in-service day by a member of staff.</p> <p>We have developed an ASN Sensory area located in our mezzanine area where children can explore their emotions, this tactile area helps support self-regulation and allows children an opportunity to rest and de sensitise from the busy playroom environment. Currently this is accessed when required by individual children and when there are sufficient staff to allow safe supervision of the area. This has been strengthened by key workers and our Nurture champion who developed a health and wellbeing programme where staff work closely to support children to discuss their worries most recently around starting school and for others who sadly are going through bereavement. We would hope to develop this further by careful use of staff deployment.</p>	

Worry monster teddies were used to allow children to vocalise their feelings and any worries. Memory boxes were created alongside families to support and regulate emotions and to give children the opportunity to speak openly about their lost love. Following this the nurture champion developed a health and wellbeing programme

Two staff undertook Woodwork training where they explored the educational benefits of Woodwork and the rich learning opportunities that it offers. Real tools were purchased, and children learned about risk awareness and how to keep themselves safe when using tools. This training was then cascaded to almost all staff during our May in-service day training. In our centre woodwork is introduced to children from the age of three, giving children the opportunity to explore, problem solve and express their creative ideas. This has played a central role in developing Science, Technology, Engineering, Arts and Mathematics (STEAM) areas throughout the centre. Our lead Woodwork champion regularly monitors the areas use. gathering information to measure the equity, inclusiveness and success of this project.

We have been developing our snack and lunch routines which has created a more sociable and nurturing experience where children can decide when to come for snack and can self-select and serve what they have for lunch. Staff have been working hard to provide a lunch time routine that is relaxed, sociable and nurturing experience for all. We have ensured that consistent key staff oversee lunch/snack routines each day as this allows for close monitoring of allergies. Staff encourage children to self-select and self-serve which contributes to children's independence and agency. Children are supported to sit and engage in conversation with their friends during the lunch experience to develop social skills. We will continue to develop this next session to improve the quality of the lunch experience.

Development of our outdoor learning environment has been ongoing throughout the year, with dedicated areas for children to explore literacy/numeracy experiences as well as develop physical skills. Our gardening champion has been creating an attractive area where children are encouraged to learn about what plants need to grow and where their food comes from. The children have sown seeds, watered young plants, nurturing and caring for them daily, growing food that they will soon be able to eat and sell developing skills for life through this enterprise opportunity. The continuous development of the garden will focus on sustainability with the hope of achieving an Eco School award next term.

All new staff members have received inductions and were allocated mentors to support their effective deployment within the centre. This has worked well and will be continued next session.

#### **Next Steps:**

- We need to carry out further development of our environment. Children's voice will play a central part in this development. As part of this playroom monitoring, we will develop opportunities for senior leadership observation, which will feed into the whole team, to ensure the quality of learning experiences is high.
- We need to ensure best use of staff deployment to allow children free flow in areas throughout the day.
- Emphasis must be placed on stimulating spaces being offered for children to follow their interests and to lead their own learning, this will be facilitated by having well-resourced spaces that offer nurture and support where needed.
- Through regular staff meetings and our PDR process, we aim to develop the leadership roles for staff inline with their strengths and interests. Identifying clear role and responsibilities
- Develop further the roles and responsibilities for the Seniors to allow them to lead experiences on the floor with staff and children.

**Centre priority 2:** Continue to develop family partnerships, specifically focussing on family involvement opportunities.

**NIF Priority**

- Improvement in attainment, particularly in Literacy and Numeracy.
- Improvement in children and young people's health and wellbeing

**NIF Driver**

- Parent/carer involvement and engagement

**HGIOELC QIs**

- QI 2.5 Family Learning
- QI 2.7 Partnerships

**Care Inspectorate Quality Framework QIs**

1.4 Family engagement

1.5 Effective transitions

**Progress and impact:**

Since our new Depute Head of Centre has been in post, some progress has been made in this area. Parents have identified that communication has increased and events, fundraisers and stay and plays have taken place to build on parental involvement. Next session we will continue to build on this.

Our Family Champion has developed links with the supporting families team to provide Triple P and other supports such as bedtime routines, managing behaviours sharing information to support families and have helped seven families throughout 22/23 with one family undertaking an intensive Triple P programme over six weeks.

**Parent's Comments:**

"The tips worked really well, we did the checklist and she helped me list out our nightly routine, after that she really took to it. She done really good since then although does sneak through occasionally. Thanks again for your help!"

We have been developing the way we communicate with parents. A bi-monthly Sway newsletter has been developed and this has been positively received by parents. We can see that our January/February Newsletter has had 351 views and our April/May 241 views.

**Feedback:**

"It was really lovely to sit down with my child and show her the staff newsletter. She was delighted to be able to tell mummy absolutely everyone's names haha, but as a mummy it was lovely to see everyone's faces as I feel I often miss this due to my work schedule. It was great to read about everything that is coming up too. We are looking forward to seeing Twitter too."

Microsoft forms and Padlet have been used to gain feedback from parents on event's held within the centre and been utilised to communicate lunch choices each week with the centre.

Stay and Play sessions were also introduced this session and there has been a positive uptake on these. After each session parents are encouraged to evaluate the experience and most parents rated this as a very good experience with a few saying they enjoyed it a lot. We will continue to extend these opportunities next session.

**Parents Comments:**

"It was nice interacting with my son at his nursery and learning about the things he likes ad does every day. It's also nice seeing him interacting with his friends and teachers"

“It was lovely to come in and see the nursery in action! The staff were very welcoming, and I enjoyed participating in a learning session with my little girl. Thank you for organising”.

Care plans reviews were undertaken twice over the year to meet on a 1-1 with the key worker. Additionally, all children who qualified for deferral were offered an appointment to discuss their options with the Headteacher and Early Years Nursery Teacher. Almost all parents took this opportunity to have these discussions which allowed parents to make an informed decision about their choices for starting their child at school.

We had planned to have a parent join the Parent Council as a representative from the EYC, however no parents volunteered. We will revisit this in the new session. Parents were invited to attend a winter fundraiser which raised an incredible £1014.45, this is due to be followed by a Sports week summer fundraiser in June, we intend to do more fundraising events next academic year.

**Next Steps:**

- Development of our centres website to help support our communication with our families
- We aim to provide more opportunities for parents to visit the centre and we will be re-evaluating the drop off and pick up arrangements to allow parents that informal visit to the centre.
- Develop our family/home learning opportunities through home learning packs and evaluate learning journal content to ensure that tracking systems are in place to ensure high quality is given to parents
- Link with people in our local community to enhance and develop our environment
- A lending library to be launched to allow children to select books for enjoyment to share at home with their families.
- Enhance our consultations with parents and stakeholders, and encouraging staff to self-evaluate using HGIOELC challenge questions in working groups, to explore how we can enhance our provision to allow for children to be more involved in the centre and also our capacity for continuous improvement.

**Centre priority 3: Learning, teaching, and Assessment**

**NIF Priority**

- Improvement in attainment, particularly in Literacy and Numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people

**NIF Driver**

- Curriculum and assessment
- Performance information

**HGIOELC QIs**

- QI 2.2 Curriculum
- QI 2.3 Learning, Teaching & Assessment
- QI 3.2 Raising attainment and achievement

**Care Inspectorate Quality Framework QIs**

- 3.2 Leadership of play and learning
- 1.1 Nurturing care and support

**Progress and impact:**

The centre has been on a ‘planning journey’ this session and staff have been supported by the Early Years Teacher (EYT). This involved staff working with the EYT and reviewing how they used children’s interests to plan and provide provocations for the children. Staff participated in professional learning about planning approaches and together we created a recording template. Staff are now beginning to record children's interests and learning in different areas of the centre and this is reflected in individual learning journals. Tracking was also reviewed and, following a shared practice visit to explore other centres methods of

planning and tracking, a new format was adopted for the second half of the academic year which helped to inform group times and supported the Primary one transitions. This needs further development to ensure that planning is linked to tracking on learning journals to ensure consistency of observations and next steps for children that are individual, relevant, and achievable.

Clear guidance was created for staff to ensure clarity of expectation for Learning Journals. We agreed to provide four observations each month, alongside other learning stories to provide a balance of Literacy, Numeracy, Health and Wellbeing and one other curricular area. Staff are ensuring this links to the E's and O's of Curriculum for Excellence, identifying learning, success criteria and next steps for learning for children. This needs to be further developed next session to ensure it is more individual to each child.

A member of SLT undertook *High Quality Provision for Children under Three* Training sessions to effectively cascade practice to staff working with the 2-3 room. This training highlighted the importance of pre-birth and the impact on the developing brain as they grow and how the learning environment can support this. Our next step will be sharing this training with all staff to allow us to develop robust planning, linked to the age and stage of the children in the 2-3 room.

Ferre Leavers has been explored by the Early Years Teacher, however this has still to be implemented, the full staff team will undertake training as part of the August in-service day. This will allow staff to observe the engagement of children in the learning experiences provided for them enabling staff to reflect on this to develop next steps for learning.

Children who required support and challenge were identified through observations during both group time and free flow play by the EYT and EYW. Universal support was used through small group work with Literacy, Numeracy and Health and Wellbeing focuses. The Literacy Champion undertook Language Communication Friendly Environments training and implemented and developed the environment to ensure that we were providing a literacy rich environment where children are exposed to all forms of text by undertaking environmental audits to ensure that the learning environment was literacy rich.

Planning, tracking and assessment of children's learning will remain a key focus to ensure we can accurately report on each individual child. Working alongside the Early Level teacher staff will be supported to ensure that they are able to share this information with parents/ carers.

#### **Next Steps:**

- In house training for the Under 3's on providing a high-quality provision for the children. This will involve reviewing the under three planning and adapting where necessary.
- Continue to develop the planning, assessing and tracking of the children to ensure there is a consistent approach used by all that ensures challenge and support for all children.
- Staff training will be completed in Ferre Laevers to allow staff to accurately observe children's engagement in activities and support for all staff to ensure they can fully understand and plan for children's stage of development.
- Curriculum Evening and Monthly Newsletter sent to parents to keep them informed of curriculum focus with shared learning opportunities between home to centre.

### **Progress in National Improvement Framework (NIF) priorities**

- Placing the human rights and needs of every child and young person at the centre of education;

We have identified this as an area for development next session. Staff have been looking for links to rights within the work they have been doing and this will be a focus on ensuring that the experiences we provide have children's rights at the heart of them. Children's voice will be crucial in this to ensure that the learning experiences are related to their interests and we use this to inform our planning currently.

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

We promote healthy eating and adhere to the advice in the Food Matters and Setting the Table guidance from Scottish Government. This year, the Child Smile tooth brushing programme was reinstated and the Child Smile co-ordinator commented on how well children brushed their teeth and followed effective toothbrushing routine. All staff undertook training on our most recent in-service day in May.

Any support needs are identified quickly and the centre works with a range of partners including Speech and Language Therapists, Educational Psychologist, Outreach staff from Enhanced Learning Resource and Health Visitors to support interventions.

A Pupil Support Group meets regularly in the school, chaired by the Head Teacher to plan next steps for children requiring support from the EYC.

We ensure that children have a smooth transition from home to nursery with bespoke settling arrangements. We plan to introduce a further meeting with parents for 6 weeks after their start date to ensure the settling has been as effective as possible.

Almost all children transfer into Bearsden Primary and there is a robust transition programme established to support the move into school. We also foster close links with our associated primary schools to ensure all children are confident in making the transition from early years to primary education. Children with additional support needs are provided with enhanced transition support.

Also in August 2022, all staff participated in annual Child Protection training and additionally took part in Early Protective Messages training provided by NHS Glasgow Greater & Clyde Health Service. Almost all staff are now confident in using anatomical language and understand the significant impact of using consistent safeguarding messages.

Our Nurture Champion was helping children to develop their vocabulary and ability to express their emotions through approaches such as ‘The Colour Monster’. This can also be tailored to support individual children as a self-regulation tool and children were beginning to use the vocabulary to identify their feelings. This will be further developed next session.

Care plans for each child are updated regularly and we are updating these to include a SHANARRI page for each child.

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

While we do not have children from SIMD 1-6, we are aware of the barriers that individual children face. Targeted supports are in place for children that require this and personal circumstances of children and their families are taken into consideration when planning. We plan to improve our observation of children using Ferre Laevers this coming session and this will allow us to ensure we have utilised the observations to ensure we provide the highest quality learning experience for children.

- Improvement in attainment, particularly in Literacy and Numeracy.

Through ongoing observation and assessment children are identified for support and challenge groups. They will be supported by the EYT and their key staff to ensure that the learning provided is appropriate to their age and stage of development. We introduced a group time this session to allow staff opportunities to work daily with their group to provide engaging activities. This also allowed staff to clearly track progress for their key group in literacy, numeracy and HWB.

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

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Satisfactory	not applicable



2.3 Learning, teaching and assessment	Satisfactory	not applicable
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	not applicable
3.2 Securing Children's Progress	Satisfactory	not applicable

### **Summary of Centre Improvement priorities for Session 2023/2024**

1. Ensuring high quality learning experiences underpinned by the rights of the child
2. Family Partnerships
3. Curriculum

### **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 our children. They create a welcoming environment for the children where parents report their children are happy to come to and feel safe. Staff will continue to be encouraged to engage in continuous professional learning and development opportunities to ensure their skills align with theory and practice.

We are well supported by the local authority to enable us to improve the quality of learning experiences for children and have a clear plan for improvements to be made.

We have made improvements in our approaches to consultation and communication and moving forward we would like all our stakeholders to contribute to our continuous improvement and self-evaluation processes.