



Bearsden Early Years Centre (EYC) Standards and Quality Report 2024/25



Introduction

This report tells the story of progress and achievement in the Centre Improvement Plan (CIP) in 2024/25. It also celebrates wider achievements in the centre, including the very good Inspection Report (Care Inspectorate, September 2024); and identifies improvement priorities to take forward in 2025/26.

The centre identified three improvement priorities for 2024/25:

Priority 1 - Improve learning, teaching and assessment. Key actions included a review of planning, assessment, tracking and the use of progression frameworks to improve outcomes for learners in literacy and numeracy.

Priority 2 – Pilot the [Up, up and away!](#) Resource to improve inclusive learning and collaborative working. Key actions included professional learning for practitioners to use a range of tools to improve the environment, motivation, routines and skills. This priority focused on supporting children to acquire a solid foundation in literacy skills.

Priority 3 - Introduce a Rights-based approach to learning and talking about rights in a way that is developmentally appropriate for young children and supports participation.

This report was created in partnership with children, families, staff and partners through gathering their views, direct observation of practice and looking at a range of data and evidence.

Context of Bearsden Early Years Centre

Bearsden EYC opened in August 2021. It is purpose-built to deliver 1140 hours of funded early learning and childcare for three to five year olds and eligible two year olds. The centre offers extended day provision from 8am - 6pm across 50 weeks of the year. Families have the option to pay for additional wrap care.

The centre is registered with the Care Inspectorate to provide care to a maximum of 95 children, with no more than 16 aged under three years and no more than 79 aged three years to those not yet attending primary school. Currently, there are 21 two year old children and 104 three to five year old children attending. Almost all children reside in SIMD Quintile 5 (least deprived), with less than 5% residing across Quintiles 1 and 2 (most deprived). 1% of children speak English as an Additional Language (EALS) and 2.4% receive targeted support in wellbeing and/or learning.



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Children access a range of high quality indoor and outdoor spaces, including two indoor playrooms, a sheltered courtyard, mezzanine level and enclosed outdoor garden. The dynamic indoor-outdoor design enables children to explore and learn independently, using a free flow approach. The staff team continue to make very good progress in developing spaces to optimise play and learning. This has been very well supported through the ongoing *Up, Up and Away* improvement priority. All staff engaged in high quality professional learning and used a range of tools to audit and improve the environment. All spaces are well planned to inspire curiosity, imaginative play and creativity. The Care Inspectorate reported:

“The well planned indoor and outdoor spaces provided welcoming, interesting and exciting areas for children to explore” and “The team continually review their learning environments to ensure they are fun, exciting spaces for the children to play and learn.”

Staffing model

The EYC is overseen by the Head Teacher of Bearsden Primary School, who works closely with the team to support leadership of change. The Depute Head of Centre leads and manages the centre on a day-to day-basis and is very well supported by two Senior Early Years Workers. The leadership team have clear remits and areas of responsibility, including aspects of the centre improvement plan.

The wider staff team consists of one teacher and 24 Early Years Workers who work a range of shift and flexible work patterns, along with two Early Years Support Workers. The majority of practitioners have leadership champion roles across the curriculum and aspects of centre improvement. Examples of Champion roles include literacy, numeracy, play pedagogy, Family Champion, children’s Rights, community links, sustainability, nurture and staff wellbeing. New staff are supported through a mentoring programme.

The wider team includes Clerical Assistants and the Facilities Management team, including the Building Manager, Housekeeper and Janitorial Assistants.

The centre is very well supported by officers/partners from the central education team, including the link Quality Improvement Officer, Early Years Team, Additional Support Needs and Children’s Services Team, link Educational Psychologist and a range of multiagency partners.

Families and Community

Parents are highly committed to supporting all aspects of work in the centre. They welcome opportunities to be partners in learning. Examples include sharing their knowledge, skills and experience; participating in stay and play sessions; attending events; and engaging in opportunities to share their views about the centre. Home-centre partnership is strengthened further through use of electronic learning journals and a weekly Friday news update.



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Engagement data from electronic learning journals demonstrates excellent levels of engagement and interaction between the centre and families. Parents actively support transitions within the centre and from the EYC to primary school. The introduction of personal planning in the form of an *All About Me* record ensures that information sharing between the family and the centre is current regarding the child's likes, dislikes and care needs.

The centre has established very good community links and partnerships. Parents value the key worker approach to provide consistent, nurturing care and build strong relationships. Attendance at parents' evenings and events is excellent. Almost all parents share their views regularly through their child's plan and floor books.

Children benefit from opportunities to learn in the community through visiting local businesses and accessing the local Kilmardinny Loch Nature Reserve.

Almost all parents participated in an electronic survey to share their views about the centre. Responses were overwhelmingly positive. Examples included:

"The centre is simply outstanding! It felt like an extension of family, we were welcomed, included, kept up to date and involved at every stage."

"I love the outdoor environment and how it's set up to encourage the child's imagination. You can see how great the staff are with the children. I love that there are themed weeks to break up the year and get the children learning something new."

"We appreciate the staff team so much – so professional, skilled and nurturing. The building is a wonderful facility, feel lucky to be able to send our children here."



The centre continues to receive requests from practitioners in other centres and local authorities to share practice and frameworks to support planning, assessment and tracking.



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Progress in Centre Improvement Plan Priorities

Centre Priority 1: Improving Learning, Teaching and Assessment	
Care Inspectorate Quality Framework Quality Indicators: 1.3 Play and Learning 2.2 Children experience high quality facilities 4.1 Staff skills, knowledge and values	
NIF Priorities: Improvement in achievement, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people.	HGIOELC? Quality Indicators: 2.3: Learning, teaching and assessment 3.2: Ensuring children’s progress 2.2: Curriculum
NIF Driver(s): Teacher and practitioner professionalism. School and ELC improvement. Curriculum and assessment	Evaluation: Very good
<p>Progress and Impact</p> <p>The centre made very good progress with this improvement priority and is well placed to take forward improvement outcomes identified for Year 2.</p> <p>The teacher successfully led the development of systems and processes to improve planning (including child led, responsive planning), assessment and tracking for all children. This involved the development of a holistic <i>passport</i> for all children to record planning, assessment and tracking.</p> <p>All practitioners participated in professional learning to develop a shared understanding of how to use the passports effectively to plan, assess and track learning outcomes for children. Quality assurance evidence (monitoring of passports, playroom observations and gathering the views of practitioners) demonstrates improved consistency of approach.</p> <p>The leadership team and teacher collaborated with practitioners to review approaches to tracking, including the integration of the Council’s <i>Being Me Under 3</i> framework to monitor and support the development of children in the 2-3 room. The team will continue to develop spaces in the 2-3 room to foster independence, sensory exploration and the achievement of personal milestones.</p> <p>Progression and continuity for learners was enhanced through the development of tracking documents and the introduction of tracking meetings.</p> <p>All practitioners were supported to use progression frameworks to support planning, assessment and tracking. This ensures that all children make very good progress in their learning. It also supports a shared understanding of developmental milestones and skills development, professional dialogue and moderation ensured a consistent approach and expectations for all children. The nursery teacher used progression frameworks alongside all practitioners to identify where children are in their learning pathway, and to plan next steps. Progression frameworks will continue to be a focus for professional learning. The Care Inspectorate Report stated that “children experience rich and meaningful play opportunities to develop their skills in literacy, numeracy and health and wellbeing.”</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to refine approaches to planning, assessment and tracking, including the use of Early Level progression frameworks in literacy. • Continue to improve learning across early level through effective partnership working. • All tracking will be recorded in electronic journals and include all curricular areas. • Continue to develop spaces in the 2-3 room (linked to CIRCLE development). 	



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Priority 2: CIRCLE Framework Up, Up and Away Pilot	
Care Inspectorate Quality Framework Quality Indicators: 1.1 Nurturing care and support 1.2 Children are safe and protected 1.3 Play and learning	
NIF Priorities: Placing the human rights and needs of every child and young person at the centre. Improvement in children and young people's health and wellbeing.	HGIOELC? Quality Indicators: 3.1: Wellbeing, equality and inclusion 2.2: Curriculum 2.4: Personalised support
NIF Driver(s) Teacher and practitioner professionalism ELC improvement Curriculum and assessment	Evaluation: Very good
<p>Progress and Impact</p> <p>The centre made very good progress with this improvement priority and is well placed to build on this success in Year 2.</p> <p>This improvement priority was underpinned by high quality professional learning and highly effective collaboration between the leadership team, nursery teacher, champions and practitioners, as evidenced in evaluations. The CIRCLE Early Years Framework supported all practitioners to improve their knowledge of child development and to use a shared language for defining child development.</p> <p>The leadership team, nursery teacher and practitioner champions used the literacy rich environment checklist to identify strengths and areas for development. Evidence gathered over time (photographs, observations and feedback) demonstrates how areas improved over time. There are clearly defined areas (malleable, home corner, STEM, story corner, expressive arts, life skills, small world and woodwork) to integrate different aspects of learning and development for children. Observations show that children enjoy a range of opportunities and use and develop their literacy skills in all areas, including critical thinking, speaking, listening, reading and writing.</p> <p>The views of children were gathered and implemented in the development of the new zen/cosy area. Children enjoyed a range of new literacy-based experiences, including helicopter stories, story maps and the book of the month.</p> <p>All staff are aware of approaches to nurture a Language and Communication Friendly Establishment (LCFE) and are committed to developing the language and communication skills of all children, including those with additional support needs. All children are supported to be independent through the consistent use of signs with pictures and symbols. All staff participated in an introductory workshop to introduce Makaton to the centre, to combine speech, signs and symbols for effective communication. There is a "sign of the week" used, displayed and shared with staff weekly.</p> <p>This improvement priority provided natural opportunities to integrate aspects of Education Scotland's "<i>Mirrors and Windows</i>" approach to improving diversity in the curriculum. <i>Mirrors</i> ensure that diverse audiences of learners can see themselves reflected in their learning and see others like them, while <i>windows</i> provide learners with the opportunity to look through the curriculum and learn about the experiences of different groups of people, building empathy and understanding. The centre adopted a family-led approach to celebrating equality and diversity through festivals, cultural traditions and the sharing of bilingual texts.</p>	



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Next Steps:

- Focus on observations and using the CIRCLE observation tool.
- Continue to strengthen approaches to building a literacy rich environment.
- Continue to strengthen home-centre partnership to improve children's literacy skills.
- Integrate the framework to enhance planning to meet children's needs
- Share Makaton signs and symbols with parents and families to use at home



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Priority 3: Rights Respecting School (Participation)	
Care Inspectorate Quality Framework Quality Indicators:	
1.1 Nurturing care and support 1.2 Children are safe and protected 1.3 Play and learning	
NIF Priorities: Placing the human rights and needs of every child and young person at the centre. Improvement in children and young people's health and wellbeing.	HGIOELC? Quality Indicators: 3.1: Wellbeing, equality and inclusion 2.2: Curriculum 2.4: Personalised support
NIF Driver(s) Teacher and practitioner professionalism ELC improvement Curriculum and assessment	Evaluation: Good
<p>Progress and Impact</p> <p>The centre made good progress in this improvement priority and will continue to support children to enjoy their Rights across all aspects of centre provision and practice. Tasks in this improvement priority were reviewed following the appointment of the Principal Teacher/UNCRC Certified Trainer to a new post.</p> <p>All practitioners participated in training to reflect on learning through Rights in the Early Years. The leadership team made very good progress in supporting practitioners to reflect on their current provision and practice in the context of Children's Rights. This has ensured that Rights are understood and realised in a meaningful way; and that children are actively involved in developing a Rights-based approach.</p> <p>Almost all practitioners use the language of Rights in their daily interactions with children. Observations show that Rights are referred to through the new Charter and group time. The leadership team integrated Rights across other improvement plan priorities, supporting staff to make links between creating literacy rich environments and a Rights – based approach. The leadership team and practitioners continue to identify opportunities to include Rights in the curriculum. Examples include:</p> <ul style="list-style-type: none"> • Children being consulted regularly on all aspects of the centre - all children are involved in decision making to implement changes in the centre • The views of children are captured in different ways, including photographic representation, voting, floor books, wall displays and in the moment, child led responsive planning. • Children were actively involved in creating our curriculum rationale. • Children can independently explore their environment, learning how to keep themselves safe while managing risk. <p>All children experience the Right to be experience and enjoy happiness, kindness and safety in the centre. This was recognised by the Care Inspectorate: "Children received warm, nurturing care from adults who knew them very well. Positive relationships formed meant children felt loved and happy, as they received the right support from adults when needed." and "We found as a team the staff were kind, caring and supportive of children's emotional security and wellbeing, for example, staff were aware of strategies to support children, giving them reassurance and space when required. As a result, children were safe, secure and settled within the nursely environment."</p>	



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All children enjoy the Right to be treated with respect and dignity. This is particularly evident in the warm, nurturing support children are given with personal care, safe sleeping practices and medical care.

All children enjoy their Right to play in high quality indoor and outdoor environments. This supports their wellbeing and learning, through exploring, developing skills and understanding their world.

Almost all practitioners use a variety of strategies to support children to be listened to; have their views and ideas recorded in different ways; and make choices. Children are very well supported to realise their right to express themselves and to share their thoughts and feelings. Examples include:

- Fostering choice and independence in children aged 3-5 through their lunch experience – setting the table; self-serving; eating nutritious meals; being lunchtime helpers; and enjoying a relaxed, sociable lunch experience.
- “Children are meaningfully and actively involved in leading their play and learning through a balance of spontaneous and high quality planned play experiences...children had ownership of their nursery and felt confident in the setting.”
- Children are very well supported to talk about potential risks in their space and how to keep themselves safe.
- Children enjoy free-flow access across the centre.

Next Steps:

- Continue to support practitioners to link Rights with wellbeing indicators.
- Refer to Rights during teachable moments.
- Continue to embed a Rights-based approach in all aspects of centre improvement.
- Collate evidence for the Bronze Rights Respecting School Award.

Progress in National Improvement Framework (NIF) Priorities

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

The centre continues to make good progress in embedding a Rights-based approach, underpinned by our core values of happiness, kindness and safety.

The Head Teacher and Depute Head of Centre are aware of legislation in respect of Children’s Rights and their statutory responsibilities. This includes non-discrimination and equal access rights for all children, including those with protected characteristics.

The leadership team and Rights champion continue to support all practitioners to understand the fundamental rights and entitlements that children have in their early years, and how to embed a Rights-based approach across all aspects of play, learning and wellbeing.

Every child has a care plan which includes the child’s views about their interests and motivations.

Refer to evaluation of Priority 3.



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Improvement in children and young people's health and wellbeing

Our approach is informed by the *Getting it Right for Every Child (GIRFEC)* framework and Children's Rights. Procedures are in place to support the health and wellbeing of all children, in line with the Council's *Including Every Learner* policy framework. This includes the Support for All (SfA) group, a screening panel that meets approximately every 6 weeks with the link Educational Psychologist to review open cases and consider new referrals for support. Identified children are very well supported through the Team Around the Child (TAC) model. Evaluations and feedback from parents and partner agencies confirms that targeted support plans and actions continue to improve wellbeing and learning outcomes for children, particularly those who require an enhanced transition to Primary 1. Through the TAC model, children and families receive the right support at the right time, including early intervention. Families can access a range of parenting support programmes, including advice and support from the Family Champion in the centre.

All staff participate in annual child protection and safeguarding training. This includes PREVENT child protection training. The Head Teacher and Depute Head of Centre participate in the intensive model of child protection training and are the child protection co-ordinators in the centre.

There are robust policies and procedures in place to ensure the highest standards of health and safety in the centre. Examples include the administration of medication, infection control, risk assessments, recording and reporting accidents/incidents and sun safety.

Children's health and wellbeing is nurtured through all aspects of provision. Examples include:

- Health and wellbeing across the curriculum, including the PATHS programme to teach social and emotional wellbeing.
- A very positive mealtime experience
- Healthy and nutritious meals, snacks and drinks (Setting the Table Guidance, 2024)
- Free-flow indoor and outdoor play and learning
- Play-based and experiential learning
- Inclusivity and equity

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

Observations and professional dialogue from tracking meetings demonstrates that there is no measurable poverty-related achievement gap in the centre. Learners who reside in SIMD Quintiles 1 and 2 (least deprived) continue to make good progress in their developmental milestones and learning.

The centre is committed to creating a fully inclusive and equitable learning environment. This includes being mindful of the cost of sending children to nursery and removing financial barriers to participation for children and families. The leadership team are aware of hidden poverty and provide discreet support, as required.

Improvement in attainment, particularly in literacy and numeracy

Almost all children make very good progress in their developmental milestones, play and learning.



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The leadership team and nursery teacher led on the development of policies and processes to raise attainment and achievement in literacy and numeracy. Examples include:

- Highly effective collaboration to create planning frameworks, with opportunities for regular review and professional dialogue. Work to develop planning across early level is at the early stages and will continue in 2025/26.
- Practitioners lead on the development of an area for 8 weeks. This enables practitioners to design rich provocations in literacy and numeracy and to observe how children's learning develops over time. This is strengthened through robust evaluations of each area and sharing learning/observations with colleagues.
- Practitioners use the Plan, Do, Study, Act (PDSA) approach to test and evaluate the impact of their approaches.
- The use of tools, including baseline assessments and post-intervention assessments, demonstrates that almost all children make very good progress in their learning and development.
- The leadership team use highly effective quality assurance approaches to evaluate the quality of provision, ensuring that it focuses on improving outcomes for children.

"There are so, so many positives about the centre. We feel so very fortunate that our child has had the most incredible start to her education journey. Every day the children are so nurtured and offered the most amazing incredible learning experiences. Over the years we could see learning experiences tailored and altered to meet my child's individual interests and needs. She has developed not only the most incredible skills but also memories"

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	very good
2.3 Learning, teaching and assessment	very good	very good
3.1 Ensuring wellbeing, equity and inclusion	very good	very good
3.2 Securing children's progress	very good	very good

Summary of Centre Improvement Priorities for Session 2025/26

- Priority 1: Improving Learning, Teaching and Assessment (literacy and play based learning)
- Priority 2: Improving inclusive learning through Up, Up and Away (Year 2)
- Priority 3: Staff will engage with Setting the Table Guidance and the new Quality Improvement Framework for Early Learning and Childcare.

What is our capacity for continuous improvement?

There is a requirement to manage the pace of leadership of change. The centre improvement plan for 2025/25 will include a smaller number of priorities to ensure that it is manageable, measurable and achievable for all.



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The centre is very well placed to continue to improve, as evidenced in the Care Inspectorate Report and self-evaluation activities. The appointment of a new permanent Head Teacher in April 2025 will ensure continuity in leadership of change in 2025/26 and beyond. The whole staff team are fully committed to working in close partnership with children and families to deliver excellence, equity and inclusion for everyone.