



Standards and Quality Report **Meadowburn Early Years Centre - June 2023**

Our Vision

At Meadowburn Early Years Centre we put children's well-being at the forefront of everything we do. We believe that children learn best in an environment where they feel safe, happy and secure. We value all partnerships and strive to ensure all children and their families feel welcomed and included.

Our Shared Values

Respect, Co-operation, fairness, kindness, responsibility & honesty.

Our aims:

- To provide a safe, stimulating and nurturing environment where all children are given opportunities to reach their full potential.
- To promote independent thinking, by encouraging children to make choices in their learning.
- To have an inclusive approach to learning, taking into account all levels of ability and developing minds.
- To encourage positive attitudes to learning by implementing fun, interesting and challenging experiences for all children.
- To provide daily opportunities for Outdoor Play.
- To encourage children to explore, appreciate and respect their environment indoors and outdoors.
- To develop positive partnerships with parents and families.
- To link with the local community
- To put the care & welfare of the children at the heart of everything we do.

Context of Centre:

Meadowburn Early Years Centre is an extended day/year service which is situated within the rear of the school grounds. We are part of a well-established community partnership with the Mainstream School and Gaelic Medium School and Nursery. We have the capacity to have 64 children in attendance at any one time, morning or afternoon, with 102 currently on the register for this year so far.

This year the nursery has been driven by 'The Rights of the Child' with Wellbeing of all being our key priority, supporting children and their families through their transition from home to nursery and nursery to school. Staff have developed a consistent approach to supporting children's needs with nurturing principles being embedded across the whole centre. We offer child-centred, universal and targeted supports in a way that best suits the individual child and we value the importance of establishing positive relationships with families, the immediate and wider community, respecting the contributions they make to children's learning and development. Our environment consists of 3 indoor play zones and a large outdoor play zone which is separated into 3 parts. Children have daily access to outdoor play, as we have a free flow system in place

as much as possible. We have made many adaptations and continuous improvements to our learning zones in line with current updates, ideas and visions.

We deliver 1140 hours of funded childcare with many families facilitating the extended hours provision on offer. Our Improvement Plan was created as a process of development in line with current centre vision, values and aims, whilst considering key priorities within Early Years and National Improvement Framework.

Staffing We are managed by the Primary Head Teacher, with a Senior Management Team consisting of Depute Head of Centre, Nursery Teacher & Senior Early Years Worker. There are also 16 Early Years Workers, 2 Early Years Support Worker (1 temp) 1 Admin Assistant and 1 House Keeper.

NIF quality indicators 2022-23

Progress made within the National Improvement Framework Priorities (NIF)

- **Attainment - Assessment of children's progress:** progress and achievement in the areas of numeracy and maths and literacy across the early level show that most children are meeting expected levels of attainment. Throughout the year staff develop and adapt the nursery environment to ensure opportunities for learning are always available and resources are of a high standard. Staff have undertaken training opportunities and Champion Roles to embed high quality learning into our practice.
- **Improvement in children and young people's health and wellbeing:** We prioritise children's wellbeing by adopting a wide range of approaches, such as PATHs, Ferre Laevers and LCFE. We have embedded nurturing approaches across the centre and use these to support all aspects of children's wellbeing and behaviours.

Centre Priority 1: Planning & Tracking - Tracking progress	
NIF Priority - Attainment NIF Driver - Assessment of children's progress	HGIOELC QIs - 3.2 - Securing Children's Progress 2.3 - Learning, Teaching and Assessment 1.2 - Leadership of Learning RTA - Section 6 Putting Pedagogy into Practice CI QI: 1.3 Play & Learning
Progress & Impact Responsive Planning - Throughout the year we have worked on embedding responsive planning in to our practice. Staff have engaged in in-service training, observed and shared good practice, with our nursery teacher supporting any challenges. This has led to almost all staff now feeling confident with regards to using a responsive, child-centred planning approach. Planning is recorded on white boards within each room and represents the current play and learning. These demonstrate the learning journey of how children's interests inform skills focus and next steps for learning and have been adapted throughout the year to ensure the process meets the needs of the children and service we are aiming to provide.	

As we continue to make progress with regards to promoting Children's Rights across our centre, all children are benefitting from this more child-centred approach, which is evident throughout the nursery visually and through the children's voice. The majority of children are leading their own learning through their freedom of choice and opinion with others preferring to be led by their peers or requiring adult prompting and encouragement.

Tracking progress of learning -

Staff are continuing to use paper literacy, numeracy & well-being tracking system. This was decided as a team as they provide key developmental information and milestones. Staff find this format more user friendly and practical. During this session they have been further adapted to suit the individual child's learning and next steps for development by linking together better with journal observation entries. Together, they provide a holistic picture of what level of learning a child is at by date of entry and colour coding. (red, amber & green)

During this, session children have been actively involved in the sustainability action plan for our Green Flag Award. As a result of this all staff agreed that this should be added to our tracking sheets to highlight the learning children participate in.

Outdoor play & learning -

Our continual priority every session is to make the best use of our outdoor areas as almost all children choose to access outdoors freely from our playroom as much as possible. In promoting independence, the majority of children can put their jackets and wellies on with some still requiring supports with zips. We have further developed our garden areas in line with the children's natural interests. This allows the children to take their learning forward in a way that suits their individual curiosity and developmental needs. Floor books are used to record children's voice and plan for learning and development.

The weather continues to have impact on our use of the natural garden area, as parts of it flood to a dangerous level for children. We feel they miss amazing opportunities in the biodiversity surroundings where they see wonderful insects, birds, plants and flowers. However, we are solution focused and use parts of the garden that can be accessed and make use of the local area. We have purchased outdoor suits and wellies for groups of children and staff to prepare for all weather conditions.

Our Champion is in the process of developing a sensory garden with children and parents. This is evidenced in floor book. So far she has potted scented plants and flowers, developed a friendship bench and will continue with a music wall and fairy garden in the new term.

We have many children who have learned to go a two wheeled bike without stabilisers with others observing and keen to try. One member of staff has attended PLAY ON PEDALS with the intention of taking this forward further in the new term.

Numeracy - This year as part of the Champion Role, we have implemented a numeracy audit. All children are benefitting from improved number and numeracy concepts throughout the nursery with opportunities for creativity and exploration. Our champion has worked with nursery teacher to introduce Home Link packs, which have been well received and regularly modified to suit needs and interests of the children and feedback from parents. During moderation process, nursery teacher identified that most children are on track in all areas of numeracy and maths assessed with gaps identified in subitising. (identifying amount without needing to count)

Makaton is being used as part of daily routine to support inclusion and language development and has been extremely beneficial in supporting all aspects of communication and relationships.

All children really enjoyed using the signs during snack and lunch and were particularly confident with milk, water, please and thank you. We also have Makaton sign of the week to involve parents and carers, which is communicated by children through Facebook, Learning Journals and notice board. Three staff have attended additional training and most staff can identify and use the most popular signs.

Nursery Teacher has piloted Talk for Writing programme with pre-school children this session with plan to incorporate with our current Word Aware programme. Children were really creative with their own stories and these were shared with parents through learning journals. During the moderation process, nursery teacher identified that most children are on track in all areas assessed, with identified gaps in rhyme awareness. She will continue with Word Aware and Talk for Writing programme next year.

Woodwork Project - Our woodwork bench has been very popular with the children for many years, which lead to our agreement to participate in a project with other centres in the authority this session.

This involved:

- Appointing a Woodwork Champion based on their skills and interests.
- Attending planning meeting with cluster centres to share ideas and next steps
- Ordering new tools - age appropriate
- Developing an information leaflet for parents which has been shared on our nursery website, emails and Social Media platform.
- Developing the area - completing risk assessments and updating policy
- Collecting qualitative and quantitative data

The project will continue throughout the next year as we share practice and ideas and continue to make progress within the project. All children who participated benefited from learning new skills, health & safety and of course they developed a sense of pride in what they had produced.

Next Steps:

- To continue on our journey of developing confidence in planning and tracking as a team.
- update journals with EDC literacy & numeracy progressive trackers
- To carry out regular environmental audits indoors and outdoors with literacy, numeracy and children's voice focus. - using EDC literacy audit frameworks
- Nursery Teacher will continue with tracking spreadsheet - curricular focus
- Depute Head of Centre will continue to use holistic tracker to capture key information for all children
- To use more quantitative and qualitative data to inform practice
- To continue with Woodwork project with 3 other centres within our locality.
- LCFE - communication (PDSA cycle)

Centre Priority 2: Well-being of All - Focus on UNCRRC, GIRFEC,	
<p>NIF Priority - Improvement in children and young people's health & well-being</p> <p>NIF Driver - Assessment of children's progress</p>	<p>HGIOELC - 1.2, 2.4, 3.1, 3.3</p> <p>RTA - 3.4 Doing the Right Thing for Me</p> <p>H& SC Standards - I have confidence in the people who support and care for me</p> <p>CI QI: 1.1 Nurturing Care & Support, 1.2 Children are safe and protected, 1.4 Family Engagement</p>

Progress & Impact

Nurture - We strive to be a nurturing nursery by using approaches across the centre during daily practice and beyond. As part of our continuous improvement we have appointed a Nurture Champion who has participated in CLPL during this session. Part of this was to attend training workshops, share practice and complete a PDSA cycle (plan, do, study, act)

This included:

- Identifying a nurture space - we used previous office that had been relocated
- Linking each step to principles
- Developing an action plan and sharing with staff team and parents
- Implementing a policy and risk assessment

The conclusion is that all children are now benefitting from a space where they can go when the busy environment is overwhelming and too noisy.

We also use this space for PATHs (promoting alternative thinking skills) focus groups that develops children's social and emotional skills. It gives them a chance to talk about their feelings, develop resilience and self-esteem, whilst also learning about others feelings, co-operating and sharing.

- In this session we identified children attending PATHs through observation and discussion with parents. This was a beneficial support measure as all children attending made significant progress with regards to identifying their own feelings and being able to talk about them.

UNCRRC/Children's Rights - We have made good progress this year in promoting children's rights throughout the nursery. Our focus on May in-service day was to look at how we promote children's rights within our daily practice and how children use their voice to get their needs met. We chose to start with 4 articles that we feel are important at Early Level and will continue with others throughout the next session.

- Article 2 - The Best Interests of the Child
- Article 12 - The Right to give your opinion and for adults to listen and take it seriously
- Article 31 - The Right to play and Rest
- Article 42 - The right to know your rights. Adults should know these rights and help you learn about them.

This was a very beneficial exercise for all staff in both EYC and Gaelic Nursery as it highlighted how much we already do with regards to children's rights and also allowed us to reflect on the journey we aspire to take.

We have applied to be a Right's Respecting Nursery with the Champion leading the progress. She has developed an acrostic poem with the children's committee discussing what they are

entitled to in nursery, this was then made into a poster which has been shared with all other children and parents and displayed at the nursery entrance.

We have implemented the Early Protective Measures approach to embed the **Right to Privacy and Consent** and to teach the children the correct names for their body parts. All parents consented to this and agreed that this was very important. Most staff delivered this in confidence with a few acknowledging that they "will now use the correct names for body parts"

Sustainability/ Eco -

We strive to be a sustainable/ ECO nursery environment and as part of this we have applied for our Green Flag award. Our Senior EYC and Champion are leading the children and team to developing children's capacity as responsible citizens and awareness of 'how to look after the world around us'.

We have an Action Plan focus that we follow and should achieve by the end of this year.

This involved:

- Environmental Audit
- Documenting Eco committee meetings
- Arranging local litter picks
- Collecting energy saving data

We are at the beginning stage of Seed to Mouth project with area identified and resources purchased. Our Senior Early Years Worker is taking the lead role in implementing this throughout the coming year. This will develop global citizenship and allow children to take responsibility for their environment and also develop skills in health & wellbeing.

Transitions -

- This year all pre-school children benefitted from a universal transition plan, with children who required enhanced transition having an individual plan. We started our transition to Meadowburn PS in January 23. This involved visiting the classroom weekly with the current P1s and when the classroom was empty. We noted the benefit of this during the induction visits as children were already comfortable in the environment with little upset. We also went walks to the other local schools, who were very welcoming and allowed us to walk around the grounds.
- Transition meetings were arranged for children who may find the transition from nursery to school challenging or if they have any health information that is best discussed face to face. Parents found this particularly beneficial as they could ask questions and it eased their concerns.

Next Steps:

- To continue our Rights Respecting Nursery journey to Bronze Award
- To continue our journey to ECO Green Flag award - Sustainability focus
- To take the transition programme forward to other feeder schools
- To continue our Seed to Mouth project
- To continue our Nurture journey
- To become a PATHs nursery - promote across the centre and at home

Centre Priority 3: Partnerships with parents & the wider community

NIF Priority - Improving children and young people's health & well-being

NIF Driver - Parental Engagement

HGIOELC QI 2.7 - Partnerships: Impact on children and families - parental engagement
Health & Social Care Standard 3 - I have confidence in the people who support and care for me

CI QI: 1.4 Family Engagement, **1.5** Effective Transitions

Progress & Impact

Stay & Play - This has been extremely popular this session with more than half of nursery parents/carers attending for a play session during this year. The majority of feedback focussed on happiness and care. We allowed the child to lead the session and parents were content that their child was happy and engaged in the environment. **Parent Feedback** - "Being able to come into the nursery has been great for us as parents to feel connected with her and her environment "Seeing you and your staff manage the kids so well, so compassionately and yet efficiently has been really wonderful"

WOW MOMENT! One of our parents works for JACOBS ENGINEERING and volunteered to implement a space themed workshop for the children as her daughter was coming home talking about this after nursery. Evidence of this can be seen on their website.

Community Links -

During this year almost all children participated in experiences in the local community, these included:

Linking with the local church in Springburn. Our Children's rights Committee visited with donations for their foodbank, they discussed what this is for and how this will impact families in the local area. The children then came back to nursery and presented this to peers.

Advertising and networking through our community links notice board. This has developed our partnerships and relationships between staff and parents and also parents outside the nursery.

Visiting local areas, shops and businesses to establish relationships and develop children's sense of pride and responsibility in their local community.

Partnerships -

We have worked hard this year to re-establish face to face partnerships with parents, carers, agencies within the centre and the community. We conducted face to face progress updates in October, January and May with phone calls arranged for any parents who could not attend. Feedback was very positive - When asked "Are you involved in the life of the centre?" in our recent survey. Almost all parents said yes, with 3 commenting that they would like to have been more involved, however this was due to work commitments. We also hosted a curriculum drop in event in November 22 with half attending throughout the evening. This gave parents and carers an opportunity to chat with the team, share curriculum approaches and engage in play experiences set up for them. - **Parent Feedback** "I didn't realise how much work goes into the nursery day"

Communication -

During this year we used verbal, paper and glow surveys to gather the voice of parents and carers. When asked about the 'effectiveness of Newsletters' we adapted them to suit the feedback given. They are now one page with key information only as most parents found that they were getting too much, particularly if they also had children in school too. We use Social Media (Facebook, Twitter) email, Newsletter and notice board to ensure messages are communicated effectively to all.

Lunches - This year we have introduced the daily diary on learning journals as a method of communicating with parents what and how much children have eaten for lunch. This has been a beneficial method of communication, particularly for parents who may not regularly attend the centre.

Next Steps:

- To continue to make positive progress with regards to partnerships and community links
- To continually review our communication methods
- To support working patterns of parents and make every effort to involve them in the life of the centre
- To introduce *Glow Learning Blog*



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**Standards & Quality Report for:
Meadowburn Gaelic Early Years Centre - Sgoil Araich
June 2022**

Context - Sgoil Araich is a term-time nursery centre that operates between the hours of 9am to 3pm. We are very much a part of the Meadowburn Community. We currently have capacity for 28 children, with a role of 17 at present.

Meadowburn Gaelic Early Years Centre is committed to providing a Gaelic language-rich, inclusive environment where children have opportunities to grow as learners. We strive to meet children's developmental needs and provide supports and challenges according to their individual abilities.

Staffing - We are managed by the Primary Head Teacher, with Nursery Teacher, 3 Early Years Workers and 1 Early Years Support Worker. We are now an established staff team with a variety of experiences and knowledge. Staff are keen and committed to further training and learning, effectively contributing to daily practice.

Our shared vision, values and aims:

Our Vision

Meadowburn is a motivating, challenging, inclusive & nurturing community where we learn, achieve and grow.

Our Values

Respect, Co-operation, fairness, kindness, responsibility & honesty.

Aims - We aim to:

- Provide a safe and stimulating environment in which our children will feel happy and secure.
- Encourage the emotional, social, physical, creative and intellectual development of our children.
- Promote the welfare of our children.
- Encourage positive attitudes to self and others, and develop confidence and self-esteem.
- Create opportunities for play.
- Encourage children to explore, appreciate and respect their environment.
- Provide opportunities which will stimulate interest and imagination.
- Extend our children's abilities to communicate ideas and feelings.

Centre Priority 1: Planning & Tracking - focus on child-initiated learning, Gaelic emersion

NIF Priority - Attainment - Gaelic immersion
NIF Driver - Assessment of children's progress

HGIOELC QIs

3.2 - Securing Children's Progress

2.3 - Learning, Teaching and Assessment

CI QI: 1.3 Play & Learning

Progress & Impact:

Gaelic Immersion - Staff have shown commitment to developing their use of Gaelic language by participating in further training and observing practice. Two staff members attended a residential language course which allowed them to fully immerse in the language and develop the confidence in their abilities as fluent communicators. All children have benefitted from this approach as most staff now feel confident that Gaelic is immersed throughout the nursery. Positive feedback has also been given from parents and carers.

Tracking progress - Through attending workshops with the EY team and implementing into daily practice, staff have developed confidence in using the tracking system to record children's progress and next steps. Challenge and support needs are identified through observations, parental consultation and care plans. All staff are more confident with the support process and record in care plans. Children have individual support/action plans when additional support needs are identified.

Child Centred Learning - Staff have developed confidence in a more child-centred approach to learning and have attended training and observed practice to further develop their knowledge and skills. The free flow approach is used successfully within the playroom, however this is challenging for outdoors as they have to walk across the playground to access. They are always given the option of daily outdoor play opportunities. The majority of children are developing a good understanding of Gaelic at different levels. During moderation process it was identified that most children are on track with regards to literacy and use of Gaelic language. Staff are effectively using learning journals to demonstrate learning and progress of skills.

Nursery Teacher has piloted Talk for Writing programme (see appendix 4) where all children involved have developed key skills in story telling.

Next Steps:

- Home Link - Use of Youtube to promote Gaelic language
- Continue with Talk for Writing
- Planning Boards to record learning journey
- Floor books
- Use holistic tracker

Centre Priority 2: Wellbeing of All - Children's Rights, UNCRC

NIF Priority - Improvement in children and young people's health & well-being
NIF Driver - Assessment of children's progress

HGIOELC - 1.2, 2.4, 3.1, 3.3
RTA - 3.4 Doing the Right Thing for Me
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Progress:

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Children's Rights can be observed in practice with most children independently accessing play, snack/lunch and personal care.

Nurture - Staff feel they are a nurturing environment with children benefiting from a consistent approach throughout. Significant progress has been made with regards to the playroom layout and zones. We are in the process of identifying an area within the nursery that children can have for rest/quiet.

Next Steps:

- To link with school - Rights Respecting Nursery
- To continue to embed Children's Rights into practice
- To attend further training opportunities
- To link with school - Green Flag award



Centre Priority 3: Partnerships with parents & the wider community	
NIF Priority - Improving children and young people's health & well-being	HGIOELC QI 2.7 - Partnerships: Impact on children and families - parental engagement
NIF Driver - Parental Engagement	Health & Social Care Standard 3 - I have confidence in the people who support and care for me
	CI QI: 1.4 Family Engagement, 1.5 Effective Transitions

Progress & Impact

Parental Involvement -
 Parents are involved in their children's learning and development by:

- Daily dialogue - All parents/carers engage daily in conversations with nursery staff
- Stay and Play sessions - these have been well attended with children taking the lead role and developing as confident individuals and responsible citizens
- We use Newsletter, Twitter and journals to communicate news and events within the nursery - positive feedback from parents at end of term evaluations

Partnerships - We have great partnerships with the school community, working alongside the EYC centre to ensure we are getting it right for the children. This involved:

- Linked In-service training
- Peer observations
- Shared practice
- Advice and supports
- Play opportunities for children
- Shared placements - care planning

The Depute Head of centre takes the lead role in ensuring best practice and continuity of care for children in shared placements.

Next Steps:

- To continue to make positive progress with regards to partnerships and community links
- To continually review our communication methods
- To continue to use Twitter as learning log & key communication method



Quality indicator	Centre self-evaluation	Inspection / Authority evaluation
1.3 Leadership of change	5	4 (HMIE 2019)
2.3 Learning, teaching and assessment	4-5	4
3.1 Ensuring wellbeing, equity and inclusion	5	4
3.2 Securing Children's Progress	4-5	4

What is our capacity for continuous improvement across both centres?

At Meadowburn Early Years & Gaelic Early Years Centre we have a highly motivated and enthusiastic Management Team, Nursery Teacher and Staff team with a wealth of training, knowledge and experiences which will assist in the continual improvement process. We are confident that with a whole centre approach, we will continue to make progress in all areas of identified improvement priorities

Key priorities for improvement planning 2023-24

- **Priority 1** - Continue with planning & tracking progress journey - with Literacy focus on Talk for Writing, Numeracy, LCFE & Woodwork (Gaelic nursery will focus on how to record planning journey)
- **Priority 2** - Wellbeing of all - with focus on UNCRC Rights Respecting Nursery, Communication, Sustainability ECO Award & Curriculum Rationale
- **Priority 3** - Outdoor Learning - Focus on literacy, numeracy & the natural environment