



sustainable thriving achieving

East Dunbartonshire Council

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Meadowburn Early Years Centre



Standards and Quality Report 2023/24



Every child has the right to meet with other children. Every child has the right to say what they think in all matters affecting them and have their views taken seriously. Every child has the right to think and believe what they want and to practice their own religion. Education must develop every child's personality, talents and abilities.

Context of Centre - Meadowburn Early Years Centre is an extended day/year service which is situated within the rear of Meadowburn Primary 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 for 64 children in attendance at any one time, morning or afternoon, with 104 currently on our register. We deliver 1140 hours of funded childcare with many families facilitating the extended hours provision on offer. 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, pedagogy and visions.

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 Vision will be updated this year in line with the completion of our Curriculum Rationale and current policies and guidance.

Our Improvement Plan was created as a process of self-evaluation and development in line with current centre vision, values and aims, whilst considering key priorities within Early Years and National Improvement Framework. Wellbeing of All remains a key priority this year with continued focus on 'The Rights of the Child' and 'Sustainability'. We use a Plan, Do, Study, Act (PDSA) approach to self-evaluation and improvement and continually adapt practice to ensure the best possible outcomes for our children.

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 Workers (1 temp) 1 Admin Assistant, 1 House Keeper and facilities assistant. All staff have leadership roles within the centre which promote professional development and skills progression. They attend further training, learning and network opportunities to further knowledge and share quality practice within the local authority, with development of practice evident across the playrooms.



Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Planning & Tracking progress

Care Inspectorate Quality Framework QIs

1.3 play and learning

1.4 Family engagement

NIF Priority • Improvement in achievement, particularly in Literacy and Numeracy.
• Closing the attainment gap between the most and least disadvantaged children and young people;

NIF Driver Curriculum and assessment
School and ELC improvement

HGIOELC QIs

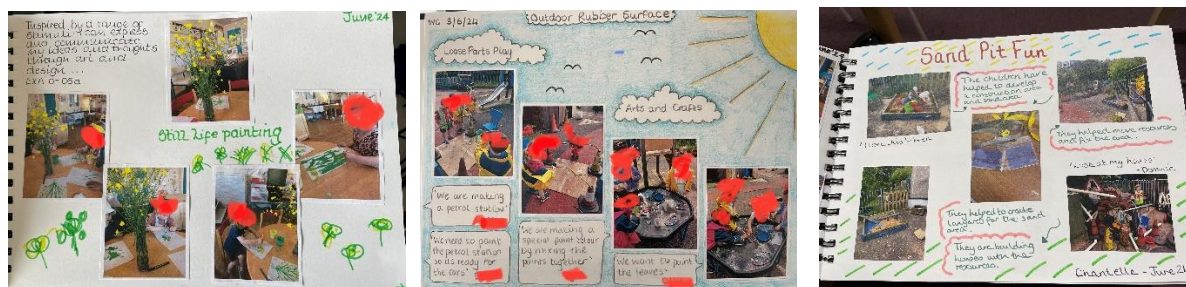
QI 3.2 Ensuring children's progress

QI 2.5 Family Learning

Progress & Impact

Planning & Tracking progress

This year all staff have worked together to further improve and embed the responsive planning process into daily practice. Building on previous nursery improvements, we have developed a consistent child and adult initiated approach throughout that all staff are now more confident with. Improved provocations have ensured literacy, numeracy and cross curricular opportunities continue to happen throughout with evidence of differentiation and choice being evaluated through monitoring processes.



Almost all staff can confidently implement quality experiences that challenge and support all levels of learning and development. Children's voice is more visible on learning journals, where the majority of observations contain a comment from the child about their experience. The planning walls also document the learning and include quotes from the children about their enjoyment of the activities and the skills developed. Children have also engaged in a number of consultation processes and continue to be involved in decision making throughout the centre. This has ultimately had improved impact on children's learning, wellbeing and skills development which is recorded through learning journals, floor books and curriculum trackers.

As a staff, we decided to update our curriculum trackers this year. This involved meeting together with parents to evaluate and discuss our current model to reach a shared understanding of how we should track children's progress in line with the pedagogy of our centre and curriculum guidance. Key workers are now capturing children's voices more regularly which is evident across the playrooms through observation of practice and learning walks. Approach to learning and moderating children's progress is more consistent as Nursery Teacher tracks progress through curriculum bench marks and progression frameworks in literacy and numeracy. She discusses all achievements and next steps with keyworkers to ensure consist approach and understanding. In liaison with key keyworker Nursery Teacher has identified that almost all children leaving to go to school were on target to achieve expected benchmarks for their individual stage of development. Some children are achieving beyond expectations in reading and writing and number and counting skills at this level and require a high level of challenge. The nursery teacher provides learning opportunities where challenge and support are identified and contributes to universal and targeted support planning. Staff feedback "they like meeting with the teacher to ensure they are on track". Nursery teacher also provides adult led learning focus for practitioners as a guide for connection times. This has proven to be very successful to ensure curriculum coverage and next steps for learning. Nursery Teacher and Champions complete termly literacy and numeracy audits to highlight areas of success and needs for development. We are at the beginning stage of incorporating both numeracy and literacy progressive frameworks into planning and tracking processes as we piloted with a two keyworkers and nursery teacher this year. The plan is to engage in reflective conversations and further learning to embed into practice.

Family Engagement

We have established excellent relationships with children, parents and family. Children are dropped off and collected within the centre, with most adults engaging in daily dialogue with keyworker or other staff at these times. Feedback from end of year evaluation concluded that almost all parents/carers feel part of their child's nursery journey. This year our Family Champion developed a focussed STAY and PLAY calendar in line with previous feedback from parents. We invited all parents/carers to our Curriculum with a twist event in December, this involved a STAY, PLAY and LEARN in the evening, where all could participate in Christmas/Winter activities. We discussed and showcased learning within the curriculum and it was very well attended with 42 parents/carers with their children. We decided to gather verbal feedback for this event at the time, with comments of "you have outdone yourselves" "I really enjoyed doing this with both boys" "that was amazing"

As a result of this success and end of year feedback from parents/carers asking for evening workshops and curriculum events, we plan to embed this into our yearly calendar.

Talk for writing

We continue to follow Pie Corbett's 'Talk for Writing' programme with all children, which promotes the development of children's language skills through hearing, saying and creating stories and rhyme. Our literacy champions and nursery teacher focussed on the story of 'Little Red Riding Hood' this session with children in small groups. Pre implementation evaluations were carried out with pre-school children only, which highlighted that 17/40 (42%) were in pre-emergent phase of telling and re-telling stories. Post programme implementation evaluations concluded that all children made progress with 0/40 (0%) remaining in pre-emergent phase, 8/40 (20%) within emergent phase, 16/40 (72.5%) moving towards phase 1 and 4/40 (5%) within phase 2. Nursery Teacher found the assessment of learning a challenge throughout the programme and plans to implement a more child-initiated approach next session incorporated with word aware. This will focus on breadth and depth of learning by engaging in familiar stories and rhymes in a fun way that positively impacts on literacy, reading and writing skills.

Woodwork

We have a well-established and very popular woodwork area within the nursery that our Champion is located in daily. He has attended authority cluster meetings to share good practice and data regarding how the area is being used and impact on learning and development of skills. Champion developed a curriculum overview to showcase all learning opportunities that occur during woodwork experiences.

Next Steps:

- Continue with Talk for Writing programme in a way that best suits our pedagogy of practice
- Family Engagement opportunities
- Focus on literacy and communication
- Outdoor learning with link to Froebelian principles

Centre priority 2: Wellbeing of All

NIF Priority .Placing human rights and needs of every child and young person at the centre of education

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

NIF Driver School and ELC improvement
Parent/carer engagement and family learning

HGIOELC QIs

QI 2.4 Personalised Support
QI 3.1 Ensuring wellbeing, equality & inclusion

Care Inspectorate Quality Framework QIs

1.1nurturing care and support
1.4 Family engagement

Progress & Impact

Our aim is to provide an environment where health and well-being is of the highest priority with literacy and numeracy being positively impacted across the learning environments. We have focussed on four key areas with staff champions taking the lead role in improvement processes throughout our centre.

The Rights of the Child

We have continued to make great progress with regards to embedding The Rights of the Child into our daily practice. Building on the foundations and learning from last year, all staff now have a better understanding of UNCRC and GIRFEC and how their principles impact all areas of children's well-being, learning and development.

The commitment and continuing passion from our Children's Rights Champion, has ensured we continue to grow as a Right's based establishment. She has attended further training and research sessions and during staff in-service we discussed our Action plan and fed back to the team. We engaged in professional dialogue and self-evaluation to inform how we promote rights across our centre, with the approach of 'what we do well' and 'what we could do better'. This promoted solution focussed approaches to improvement, with all staff furthering their knowledge of UNCRC to ensure the best for our children. The three Articles we focussed on were:

- Article 3 – The Best Interests of the Child
- Article 12 – You have the right to give an opinion and for the adult to listen
- Article 31 – You have the right to play and rest

Our Right's Champion then introduced this to our families through our travelling Bear named Buttons and the 'Let's explore our Rights' book. Photographs of this experience are displayed in our nursery foyer with children's voice evident through their comments. All children participated in a short video showcasing children's rights in age appropriate language, this was then shared with parents/carers for them to chat about at home.

Achievements - WOW moments!

- **Received UNCRC Bronze Award as a Rights Committed Nursery**
- **Other centres visit to observe and discuss our good practice**



Our Right's Champion created a committee of children who were ambassadors and role models for their peers in promoting our key rights across the centre. This led to all children developing an appropriate understanding of their rights as individuals through observing others during play and group activities. All children are supported to talk about their rights by using age appropriate language in line with GIRFEC and wellbeing indicators. To further develop children's abilities within the four capacities of the curriculum as Confident Individuals, Responsible Citizens, Effective Contributors and Successful Learners, we continue with STAR of the week and also introduced Children's Champion roles where lanyards were used to identify their key responsibility in relation to their role. This empowered the children to take care and ownership of their environment and resources, developing an understanding of risk and hazards through direct involvement in risk assessments and evaluations.

Sustainability – Going for Eco School Green Flag

We value and promote sustainability by recycling and reusing as much as possible.

A sustainability audit was created as a starting point for our Green Flag application process, with a list of areas for improvement highlighted and an action plan developed. This was then shared with all staff, children and parents. We have implemented recycling stations in all playrooms, where children and staff are encouraged to recycle various materials, including paper, plastic and food waste on a daily basis. To engage the children further we implemented an Eco committee, who participated in meetings, daily trips to the recycling bins and helped organise litter picks,

which all children particularly enjoyed. Biodiversity, continues to be a focus within our garden as the children experience many wonderful living things, developing valuable knowledge of nurture and care. Our Outdoor Champion and Eco Champions linked together to develop the sensory/growing garden, where children can take ownership of plants and flowers and have developed their knowledge of what living things need to grow and survive. Achievements – WOW moments! -

- **ECO - Green Flag Award**
- **Other centres visit to observe and discuss our good practice**



We are developing a nursery orchard and have planted an apple, plum and pear tree, where children will have the amazing opportunity to observe their growth and develop key skills in caring for the environment.

Nurture & Paths

This year part of the Nurture Champion role was to observe the lunch routine and develop an action plan using the PDSA (Plan Do Study Act) process. Many positive aspects were highlighted, and as a staff team, we engaged in professional dialogue and group discussions as how to make the experience more nurturing for the children. We found that small changes made a big difference, such as having two large tables instead of three smaller ones. This has given children the space for improved social interactions and increased development of independence skills and co-operation. Staff get the opportunity to sit with the children and support self-help and communication skills, using 'Setting the Table' document as guidance and Makaton to support language. We also have supportive communication materials and signage within each area to promote an inclusive environment, where all children can engage and interact in a way that best suits their developmental needs. Our Nurture Champion engaged in professional learning and dialogue with colleagues across the authority to share good practice and ideas. She visited other centres as a means of observing different approaches and sharing practice in a meaningful way and also invited others to visit our centre. Feedback was, "this has been a great way to share practice and get some good ideas and also confirm that we are on the right path".

Our Health and Wellbeing Champion has implemented PATHs (Promoting Alternative Thinking Skills) program within the nursery and this is delivered through fun sessions each week that focus on children recognising and managing their emotions. All parents/carers were notified through email that we are PATHs promoting nursery and most children have participated in small group sessions throughout this year. The information leaflet and permission to participate is now added to our enrolment and welcome pack. Evaluations are carried out monthly, to inform success of programme and highlight areas for improvement. As a result, almost all children can identify their feelings and express them as an individual. Almost all children can identify others feelings show concern and happiness in appropriate situations.

Communication & LCFE

We have three Communication Champions who are Makaton level two trained, which supports communication in nursery. Our Makaton champions oversee the implementation of Makaton strategies with a sign of the week and maintain wall displays and basic signage within each room helping to support early language development. This along with other Language and Communication Friendly approaches, such as now and next boards and visuals ensures an inclusive environment and enables children to communicate their wants and needs.

Our LCFE champion participated in Authority Learning Community where she had opportunity to share practice and update knowledge and skills in relation to practice and strategies. The task was to implement a PDSA, highlighting any areas for improvement within the centre. The focus was on Indicators 2 – adult talk, indicator 3 – adult interaction styles and indicator 4 – the use of supportive learning strategies. Information was given to staff, surveys and peer evaluations were carried out and feedback given with positive outcomes observed on completion.

Achievements – WOW moments!

- **We showcased our LCFE good practice at West Partnership learning event**
- **Other centres visited to observe quality practice and discuss successes**

Next Steps:

- To work towards Silver Award as a Rights Committed Nursery
- To focus on inclusive practice, linking to Up, up and away, The Promise and GIRFEC
- To continue on our sustainability journey
- To continue to develop our nursery gardens with biodiversity & sustainability focus
- To further develop partnerships with families and the local community

Centre priority 3: Outdoor Learning

NIF Priority • Improvement in children and young people's health and wellbeing;
• Improvement in achievement, particularly in Literacy and Numeracy.
NIF Driver Curriculum and assessment
School and ELC improvement

HGIOELC QIs
QI 2.3 Learning, Teaching & Assessment
QI 3.3 Developing creativity and skills for life and learning

Care Inspectorate Quality Framework QIs

1.3 play and learning
2.1 Quality of the setting for play and learning

Progress & Impact

The environment

At the start of the session our Outdoor Champion looked outwards by visiting other centres and sharing quality practice and ideas for improvement. She also participated in outdoor learning sessions within Mugdock Country Park, where she enhanced her skills and knowledge of outdoor play and forest kindergarten approaches. Forest visits and local area trips were successfully implemented, with all children having at least one opportunity throughout the year.

Our Outdoor learning journey is continually developing and being adapted in-line with updated guidance, effects of weather and the passion and commitment of Our Champion and staff team. She has taken the lead in developing an action plan in line with current pedagogy, national and curriculum guidance, such as Out to play, My World Outdoors and Space to Grow and Thrive. However, we have not been without challenge, as the adverse weather continues to have an effect on the quality of learning in our nature/biodiversity garden, making some of the areas unsafe for children to access during such times. Practitioners remain solution focussed at all times and continue to ensure children have quality outdoor experiences regardless of the challenges faced.

Almost all children choose to go outdoors at least once each day and there have been many recognised benefits from them having regular free-flow access to the outdoor environments, such as;

- Improved emotional and physical wellbeing
- Improved sense of risk – through freedom to explore and investigate, most children have awareness of risk and how to manage it. They will try new things and have developed a sense of resilience in their play.
- Developing independence skills – Almost all preschool children can change jacket and shoes without any adult support.

Achievements – WOW moments!

- **Developing a wonderful sensory garden**
- **Beginning to develop a nursery orchard**

This year our Eco Champions and Outdoor Champion have continued to work together to create a tranquil space in the garden, where children can have time away from the busy environment when outdoors. This area develops all senses with scents from the flowers and plants, sounds from nature and music wall, with lovely natural surroundings to observe and engage with. Maintaining this area can be challenging at times with the upkeep of the large willow tunnel and adverse weather effects, however it remains a safe, nurturing space for the children.

Play & Learning

We identified a need to focus on literacy outdoors this session as during professional dialogue and evaluation of play opportunities, we realised that improved opportunities for learning outdoors would be beneficial to children's well-being, learning and development. Our champion and nursery teacher worked together to develop a bank of outdoor learning ideas, which is linked to curriculum benchmarks and outcomes. This has been a great development for the team and quality of practice, which is evident through children's learning and learning observations.

All children are aware of outdoor rules and routines and have developed a bounce back approach to managing their own risk during play opportunities. One of our key priorities through the Rights of the Child is that all children are entitled to be safe. Children are involved in the daily risk assessments and alert staff to any hazards. Almost all children will alert an adult if they require assistance or if another child is hurt or upset. The free-flow system has

proven beneficial to developing independence skills, with most children changing shoes and jackets without support and identifying when they and others require assistance.

Next Steps:

- To further develop our outdoor spaces
- To develop outdoor woodwork area, linking to guidance and Froebelian principles

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 are Bronze Accredited Rights Respecting Nursery.
- Raising awareness of Children's Rights has been an identified improvement throughout this year.
- Children are empowered to make decisions in their play and learning, which will impact their future abilities
- Children's individual needs and rights are fully supported through embedded strategies and practice
- All staff have developed a better understanding of UNCRC and GIRFEC
- Staff are aware of responsibilities with regards to GIRFEC and supporting individual needs

Improvement in children and young people's health and wellbeing:

- Wellbeing of all, with focus on nurture and relationships being key priority
- We are a PATHs promoting nursery with the programme being embedded into our practice. Proposed impact of all children developing understanding of feelings, self-esteem and resilience.
- Outdoor play is available to all children daily with the free-flow access embedded in practice

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

- Almost all children are making progress with regards to expectations across all aspects of literacy, numeracy and health and wellbeing within CFE early level.
- Through ongoing observation and assessment, children are supported and challenged to meet their individual needs
- All staff are aware of the importance of early intervention and identifying any required targeted support
- Multi-agency links are very strong

Improvement in skills and sustained, positive school-leaver destinations for all young people; and Improvement in achievement, particularly in Literacy and Numeracy.

- This year we have focused on literacy outdoors with improved learning outcomes for children
- We are responsive to children's needs and interests, focusing on individual skills development
- We strive to create a pedagogy in practice, where children develop a love for learning that is sustained throughout life

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

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

Summary of Centre Improvement priorities for Session 2024/2025

- 1. Wellbeing of All – Focus on Up, up and Away, The Promise and GIRFEC
- 2. Family Engagement – develop annual calendar
- 3. Developing literacy & numeracy skills – focus on progressive frameworks

What is our capacity for continuous improvement?

All staff at Meadowburn Early Years Centre are committed to providing the highest standards of learning and care to all children. We have a highly motivated and enthusiastic staff team, who work together to ensure consistency across the centre and practice. Self-evaluation processes are embedded into our practice and used constructively to inform key strengths and areas for development. All staff are encouraged to participate in continuous professional learning to ensure skills development and enhancement of knowledge and theory of guidance and practice. We have developed a very strong welcoming ethos with all children, families and visitors to our centre and nurturing approaches are evident throughout.