

Meadowburn Gaelic Early Years Centre  
Sgoil Araich



Standards and Quality Report  
2023/24

## Context of the Centre

**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.

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 and three Early Years Workers. We are 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.

## 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 particularly in Literacy and Numeracy.	• Improvement in achievement, Choose an item.	HGIOELC QIs QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment
NIF Driver	Curriculum and assessment Choose an item.	
Progress and impact:		
<u>Responsive planning</u>		
Throughout the year we have worked as a team to embed responsive planning in to our practice. Staff have engaged in in-service training, observed and shared good practice, with our partner nursery and within the local authority. Almost all staff now feel more confident with regards to using a responsive, child-centred planning approach. Planning is recorded on white boards within 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. This 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 during play with a small group preferring to be led by their peers or requiring adult prompting and encouragement.

Regular visits from QIO and Support Teacher have been very beneficial with regards to planning updates. Their support has helped develop staff skill on how to implement quality provocations, use child's voice in their planning, ensure skills are identified and next steps.

#### Gaelic Immersion

Gaelic language is evident throughout the playroom through voice, visual displays and provocations. Nursery teacher tracks all children's development of Gaelic language skills and concludes that all children moving on to school have made appropriate progress for their stage of development. Almost all staff are fluent Gaelic speakers and can engage confidently within daily practice.

All staff are committed to continuous development of language skills to promote immersion across the centre. Staff use duolingo, GoGaelic and Faclair Beag to help support their Gaelic language skills and engage with other Gaelic speakers in the community to ensure they develop their conversational skills.

Nursery teacher has attended the Makaton course (level 1 &2) and this has supported children's Gaelic language skills further and staff have seen a big impact of this on their spoken language and Gaelic understanding. Talk for Writing approaches have continued to be developed and used regularly by the Nursery Teacher to support literacy skills development as well as Gaelic language acquisition. Data demonstrates that almost all pupils have made good progress in their development of Gaelic language this session with a few making very progress.

All children have opportunities to be Immersed in the culture through:

- Song, music, dancing and Scottish celebrations,
- Performances in Gaelic,
- Gaelic pantomimes Listen to Gaelic radio and watch Gaelic television.

Achievements – WOW moment!

**Nursery teacher has created videos on youtube for children and parents to be supported at home- many parents have feedback how much of a help this has been, especially before their child starts nursery.**

- Yoga in Gaelic every Friday morning (child's choice).
- HOT questions created for books and other subjects.
- Pupil, staff and parent support packs created and in development for Gaelic literacy.

#### Environment

Through evaluation of practice and learning, the environment has been a key priority this year. Observations and learning walks provided evidence to support the development of areas within the playroom. All staff engaged in professional dialogue and evaluative conversations as a team and then with the children to decide next steps in developing an improved environment.

Regular visits from Support Teacher, QIO, Head Teacher, DHoC and Mainstream nursery teacher to provide feedback from the nursery environment. We observed that children were not engaging with maths area and the children were asked what they would like to change about that area. They wanted it to be more open with shape blocks, number Frisbees, dice and number lines. This has had a positive impact, with children are now more engaged with the area and resources. We have also incorporated numeracy and maths, and Gaelic literacy throughout the nursery – one of the staff is our LCFE champion and has ensured all areas have access to numeracy and literacy.

Through children's voice, they requested a 'calm area' and therefore we created the 'Aite Seimh' with blankets, rugs, low lighting, fairy lights and torches, as well as jigsaws and fidget toys.

Home area is now larger and more accessible with pictures of children with their families which the children love and use regularly. Communication is supported by displaying signs and children's work on walls at eye level, makaton signs around nursery, focus words around nursery with recordings on walk to support children and parents.

Next Steps:

- Continue with our environmental improvement journey
- Family engagement opportunities

**Centre priority 2: Wellbeing of All – The Right's of the child**

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  
Choose an item.

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 and impact:

The Rights of the Child

Our aim is to provide an environment where health and well-being is of the highest priority with Gaelic immersion, literacy and numeracy being positively impacted across the learning environments.

This year we have focussed on the Rights of the Child, linking with primary school application for Bronze Right's Respecting accreditation. Building on the foundations of learning from last year, we have developed a better understanding of UNCRC and GIRFEC and how they impact children's learning and development. Displays and floor books were shared with parents to raise awareness of children's rights through Stay and Play sessions. A 'Rights of the Child' book was also sent home weekly with Barraigh a' Bho.

Our Rights Committed journey so far involved:

- Creating a nursery charter
- Providing a safe space in nursery
- Delivering lessons on rights of the child throughout the year
- Rights displayed on wall
- Floor book implemented for rights of the child
- 2 Child champions for rights of the child
- rights incorporated in to planning
- child's voice displayed on wall

This has a positive impact on children's wellbeing and involvement as they are aware of their rights and can talk about them at an appropriate level.

Next Steps:

- To continue Bronze accreditation journey
- To focus on inclusive practice, linking the promise and GIRFEC
- Family engagement opportunities

Centre priority 3: Outdoor Learning	
<p>NIF Priority      • Improvement in children and young people's health and wellbeing;          particularly in Literacy and Numeracy.          NIF Driver      School and ELC improvement Curriculum and assessment</p>	<p>HGIOELC QIs          QI 2.3 Learning, Teaching &amp; Assessment          QI 3.3 Developing creativity and skills for life and learning</p>
<p>Care Inspectorate Quality Framework QIs</p> <p style="text-align: center;">1.3 play and learning          2.1 Quality of the setting for play and learning</p>	
<p style="text-align: center;">Progress and impact:</p> <p>Our priority this session was to re-develop our outdoor area, with particular focus on literacy and numeracy opportunities. Children continue to access outdoors in small groups as it is separate from nursery building. In promoting independence, the majority of children can put their jackets and wellies on with some still requiring supports. Floor books are used to record children's voice and plan for learning. During staff feedback they stated that resources were becoming a little tired outside. We used the in-service day to plan and implement much needed adaptations.</p> <p>Our literacy champion displayed signs in Gaelic around the garden to support the development of language and communication. Our literacy shed provides a quiet space with literacy and numeracy materials to engage with. We have developed outdoor learning and support packs that are taken out daily. The impact has been very positive and children are particularly enjoying exploring and investigating in the garden.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>• To further develop outdoor learning opportunities including Play on Pedals, Forest School and local community visits.</li> <li>• To develop our outdoor garden with views from all stakeholders.</li> </ul>	

## Progress in National Improvement Framework (NIF) priorities

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

- 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

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

- Outdoor play is available to all children daily
- We have improved the environment to allow better opportunities for children and provided quiet, safe spaces

### 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

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

- We are responsive to children's needs and interests, focusing on individual skills development
- We have developed a Gaelic language rich environment that supports all learner's needs

### **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	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	Very good	Good

### **Summary of Centre Improvement priorities for Session 2024/2025**

- 1. Wellbeing of all – Focus on inclusive environment, The Promise and GIRFEC
- 2. Family engagement
- 3. Developing literacy and numeracy skills – focus on progressive frameworks

### **What is our capacity for continuous improvement?**

All staff at Meadowburn Gaelic Early Years Centre are committed to providing the highest standards of learning and care to all children. We have a highly motivated and enthusiastic small 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.