



sustainable thriving achieving

East Dunbartonshire Council

www.eastdunbarton.gov.uk

Meadowburn Early Years Centre

Standards and Quality Report

2024/25



Meadowburn Early Years Centre Curriculum Rationale

Partnerships

The relationship of every child with themselves, their parent/carer, family and wider community are valued.

Parent/Carer Partners

We are committed to working in partnership with parent/carer to provide high-quality learning and play opportunities for children. We believe that children benefit most from their early years' experiences when we work in partnership.

Community & Agency Partners

We place a great deal of importance in our children having access to the local community. This is done by:

- Local walks
- Trips and visits
- School and nursery links

Agency partners, such as Health Visitor, provide valuable guidance and support to families, children and staff during children's early years

The right's of the child

Article 3 – The Best Interests of the Child

Getting it Right for Every Child recognizes that children's best interests, as described in UNCRC, are achieved by taking into account all factors that shape their wellbeing.

We are a Right's Respecting Nursery

Article 12 – when adults are making decisions, children have the right to say what they think should happen and have their opinions taken into account

Children's voices and opinions are heard and valued, they are treated with dignity and respect.

Article 31 – children have the right to play and rest

Children have choice in their play and learning and can access a variety of experiences in their day.

Play Pedagogy

Our Vision

To create a warm, friendly, nurturing environment, where everyone feels welcome and included.

To inspire a love for learning, by creating an ethos where individual ideas, skills and achievements are recognized and celebrated.

Our Values

Kindness, Inspiration, Care, Respect, Co-operation

Responsive & Nurturing Learning

By observing children carefully we facilitate and guide learning, supporting and extending interests

Our Principles

Fun, Challenge, Breadth, Depth, Enjoyment, Variety, Choice, Skills Development, Individuality & Achievement

Sustainability

We are an Eco Schools Green Flag awarded nursery

Through gardening, exploration and play outdoors children develop an understanding of the natural world, begin to appreciate its beauty and learn to take care of it.

Freobel Trust

Actions & Achievements

- Sensory Garden
- Orchard
- Recycling and reusing
- Saving energy
- Community links
- Forest school
- Litter picking
- Dray mile
- Charity donations
- Daily outdoor play
- Looking after the environment and living creatures

Our journey continues

What makes Meadowburn Unique?

This is what our children, staff and families say makes Meadowburn unique....

The staff are amazing

Dedication **Caring staff**

Warm, nurturing environment

Playing Caring and nurturing It's great

Our vision **The people** **Relationships**

Children's voices **Improvement**

The tags **Standard of care**

Working together **Care**

My friends **The outdoors**

Opportunities to get involved

Curriculum

Curriculum for Excellence

There are eight curriculum areas....

- Literacy
- Numeracy
- Expressive Arts
- Health & Wellbeing
- Sciences
- Technologies
- Social Studies
- Religious & Moral Education

Curriculum for Excellence emphasizes the importance of nurturing learners to help them develop the knowledge and skills they need for positive mental, emotional, social and physical wellbeing at nursery, in their everyday lives which will be sustained into adult life as...

Guidance for continuous improvement

How good is our Early Learning & Childcare

A quality framework for day care of children

Realising the Ambition

Health & Social Care Standards

LCFE – Language & Communication Friendly

Establishment

Setting the Table

My World Outdoors

Space to Grow & Thrive

Out to Play

The Promise

Up, Up & Away

Freobelian Principles

Curriculum for Excellence

the promise scotland

Context of the Centre

Meadowburn Early Years Centre is situated within a vibrant school community at the rear of Meadowburn Primary school grounds. We are part of a well-established partnership with the Mainstream School and Gaelic Medium School and Nursery. We operate over 52 weeks and have the capacity for 64 children in attendance at any one time, morning or afternoon, with 103 children currently on our register.

We deliver 1140 hours of funded childcare with many families facilitating the extended hours provision on offer. Children's Rights and nurturing practices can be observed throughout the centre with a consistent approach to supporting children's progress and skills development. Meadowburn Early Years Centre aims to provide an excellent environment for children to develop a love for learning in which they grow in confidence, develop the skills and attributes to reach their full potential. We offer child-centred, universal and targeted supports in a way that best suits the individual child's needs, 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 pedagogy in practice. We refer to documents, such as Realising the Ambition, Out to Play and Space to Grow to guide our improvement process.

Our Vision - At Meadowburn Early Years Centre, we put children's rights and well-being at the forefront of everything we do. We believe that children learn best in an environment where they feel welcome, safe, happy and secure. We value all partnerships and strive to ensure that every child and their families feel valued and included. Our Nursery Vision and Curriculum Rationale was updated to reflect the current values and ethos of the centre.

Our Improvement Plan priorities are 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. We use a Plan, Do, Study, Act (PDSA) approach to self-evaluation and improvement whilst continually adapting practice to ensure the best possible outcomes for our children. SMART Improvements are evidenced through quality practice and recorded in floor books.

Staffing - We are managed by the Jennifer Campbell - Primary Head Teacher, with a Senior Management Team consisting of Louise Martin - 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 and House Keeping 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: 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 education - Closing the attainment gap between the most and least disadvantaged children and young people NIF Driver - School and ELC Improvement - Parent/Carer engagement and family learning - Performance information	HGIOELC QIs 3.1 Ensuring wellbeing, equality & inclusion 3.3 Developing creativity and skills for life and learning 2.4 Personalised Support
Care Inspectorate Quality Framework QIs 1.1 Nurturing Care and Support 2.1 Quality of the setting for play and learning 1.4 Family Engagement	
Progress and Impact: Our nursery values and aims are embedded and well understood across the centre with children's learning and development supported in a way that suits their individual needs, skills and abilities.  The infographic 'Meadowburn Early Years Centre Our Values' displays five core values in a vertical stack. Each value is highlighted in a colored box and associated with specific Wellbeing Indicators and UNICEF articles. The values are: Respect (red), Co-operation (blue), Kindness (purple), Inspiration (orange), and Care (yellow). The indicators and articles are listed in smaller boxes next to each value.	
Up Up and Away – Pilot Year - This year we piloted a new approach to supporting language and literacy across our centre. The Depute Head of Centre and Nursery Mentor joined eight centres across the authority to discuss and implement key components of the new resource, led by Educational Psychologists and Quality Improvement Officers. We started by carrying out an environmental audit to highlight areas of good practice and any improvements required. Through evaluation of audit and consultation with all staff, we developed an action plan that best reflected the needs of our centre. All staff attended in-service day training and information session to allow a full team approach to implementing our action plan. We decided a learning journal/floor book would be a good way to record and share our journey with staff and families - We focussed on the improvement of our environments to support children with speech and language challenges, such as English as a second language, Bilingual learners and silent learners As a result: - Mentor highlighted areas of good practice – such as LCFE strategies, Nurturing approach and improvements in the learning environments. - We developed a tree of inclusion to allow staff to access a variety of support materials and information. This was mentioned as an area of good practice during peer visits. Up Up and Away will be an ongoing agenda item for the next three years with all children's needs better understood and supported through increased staff understanding of inclusion, nurture and additional support needs. - Staff will attend training sessions throughout the year - Peer visits and mentoring will be arranged	

Rights of the Child (Going for Silver Award) -Our Rights Champion led Meadowburn Early Years Centre to achieving the UNCRC Rights Respecting Schools 'Bronze Award' in May 24 and have now completed all actions to conclude our journey towards the 'Silver Award' with accreditation date of 31st July 25. We raised awareness of our Rights Respecting environment and the UNCRC Articles by hosting very successful STAY and PLAY events for families and along with child- centred learning opportunities. Button's (our travelling bear) continues to be a very effective way of promoting children's rights and engaging families in the life of the centre. All children participated in an activity where they discussed their rights and signed a golden coin to show commitment to upholding them.

As a result:

- Almost all children have a clear understanding of their right to be safe at nursery with adult and peer modelling whilst providing ongoing learning opportunities
- Most children can talk about their right to play and rest
- Almost all children have a good awareness of their basic needs of food and water and can talk about how they help growth and muscle development. We have height charts in the playrooms where children are keen to regularly check their growth and talk about how they are getting bigger.
- All children are supported to develop their skills through four capacities of learning as successful learners, confident individuals, effective contributors and responsible citizens

We have free access to Right's Ambassador lanyards, with children taking a lead role in observing and promoting safety in the nursery. We use a STAR award approach to developing confidence and celebrating individual achievements.

Feedback was gathered from children and staff in April 25 by completing a Rights Respecting Questionnaire with the result of:

- All children know they have an adult who can help them at nursery
- Almost all children could name an adult they would ask for help
- All staff feel mutually respected in the nursery
- All staff feel they can support children's rights

WOW Moments! – Our Champion is very much an Ambassador for children's rights, with practitioners across the authority visiting our centre on many occasions to observe good practice and share professional dialogue. We also showcased our Children's Rights learning journey floor book at a recent Market Stall during an Early Years Conference for all East Dunbartonshire colleagues.

Nurture & PATHs (Promoting Alternative Thinking Skills)- Our Nurture Champion has led the nursery through an improvement journey over the past three years. This year was focussed on Nurture Lunches and transitions. We joined colleagues across the authority to share good practice and provide valuable learning and development ideas and challenges.

- Almost all children had the opportunity to participate in Nurture lunch and PATHs sessions, leading to improved understanding of feelings and resilience for most children. PATHs information has been added to our enrolment forms and chats. Parents sign consent to participate as we feel a whole nursery approach is important.
- All pre-school children participated in at least one nurture lunch with peers they will be attending school with. Parents commented "this is a great idea as my child is not going to school with any of her close friends" "I love this"

This year our Nurture and Children's Rights Champions joined learning and development sessions together to provide a shared approach to GIRFEC (Getting it Right for Every Child) They worked with the Depute Head of Centre to link our centre pedagogy in practice together. This was presented in a document that incorporates the new inspection framework

As a result, all staff will have a better understanding of why each component of our pedagogy in practice links and supports the others. This will continue on our improvement journey for 2025-26

WOW Moments! – Ten representatives from centres across the authority visited our centre to view our Nurture Space and learn more about our journey. Feedback was very positive from all who attended, giving staff a feeling of pride and empowerment to strive forward and continue with confidence.

The Promise - On February and May In-service days all staff participated in learning and development sessions to gain valuable knowledge of The Promise and have successfully completed 'Keeping the Promise' training session. This resulted in all staff being awarded the 'I Promise to Keep the Promise Certificate' which means we pledge to do our best to support children who are care experienced and have faced challenges in life.



Staff Wellbeing - Fluctuating staffing levels have impacted on opportunities for learning and development throughout the year. However, our team approach always remains positive, and solution focussed to ensure the best for the children within our centre. Staff have used their own initiative to source and engage in professional learning such as Autism Awareness, ADHD Awareness and Makaton.

Next Steps:

- To continue Up Up and Away journey – Year 2 and 3
- To continue UNCRC children's rights journey – Going for Gold Award
- To support staff to engage in learning and development opportunities – facilitate professional learning through authority and beyond

Centre priority 2: Family Engagement

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

- Parent/carer engagement and family learning

HGIOELC QIs

QI 2.7 Partnerships
QI 2.5 Family Learning

Care Inspectorate Quality Framework QIs

1.4 Family engagement
3.2 leadership of play and learning

Progress and impact:

This year we have continued to build on the strong foundations previously established in relation to our Family and Community engagement. The four key areas we looked at this year were effective communication, partnerships, supporting families and evaluating practice.

Communication - Following feedback from last session we looked at how to effectively communicate with all parents to ensure our messages are being received and all families have opportunities to be actively involved in the life of the centre. This involved use of learning journals, newsletter, emails, notice boards and dialogue to present information in ways that best suits the needs of families within our centre. Our private face book page is also a highly effective resource where we share practice and learning, key information and community links.

As a result:

- Information is being received by almost all parents within an adequate timescale, however some parents commented that "the learning journals can take many hours to update" or "they don't have the app so can miss important updates" this was taken on board with regards to timeframes and key dates.

Partnerships – As a result of our very popular STAY and PLAY curriculum event last year, we decided that this would be an ongoing event on the annual calendar. This took place in November 2024 and was yet another fantastic event with almost all parents/carers and children attending.

Feedback from parents included:

- "Another excellent curriculum stay and play evening. Fantastic activities and so nice to get a chance to speak with staff and meet children's friends. Particularly enjoyed looking through all information books with pictures"
- "Excellent opportunity to see how the different areas of nursery are set up for different curriculum areas. Lovely to see reading and literacy activities in action"

We were invited by Auchinairn Forest Kindergarten to attend their fantastic facility this year and shared this opportunity with our families through another STAY and PLAY event. A bus was provided by the host centre, and we attended two very successful sessions with parents/carers and children.

Feedback from staff and parents included:

- “What an amazing opportunity to share practice and learn new skills”
- “I loved spending time outdoors with my son”
- “This was great, thanks so much”

Supporting Families – This year our Family Champion has offered individual support and advice tailored to our family’s needs when required. This has been very well received,

Feedback included:

- “Wendy is very approachable and easy to talk to.
- “She has really helped me and my son”

She is trained in Solihul Approaches and has attended network meetings throughout the year to share good practice, ideas and guidance, resulting in better understanding of authority priorities and community partnerships.

Evaluating Practice – As always, we place great value on verbal feedback from parents/carers through daily conversations and dialogue. This year we had a parent forum to discuss and plan for the new Setting the Table guidance. Eight parents attended forum meeting and looked at how this would impact snacks and lunch at nursery. Depute Head of Centre then collated information to create a draught snack menu and policy, which was shared with the group to evaluate and feedback. This was well received, and responses included:

- “This looks great, with not too much change for the kids”
- “All looks fine, healthy and still a variety”

A final copy was then created and sent to all parents and staff and is now being used within daily practice.

Next Steps:

- To ensure continuity as this has been a very positive year with regards to parental involvement and family engagement

Centre priority 3: Planning & Tracking progress

NIF Priority

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

NIF Driver

- Curriculum and assessment
- School and ELC improvement

HGIOELC QIs

QI 2.2 Curriculum
QI 3.2 Ensuring children's progress

Care Inspectorate Quality Framework QIs

1.3 play and learning
3.2 leadership of play and learning

Progress and impact:

A ‘WOW’ moment for our staff team was the collaborative creation of our updated tracking system. Throughout the year we have evaluated, discussed and tested new approaches to tracking learning and development of skills in line with curriculum for excellence bench marks and progression framework.

Development and Implementation of new tracking system.

The starting point this year was to introduce the numeracy and literacy progression frameworks, which were developed by East Dunbartonshire Council in line with Curriculum for Excellence Benchmarks. This was led by nursery teacher during in-service day and all staff contributed to valuable learning and professional dialogue. As a team, we collectively decided that this would be a more effective way of tracking learning and skills development.

The steps taken in order to effectively implement into practice were:

- Nursery teacher met with teaching colleagues in different settings to discuss their journeys. They shared positive experiences and challenges.
- Supported by Oakburn Early Years Teacher, we successfully introduced progression frameworks onto learning journals.

- Between October 24 and March 25 Nursery Teacher, Gaelic Nursery Teacher and 2 EY workers linked together to co-create a new paper tracking system linking with progression framework and learning journals.
- During February in-service we discussed progress of new tracking and some staff volunteered to pilot with new children starting in our centre.

Feedback from staff during this pilot phase was:

- “this is so much easier to link with learning as you can see exactly where a child is at. I would like to start transferring all my children over”
- “I find it a bit confusing just now because I’m using both tracking formats, but I’m sure that will change when all children are using the new ones”

As a result of feedback from staff implementing the pilot, it was suggested and agreed that all 3yr children should now transfer over to allow continuity. This was not required for children moving on to school as they are in the final phases of their learning at nursery.

As a result, almost all staff feel confident to begin full implementation from August 25. There are some staff who would like a little more guidance and this will be planned for August In-service, supported by Nursery Teacher.

Tracking Learning & Development

It is evident that staff know our children very well across the centre and have a great awareness of who requires additional supports with regards to communication and language. This year our Senior Early Years Worker has participated in valuable ‘Adventures with Alice’ learning and development, which has linked closely with Up Up and Away and LCFE progress providing a greater insight into how the environment challenges and supports levels of social play and communication. We have used such guidance to adapt and enhance the learning environment through:

- Improved signage
- Quiet spaces
- More space to allow expression and creativity
- Natural materials
- Clearly zoned areas

Our Depute Head of centre used a holistic approach to tracking and monitoring health & wellbeing of all children within the centre, with the main focus on emotional resilience to determine how challenges, changes and transitions impact children’s bounce back ability. We used a Red, Amber Green system to demonstrate progress and any supports required. This year almost all children moving on to Primary 1 are recorded as secure with a few children requiring enhanced support through their transition to school.

Tracking progress in literacy and numeracy:

Nursery teacher has implemented play and learning opportunities throughout the year to track learning and skills development in both numeracy and literacy. She consulted with keyworkers to moderate and consolidate learning, with the result that pre-school children:

Literacy:

- All children can recognise their name
- All children have awareness of rhyme with most recognising rhyming words
- Most children can write their first name independently with some writing surname

Nursery teacher identified that focus and listening skills could be improved within group situations. As a result, this will be part of our improvement priorities for next session.

Numeracy:

- All children are secure with counting >10
- Almost all children are secure within phase 1/2 number quantities >10 and beyond
- Almost all children are secure within phase 1/2 of 1 to 1 correspondence >10 and beyond
- Almost all children can identify numbers >10 with 2 children working beyond Early Level.

Next Steps:

- To focus on maths in play
- Work towards STEM nation award
- To begin a 3 year literacy journey – focussing on key aspects annually

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 awaiting Rights Respecting Silver Accreditation (31 July 25)
- We aspire for all children to develop a love for learning by providing fun, engaging and age appropriate experiences that help create a secure foundation to reach their full potential
- We provide a safe and secure environment, where children are cared for in a way that supports and challenges their individual needs.
- We respect all beliefs and values and strive to develop positive, nurturing relationships with families and community
- We continue to implement our Travelling Bear 'Buttons' who helps children and families develop an understanding of rights

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

- We have adopted a holistic approach to monitoring and supporting children's emotional resilience to determine development of confidence and self-esteem.
- Our staff continue to embed nurture principles in to practice, responding to children's individual needs and supporting challenges as they arise.
- We have fully implemented a free flow to outdoors system, with almost all children accessing outdoor play and learning on a daily basis.
- We have updated our healthy snack menu in line with Setting the Table guidance
- We have started our Up Up and Away journey by participating in pilot year – all staff have understanding of the guidance and principles

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

- All children are making progress with regards to expectations across all aspects of literacy, numeracy and health and wellbeing within CFE early level.
- All staff are aware of the importance of early intervention and identifying any required targeted support
- Multi-agency links are very strong
- We have introduced Froebelian principles and theory into our practice – DHOC has achieved post graduate award and will continue journey next session

Improvement in achievement, particularly in Literacy and Numeracy.

- We use audit tools to continually evaluate and adapt our environment to ensure quality of engagement
- We strive to ensure that experiences provided are inclusive to all
- Tracking systems have been updated in line with progression frameworks to allow continuity across all records of achievement

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	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 2025/2026

- 1. Language and Literacy – Up Up and Away, listening and talking (story & rhyme focus)
- 2. Pedagogy and Play – STEM award, maths in play
- 3. Wellbeing of All – Staff Development, UNCRC going for gold

What is our capacity for continuous improvement?

All staff at Meadowburn Early Years Centre demonstrate a strong commitment 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 in practice across the centre and beyond. 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 knowledge and theory of guidance and practice. We have developed a very strong welcoming ethos with all children, families and visitors to our centre with children's rights and nurturing approaches evident throughout.