



sustainable thriving achieving

East Dunbartonshire Council

www.eastdunbarton.gov.uk

Meadowburn Early Years Centre



Standard and Quality Report 2025-2026

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 96 children currently on our register throughout the week. We deliver 1140 hours of funded childcare with many families facilitating the extended hours provision on offer. Children's Rights and nurturing practices are fully embedded within the centre, with a consistent approach to supporting children's learning, development and well-being.

We strive to provide an inclusive environment for all children, where they will develop a love for learning, grow in confidence and develop the skills and attributes to reach their full potential. Our approach is child-centred, with universal and targeted supports that best suit the individual child's needs. (Getting It Right For Every Child)

Environment - children can access high quality play and learning within three indoor play spaces and a large outdoor play space, which is separated into three parts. Our free-flow system allows children have daily outdoor play opportunities. To optimise play and learning, we continue to make adaptations and continuous improvements to our environment in line with current pedagogy in practice. We refer to documents, such as A Quality Framework, Realising the Ambition, Out to Play and Space to grow to guide our improvement process.

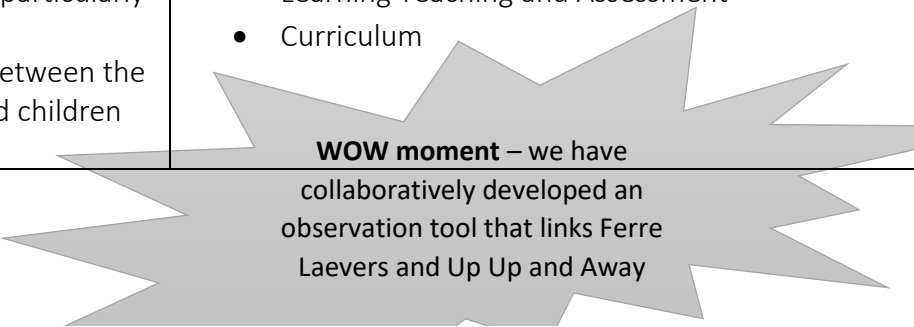
Our Vision - At Meadowburn Early Years Centre, we put children's rights and well-being at the forefront of everything we do. We believe that children learn best in an environment where they feel welcome, safe, happy and secure. We value all partnerships and strive to ensure that every child and their families feel valued and included. Our Nursery Vision and Curriculum Rationale was fully updated in 2024 and is continually amended to reflect the current pedagogy, values and ethos of the centre.

Our Improvement Plan - priorities are planned through 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 then 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, confidence and skills progression. They attend further training, learning and network opportunities to further knowledge and share quality practice within the local authority and beyond.

Partnerships - We value the importance of establishing positive relationships with families, the immediate and wider community, respecting the contributions they make to children's early learning and development. Review of engagement through journals demonstrates a high level of interactions between centre and families

Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Language and Literacy	
NIF Priority • Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children	QIs • Learning Teaching and Assessment • Curriculum
 WOW moment – we have collaboratively developed an observation tool that links Ferre Laevers and Up Up and Away	
Progress and Impact: Language and Literacy <u>Up Up and Away – CIRCLE</u> Since August 2024, our depute head of centre and champion have led the staff team in familiarising themselves with the Up, Up and Away document. This resource is part of the CIRCLE (Child Inclusion Research into Curriculum Learning & Education) framework, and has been created to support early years, by providing strategies to support and the development of language and literacy for all children. To build on the great progress and success of the pilot year we strived to continue our journey with a clear focus and understanding of our next steps. We developed an action plan that highlighted priorities for the year ahead in line with current vision and values for the centre. Click here to access observation document Supporting children's needs (GIRFEC) As almost all staff confidently use the Ferre Laevers observation tool to support children's well-being and involvement, we collectively decided that linking both together would support staff in developing key skills and strategies that benefit all children. This was very much a pilot year using this method of gathering key information to determine areas of strength and challenges for children and then implementing strategies and next steps. The environment – The main focus for this year was to look through the eyes of children to help us best support all levels of language and communication. Our leadership team, nursery teacher and communication champions used environmental audits to identify strengths and areas for development, which was shared with staff team and parents and show cased in floor books and evaluative paperwork. There are clearly defined areas that offer a variety of learning opportunities for children, such as life and social skills, expressive arts and literacy, STEM with woodwork, block play, ICT digital and small world. Our outdoor area offers bio-diversity, physical play with Literacy and Numeracy opportunities spread throughout the environment. Click here to access environmental audit What this looks like in practice • Individual needs are better supported through making connections between observations of play, interactions, wellbeing and the environment • Our newly established communication group have linked together to establish the consistent approach to literacy and language in play. This means that a collaborative approach has effectively impacted on the visual environmental and factors that influence how children learn; such as the role of the adult as facilitator, quality resources and displays. • Our learning environment is language rich and engaging, striving to support all levels of communication and language As a result: • As evidenced through evaluative observations and dialogue, the Up Up and Away framework has supported all practitioners in their journey to improve their knowledge of children's language and communication skills.	

- Documented evidence and feedback gathered over the past year has positively contributed to improvements and progress made, both environmentally and in practice.
- Almost all children with English as second language made significant progress regarding development and use of English language at nursery.

Next Steps:

- To embed the observations tool into practice
- Implement Circle strategies in to individual support planning
- To provide ongoing training opportunities during in-service and through personal development
- To consistently use audit tools to inform progress and improvements

[Click here to view document](#)



Language and Literacy

Our initial starting point was to look at data gathered from previous year. This provided valuable information and was used as a tool to highlight areas of strength and focus for development that would be implemented through our improvement plan. We decided that a PDSA approach to improvement would be beneficial to cover all aspects of language and literacy over a three year period. Through PDR process, we established a Communication and Language group, which is led by Nursery Teacher and consists of LCFE Champion, Makaton Champion and Literacy Champions.

What this looks like in practice:

[Click here to access language and literacy tool](#)

Year 1 – Listening and Talking

- Our supporting communication and language cluster group completed the listening and talking literacy audit tool to establish an action plan for the year ahead.
- All children participated in Talk for Writing and Word Aware programme, which is led by nursery teacher and literacy champion
- Nursery Teacher and Literacy Champion attended Literacy and Language practitioner learning community and contributed to professional dialogue and quality practice sharing.
- In line with Up Up and Away, we used environmental audits to inform of 'what works well' and 'what actions are required' to enhance learning for all children.
- We established together time before lunch and in the afternoon – during this time we participate in daily routine songs and fun group experiences
- Keyworkers have weekly connection time with their group to establish relationships and develop important social skills
- Through PDR process and interests of practitioner, we have a Froebel Champion who has attended many workshops to enhance learning and knowledge.

As a result:

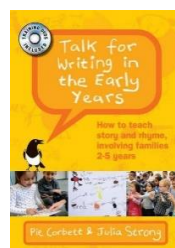
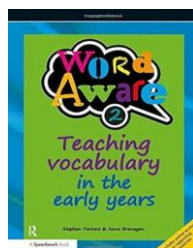
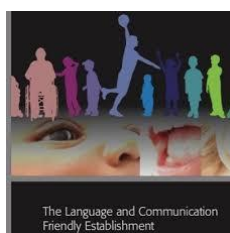
- All children are benefiting from the literacy rich environment which provokes interest and conversation to enable planning and
- Almost all pre-school children can recognise their name extend learning
- Areas are more inviting, with all children actively participating and engaging in play at their stage of development
- Most children have made progress with regards to focus and concentration
- Almost all pre-school children are rhyme aware
- Most pre-school children can write name independently

WOW moment! Practitioner delivered excellent Froebelian inspired in-service activity

Singing and Dancing with Children

Next Steps:

- Year 2 – Reading with focus on stories and environmental print
- Continue Talk for Writing and Word Aware programme
- Develop action plan with regards to staff development in language and literacy
- Continue with Communication cluster group to collaboratively embed all aspects of communication and language together



Centre priority 2: PLAY AND PEDAGOGY

NIF Priority Improvement in children and young people's health and wellbeing
Improvement in skills and sustained, positive school-leaver destinations for all

QIs

Children Experience High Quality Spaces
Play Learning and Development

Progress and Impact:

Play & Pedagogy:

Based on staff skills and interests we established two play champions who attended EDC practitioner learning community and lead the staff team in developing improved understanding of how children learn through play. They have focussed on skills development with the introduction of meta-skills and delivered very successful in-service training sessions for all staff.

Our Pedagogy and Curriculum Rationale is influenced by Froebelian Principles.

Through PDR process and interest of practitioner, we now have a Froebel Champion. She links with Depute Head of centre to inspire others through training sessions and sharing ideas.

Friedrich Froebel was the inventor of kindergarten and a pioneer of early childhood education and care. Froebel's work and writing changed the way we think about and value early childhood.

The experiences we have as young children shape the rest of our lives. We believe in the importance of play, learning through nature, practical hands-on learning and nurturing a child's connection to their community.

Froebel Trust <https://www.froebel.org.uk/>



What this looks like in practice:

- Learning is facilitated in a way that children's capacity to make choices, express ideas and influence their own learning (agency) is encouraged and respected
- The environment is designed to offer child-led experiences and intentional teaching opportunities, whilst scaffolding, supporting and challenging learning
- Developed by Froebel Champion, all staff attended two in-service day training sessions inspired by Froebelian principles.
- Play Champions have successfully led staff team in developing a deeper understanding of adult led, adult initiated and child led play and learning.

As a result:

- Most staff members acknowledge that they are now more confident in providing provocations centred on children's interests and reflective observations.
- Through in-house training across the year, almost all staff have been provided with the opportunity to upskill their knowledge and understanding of 'meaningful provocations'.
- All staff have some knowledge and understanding of 'how today's practice is influenced by Freobelian principles'
- The environment has been adapted to better support responsive play opportunities.

STEM (science, technology, engineering & maths)

Over the past two years, we have made significant progress regarding implementation of STEM play and learning across the centre. This has contributed to our STEM Nation Award application in June 2026. Our STEM/Numeracy Champion and Nursery Teacher focussed on the development of a 'STEM/numeracy rich environment'. Evaluative practice has ensured that quality maths experiences are offered throughout the nursery. Curriculum for Excellence benchmarks and EDC Progression framework was implemented to track individual learning across numeracy and maths with next steps, challenge and support identified.

What this looks like in practice:

SCIENCE –

- Over the past two years, we have updated and developed an outdoor play space that offers bio-diversity and learning across all curricular areas.

TECHNOLOGY & ENGINEERING –

- All children are benefitting from improved provocations as practitioners confidence and knowledge develops, particularly in woodwork and digital learning.

MATHS –

- Maths audit was completed by Champion, practitioners and Nursery Teacher to determine
- Counting/sorting and mark-making materials are readily available throughout the setting, including our outdoor space.
- Numeracy displays are visible within the indoor and outdoor areas, which has allowed interaction and conversations, which has improved all children's confidence and understanding of maths concepts, particularly number recognition and counting.

As a result:

- Almost all children are demonstrating increased independence and are engaging more positively in play and learning experiences as evidenced through observations, conversations, and tracking. Almost all learners have shown progress in their developmental milestones and engagement in Early Level numeracy experiences.
- Nursery Teacher and practitioners have improved evidence of learning and development with next steps identified.
- Through tracking learning and moderation discussions, we have identified that almost all children are on track regarding development of individual skills and abilities.
- During teacher/practitioner moderation sessions, we have identified that more science experiences and outcomes were covered this year due to staff improved confidence.

Next Steps:

STEM –

- We aim towards achieving STEM Nation Accreditation – all evidence is now concluded and ready to send for verification.
- We will continue to learn together and further develop our knowledge and understanding of STEM learning and embed into all aspects of daily practice.

Maths in play –

- will remain a priority in all areas within nursery, with particular focus on outdoors

Play and Pedagogy -

- Froebel Champion is hoping to enlist for one year training course implemented by Edinburgh University
- Our Curriculum Rationale will be updated to reflect current theory in practice
- We will focus on meta-skills, beginning with August In-service and throughout the year

Centre priority 3: WELLBEING OF ALL

NIF Priority Placing the human rights and needs of every child and young person at the centre
Improvement in children and young people's health and wellbeing

QIs

Wellbeing, Inclusion and Equality
Nurturing Care and Support

Progress and Impact:

Rights of the Child (Going for Gold Award) – This year we have three Right's Champions, who continue to lead the team in embedding the rights of the children across our environment and beyond. Following the success of achieving Silver Rights Respecting School Award in July 2025, all actions are now complete to conclude our journey towards the 'Gold Award' with accreditation date of 12th August 2026. We continue to raise awareness the UNCRC Articles by hosting very successful with child- centred learning opportunities. be a very effective way of promoting life of the centre, with children sharing learning journals and displays in the nursery



What this looks like in practice:

Children's Rights are successfully embedded through our leadership, pedagogy and practice.

- Rights based thinking shapes daily practice to ensure opportunities are inclusive, responsive and supportive.
- Professional dialogue and quality assurance processes have shaped how we implement a GIRFEC approach to supporting all children's needs.

Golden Rules



Our UNCRC Nursery Charter

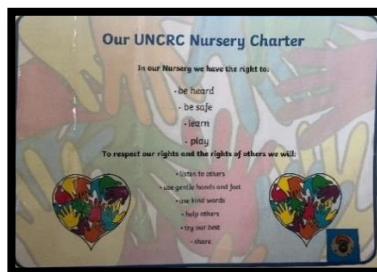
In our Nursery we have the right to:

- be heard
- be safe
- play

To respect our rights and the rights of others we will:

- listen to others
- use gentle words and just
- use kind words
- help others
- try our best
- share

Nursery Charter



As a Result:

Article 12 (Respect the views of the child) Article 13 (Freedom of expression)

We have the right to say how we feel and our voices will be heard

- Almost all children have a good awareness of their rights as individuals and are developing respect for the rights of others. This is evident within daily play as children are encouraged to resolve and negotiate with limited adult intervention.

- Our child-centred and free flow environment has empowered almost all children to make choices in their learning (this is a continual development as new children start their rights journey at nursery) and have their voices heard in our planning journey.

Article 14 (Freedom of thought, belief and religion) celebrating a variety of cultures and languages

WOW moment – This year we have developed supportive multi-lingual materials (story sacks, picture books, GIRFEC wall) to allow a better understanding for all practitioners and link with children and families who have English as a second language.

Article 31 (leisure, play and culture)

We have the right to rest and play

- Learning through play is a vital component of early years and we are confident in the knowledge that all staff have a sound understanding of our Curriculum Rationale, Vision, Values and Aims.
- All children have free access to a wide variety of play and learning resources and experiences. We respect all children's life experiences and celebrate individual beliefs and achievements.
- All children have participated in activities where they have learned about children around the World's life experiences. They have learned about what is fair and unfair, with sense of In-justice and empathy. All children were actively involved in fund raising for Comic Relief by Participating in Crazy hair day!



When asked, "How do you feel?" and "what can we do to help?"

Examples of children's responses were:

"I can give them my clothes that I don't need anymore"

"I can give them my baby toys"

"heart breaking"

"Maybe their mummy can help them get good food"

Article 19 (protection from violence, abuse and neglect)

We have the right to be safe and not hurt by anyone

- All children have good awareness of their right to be safe, with almost all able to voice this during social experiences.
- All children can name an adult who they would approach for assistance or comfort.
- Almost all children demonstrate awareness of others rights to feel safe and included

During October and May In-service we reflected on our journey so far, with Champions providing updates and feedback for discussion. We have successfully linked with another centre who are also Going for Gold, sharing practice and ideas. Our Champion has supported and mentored practitioners across the authority

As a result:

- All staff are rights aware and almost all can confidently implement a rights based approach within the setting – this is evident through our welcoming ethos and engagement with each other, children, families and visitors.
- All staff have engaged in professional learning and dialogue to ensure continuity and improved pedagogy in practice.
- Quality practice was shared across the authority and beyond, which has given practitioners a sense of empowerment and pride in their own abilities and skills.

WOW moment! - Our rights champion has mentored many colleagues across the authority in achieving Rights Respecting status

Partnerships with parents and carers -

Partnerships with families, community and agencies continues to be a strength for our centre. We are committed to making best use of the local environment to enhance children's learning in a way that is meaningful and engaging.

This year we focussed on family and community partnerships in particular,

- STAY and PLAY curriculum events
- Stay and Play throughout – continuous
- Grandparents lunch day
- World of work week

In line with our Vision, Values and Aims and to ensure we are Getting it Rights for children and families, we asked for examples of highly effective interactions and practice and areas for improvement.....

Some feedback from end of year survey -

"We have been delighted with the whole nursery experience and feel his relationships with all staff seem strong and he is very comfortable and confident coming to nursery and he is always made to feel so welcome and cared for by everyone"

"Every time I asked how my son was doing at nursery, staff have been able to provide me with good feedback and a description of what he was up to on the day. I am very pleased with the staff"

"I do feel making sure all families know what is happening would be highly beneficial"

As a result:

- Key information was gathered in many ways, such as observation, survey, verbal chat and evaluative activities. This allows us to continually improve, reflect and respond effectively.
- Almost all parents feel valued as effective contributors in their children's nursery experience

Staff development and Learning

This year we had a clear focus on staff development through PDR process and individual interests.

As a result:

- All staff attended at least one training opportunity during the year
- Some staff were very pro-active in finding self-motivated training and development opportunities

Next Steps

UNCRC

- To link with school to develop Wellbeing buddies
- To celebrate the achievement of GOLD accreditation
- To embed into policies and procedures, daily planning, tracking and care planning

Partnerships with parents

- We will continue to do our best in communicating with all parents/carers

Staff development

- We will implement the group PDR to allow partnership working and shared responsibilities

Progress and achievements in the following national priorities:

Improvement in attainment, particularly in literacy and numeracy;

- All children are making progress, regarding expectations across all aspects of literacy, numeracy and health and wellbeing within progression framework and CFE early level.
- Our practice is influenced by Froebelian principles, with play champions leading improvements
- We have a STEM and literacy focus, with PDSA implemented to document and reflect on practice
- We use audit tools to continually evaluate and adapt our environment to ensure quality of engagement
- Tracking systems are implemented in line with progression frameworks to allow continuity across all records of achievement

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

- All staff are aware of the importance of early intervention and identifying any required targeted support
- Multi-agency links are very strong to ensure GIRFEC approach is successfully implemented
- We strive to ensure that experiences provided are inclusive to all
- We are developing a trauma informed practice to effectively recognise the impact of past experiences and creating an environment where children can freely express their feelings and emotions

Impact of Interventions for Equity

Our vision promotes equity for all and supports an inclusive environment, where all children and their families are welcomed and valued. Through responsive planning, inclusive practice and early identification of additional support needs, children are enabled and supported to participate fully in their nursery experience.

Interventions are planned effectively to support equity for all by recognising that children have different starts in life and develop in a way that is individual to them. Strategies, including differentiated activities, additional language supports and partnership working with parents and professionals, helps reduce barriers to learning and support GIRFEC approach.

Self-evaluation of The Quality Framework

HMIE Single Inspection Quality Indicators.

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
Curriculum	Good/Very good	2019 – good
Learning, teaching and assessment	Good/Very good	2019 – good
Wellbeing, inclusion and equality	Very good	2019 – good

Summary of Centre Improvement priorities for Session 2026/27

Wellbeing and Inclusion –

- Up Up and Away year 3 – focus on targeted support
- UNCRC – Achieving GOLD – embedding in all aspects of practice
- Staff development – focus on networking and collaboration

Curriculum (pedagogy) –

- Literacy year 2 – Reading focus
- Froebel in practice – update curriculum rationale
- Meta-skills – develop staff knowledge and implement into planning and tracking

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 skilled, motivated and enthusiastic staff team, who work together to ensure consistency in quality 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.