



EAST DUNBARTONSHIRE COUNCIL
EDUCATION SERVICE

EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all
children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •



Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.



Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.



Learning & Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.



Child Centred & Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.



Inclusion & Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

Framework for School Improvement Planning 2026 – 29

Section 1: School/Establishment Information and 3 Year Improvement Plan Priorities	
School/Establishment	MEADOWBURN EARLY YEARS CENTRE
Head Teacher/ Manager	LOUISE MARTIN (DEPUTE HEAD OF CENTRE) JENNIFER CAMPBELL (HEAD TEACHER)
Link QIO	KIRSTY MAHINDRU

School/ Establishment: Vision, Values & Aims and Curriculum Rationale

Meadowburn Early Years Centre Curriculum Rationale

Partnerships
 The relationship of every child with themselves, their parents/carers, family and wider community are valued.
Parent/Carer Partners
 We are committed to working in partnership with parents/carers 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.

Play Pedagogy
 Our Values
 To create a warm, friendly and 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 valued 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

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 toys 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 Religion & 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!
 Science Technology Engineering Maths
 STEM in our nursery involves creating, playful, hands on opportunities for children to explore, experiment and investigate. Using open-ended materials such as blocks and loose parts can provide extensive opportunities for creativity and design. Our nursery environment offers many opportunities for exploration, conversation and confidence.

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 SILVER Rights 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.

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.
 Actions & Achievements
 • Sensory Garden
 • Orchard
 • Recycling and reusing
 • Saving energy
 • Community links
 • Forest school
 • Litter picking
 • Daily mile
 • Charity donations
 • Daily outdoor play
 • Looking after the environment and living creatures
 Our journey continues

Outdoor play & learning
 Children have daily opportunities to participate in outdoor play and learning. They can access a variety of experiences within any time of our outdoor area.
 Children have the freedom to explore and investigate, developing curiosity and imagination. They develop cooperation skills, managing risk and problem solving.
 Froebel and the nursery garden
 The garden was central to Froebel's idea of 'kindergarten'. It was a place where young children could grow and learn at their own pace with adults who cultivated their learning just as good gardeners nurture young plants. Froebel saw children as active, curious, creative learners. He considered that children learn best through self-activity, rich first-hand experience, problem solving, play and talk. They thrive when they are emotionally secure, joyful and in close relationships with others.
 Outdoor play and Exploration
 A Froebelian Approach

Guidance for continuous improvement
 Quality Improvement Framework for early learning and childcare
 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
 Froebelian Principles
 Curriculum for Excellence
 the promise scotland

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Current Standards & Quality Report

<http://www.meadowburn.e-dunbarton.sch.uk/early-years-centre/>

	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years		
Session	2026/27	2027/28	2028/29
Priority 1	Wellbeing & Inclusion - Embedding the language and communication inclusive environment where all children and families feel welcome, included and supported • Up Up and Away (year 3) • Staff development • Support for All children, families and staff • PATHs promoting nursery • UNCRC – embedding in daily practice and beyond • Keeping the Promise	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy & Curriculum • Year 2 Literacy focus – Reading • Froebelian principles in daily practice indoors and outdoors • Developing understanding of meta-skills and embedding in planning and tracking	Pedagogy & Curriculum • CIC Implementation Planning • Curriculum Rationale update • Tracking update	Pedagogy & Curriculum • CIC Implementation

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Section 2: Improvement Priority 1			
School/Establishment	Meadowburn Early Years Centre		
Improvement Priority 1	Wellbeing & Inclusion - Embedding inclusive practice, where all children and families feel welcome, included and supported • Up Up and Away year 3 • Support for All - children and families (trauma informed practice) • Staff development – networking and collaboration		
Strategic Leads	Louise Martin – Depute Head of Centre Senior Early Years Worker Nursery Teacher Champions – lead role in driving improvement		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Child Centred & Future Focused Inclusion & Empowerment Family & Community Partnerships	Priority 1: Leadership Priority 6: Wellbeing & Inclusion Priority 5: Partnerships	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 Closing the attainment gap between the most and least disadvantaged children	Nurturing care and support (CI) Wellbeing, inclusion and equality (HMIE) Staff skills, knowledge, values and deployment (CI)
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
• Champion roles • Representing centre • Showcasing learning and development at in-service • Professional networking and sharing of good practice	• Staff, children and families • Time and space • Rotas and schedules • Policies, procedures and guidance • Environment rich in opportunities – resources	• Home link • Supporting families • Curriculum events • Stay and play • Feedback • Family learning and engagement	
Professional Learning	Interventions for Equity	Additional Information	
• Professional development opportunities • Networking – shared practice • Research and reading (4 staff are beginning final year of BA childhood practice) • Guidance and support from professional partners • Independent learning	early intervention & prevention	This year we hope to celebrate achieving GOLD rights respecting status. Our date for accreditation is 12 th August 2026.	

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Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Professional Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact	Progress
<u>Up Up and Away – year 3</u> All children will benefit from improved approaches to supporting a literacy rich environment using Circle Framework and Ferre Laevers observation tool Targeted and universal interventions will better support individual needs, through consistent strategies and approaches	Continue with communication group to ensure inclusive practice and literacy rich environment Update all paperwork in line with CIRCLE framework support strategies and interventions Staff will attend professional learning communities We will link with educational psychologist and speech & language therapist	Observation tools will record and inform progress and required supports Targeted and Universal supports plans will be updated regularly through observation and recording Progress and updates will be shared with parents/carers at Team around the Child meetings Effective use and impact of observations and actions will be evaluated	Ferre Laevers – twice per year Progress reports – twice per year Ongoing Once per term End of each term	
<u>Support for All</u> All children’s needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs Partnership working will support all practitioners and families in implementing GIRFEC approach to supporting individual needs	Staff will attend Support for All meetings – termly GIRFEC group will meet monthly to discuss support and challenge All staff will participate in trauma informed practice training sessions – this will be ongoing item on in-service day agenda	Impact of in-person attendance will be evaluated at the end of year Pre and Post data will be gathered to determine staff awareness of being trauma informed	May/June 27 August 26 – In-service February – In-service	

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	Staff will participate in professional learning, with particular focus on additional support needs Staff wellbeing will be supported through peer interactions and regular chats with SMT Partnerships with families and outside agencies will remain an ongoing priority	Impact of professional learning will be measured through staff reflective feedback and recording of next steps in practice All procedures and guidance will be followed/actioned with regards to staff well-being Deployment of staff through rotas, leadership roles and daily routines will be monitored and recorded Feedback will be gathered verbally, through surveys and in writing	Ongoing When required Ongoing – adapted throughout the year End of each term	
<u>Staff development</u> Effective communication and team working will ensure all staff feel supported. Effective approaches to staff deployment will ensure new or inexperienced staff have the appropriate level of support from experienced colleagues. Sharing skills and knowledge across the team will develop confidence and consistent approaches. Effective and appropriate learning opportunities will promote skills development and opportunities	Staff will participate in professional learning opportunities throughout the year All staff will engage in PDR process (individual or group) All staff will be allocated a Champion Role based on their skills and interests Staff will participate in professional learning opportunities Four staff members are beginning final year of BA childhood practice One staff member is beginning Froebel in Practice PDA	Impact of professional learning will be measured through staff reflective feedback and recording of next steps in practice PDR process will measure and record all aspects of development and well-being Rotas will be evaluated and updated as required to ensure effective deployment of staff Staff will be supported to achieve all learning opportunities Staff will be encouraged to share learning and development of knowledge and skills	Ongoing September, January and June Monthly Ongoing Monthly In-service	

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Section 2: Improvement Priority 2	
School/Establishment	Meadowburn Early Years Centre
Improvement Priority 2	Pedagogy & Curriculum
Strategic Leads	Louise Martin – Depute Head of Centre Senior Early Years Worker Nursery Teacher Champions – lead role in driving improvement

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Child Centred & Future Focused Equity & Opportunity Learning & Teaching	Priority 2: Learning & Teaching Priority 4: Curriculum Priority 3: Monitoring & Tracking	Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	Play and learning (CI) Children's progress (HMIE) Curriculum (HMIE)
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
• Champion roles • Representing centre • Showcasing learning and development at in-service and staff meetings	• Staff, children and families • Time and space • Rotas and schedules • Policies, procedures and guidance • Environment rich in opportunities – resources	• Home link • Curriculum events • Stay and play • Feedback • Family learning and engagement	
Professional Learning	Interventions for Equity	Additional Information	
• Professional development opportunities • Networking – shared practice • Research and reading • Guidance and support from professional partners and materials • Independent learning	targeted approaches to literacy & numeracy	We have submitted STEM Nation award application	

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Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Professional Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact	Progress
Froebelian principles Children are highly motivated and fully engaged by the range of rich, challenging play and learning opportunities, offered through a balance of intentional and responsive planning. Experiences reflect children's ideas, aspirations, curiosities and meaningful next steps in their learning.	Staff will engage in professional dialogue opportunities to share knowledge and ideas Froebel Champion will deliver information sessions on principles and practice Froebel Champion will attend PDA through Edinburgh University DHoC and Champion will link with Froebel Trust to receive and gather relevant information Parents/Carers will be involved through home link, stay and plays and family events – information will be shared through social media, email and learning journals	Impact will be measured through learning walks and observations of practice Audit tools will be used to reflect on quality of learning environment Feedback will be gathered verbally, through surveys and in writing	Monthly Monthly End of each term	
Meta-skills All children will benefit from improved staff confidence in their abilities and understanding of how play is vital to children's development of skills for life and learning.	Care plan will be adapted to recognise and celebrate achieving - meta-skills included Staff will participate in learning opportunities to enhance knowledge and understanding of meta-skills	In partnership with parents/carers we will measure progress and skills development through care plan – beginning at home	Completed prior to starting Updated twice per year Three times per year Monthly	

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All children will benefit from knowledgeable practitioners, who create quality opportunities for skills development and learning	Planning and Tracking learning will include meta-skills language	Staff awareness of skills progression will be measured through moderation with nursery teacher		
<u>Curriculum Rationale Update</u> All children will benefit from a pedagogical approach that effectively considers our vision and values. All families and practitioners will have a shared understanding of our pedagogy in practice through our updated curriculum rationale and guidance	We will use Curriculum Rationale – Evaluation of practice to guide the update process Staff, children and parents/carers will be actively included in the process	Evidence and next steps will be recorded and actioned Verbal, photographic and written evidence will be recorded in evaluation document and evaluation of practice floor book	Ongoing Ongoing	
<u>Literacy – Reading</u> All children will benefit from an approach that encourages a love for reading, where they choose and enjoy stories. They will learn about the author, illustrator etc All children will develop their reading skills through environmental print and interactive displays All staff will enhance their knowledge of reading aspect of literacy curriculum, increasing understanding of experiences & outcomes and progression framework All staff will increase in confidence when delivering literacy and reading experiences	All staff will attend in-service day training and development sessions We will use literacy rich environment toolkit to monitor and reflect on quality Nursery Teacher and Literacy champion will attend practitioner learning community throughout the year Nursery teacher will moderate and record progression and next steps – highlighting areas of support and challenge Nursery teacher will support areas of staff development	Pre and post questionnaires will be given to all staff – this will highlight areas of strength and Tools for guidance will inform of expectations and Guidance documents, such as Realising the Ambition, learning to read in early years and Froebel pamphlets will support development of knowledge to increase confidence in skills and abilities Moderation meetings will be carried out between nursery teacher and practitioners to ensure a shared understanding of skills development Learning walks will be carried out by SMT	August In-service May In-service In-service and staff meetings Ongoing Monthly Monthly	

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Moderation of literacy and reading will increase staff knowledge and understanding of progression framework and CFE benchmarks. It will increase staff capacity to use skill statements to accurately record and assess children's progress and define next steps for learning.				
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