



Meadowburn Early Years Centre

Going for Gold Accreditation

Our Journey

In August 2025, we were delighted to achieve the Silver Rights Respecting Award, demonstrating our strong commitment to promoting and embedding a deeper understanding of Children's Rights in our daily practice and beyond

Understanding UNCRC rights of the child in our Early Years context

At our centre, children experience their rights through feeling safe in the environment, being heard, accessing play opportunities and developing positive relationships with peers and adults. The articles we have particularly embedded within our practice include:

- Article 2 non-discrimination – this applies to all children
- Article 3 best interest of the child – priority
- Article 5 parental guidance – parental guidance, respecting children's choices
- Article 12 respect the views of the child – the right to express views and opinions
- Article 23 rights of children with disabilities – supporting all needs of children
- Article 24 health and healthcare – best possible health care
- Article 28 & 29 education – available to every child
- Article 31 rest, play and leisure – right to participate in activities
- Article 39 recovery and support – the promise



STRAND A - contents

Contents:

Outcome 1 – Teaching and Learning about Rights

- Vision and Values – Displayed on our Nursery Website
- Curriculum Rationale – Displayed on Nursery Website
- Displays of children's learning
- Examples of partnerships with parents/carers



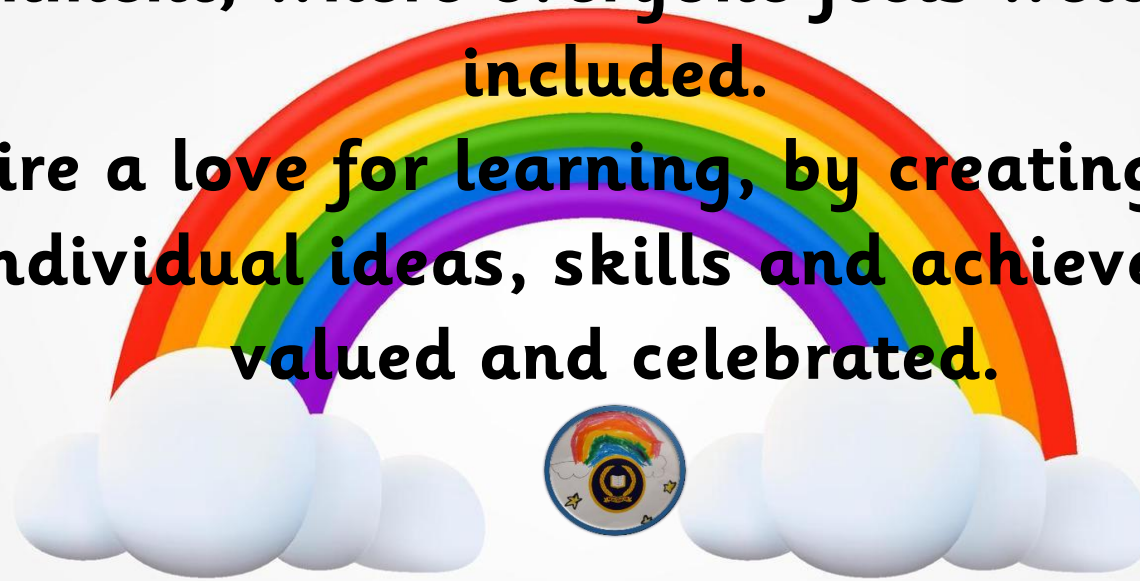
Module 4: Developing an understanding of curriculum rationale



Our Vision

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



Outcome 1 – Teaching and Learning about Rights

Committing to our Vision and Values means:

- Most children within our setting are familiar with a range of rights and demonstrate this both verbally and within the context of daily routines and social play experiences.
- We place great value on developing respectful partnerships with all parents/carers and extended families.

Our vision and values are driven by
the rights of the child
They are embedded into daily
practice, policies and improvements



We put **HEALTH & WELL BEING** at the heart of everything we do. Striving towards an inclusive and nurturing environment for all.

- The Six Principles Of Nurture**
1. Children's learning is understood developmentally
 2. The environment offers a safe base
 3. The importance of nurture for the development of wellbeing
 4. Language is a vital means of communication
 5. All behaviour is communication
 6. The importance of transition in children's lives

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

The right's of the child

Article 3 – The Best Interests of the Child

Getting it Right for Every Child recognises 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

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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



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

We hope to sustain this and take our journey further

The garden, Froebel believed, offered an ideal environment for young children. 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.

What makes Meadowburn Unique?



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

The staff are amazing Commitment

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

Outdoor play & learning

Children have daily opportunities to participate in outdoor play and learning. They can access a variety of experiences within any three of our outdoor areas.

Children have the freedom to explore and investigate, developing curiosity and imaginations. They develop co-operation 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

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 emphasises 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

Froebelian Principles

Curriculum for Excellence



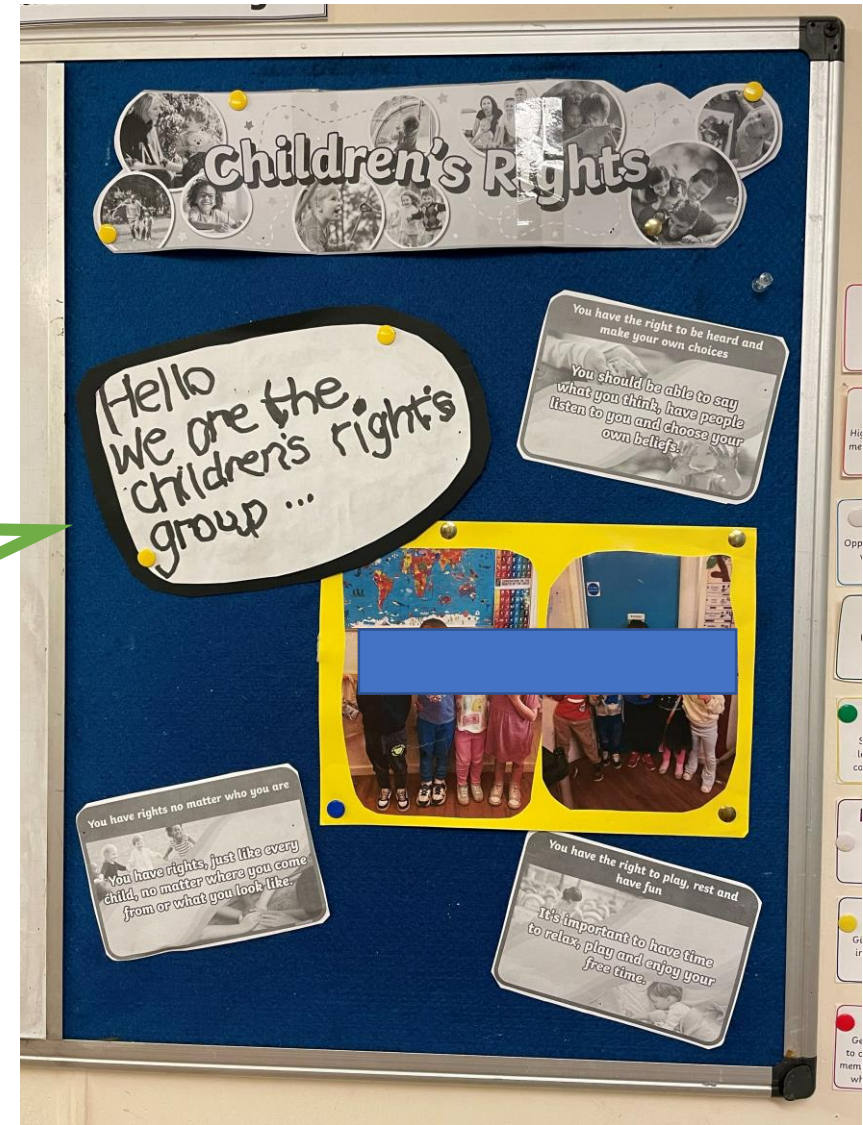
Outcome 1 – Teaching and Learning about Rights

This year we have focussed on deepening children's understanding of global rights issues. In the context of our centre, this means:

- Almost all children have a good understanding of what they need to survive and grow
- Most children can talk about their basic needs
- Most children can share their views on what's fair and unfair with regards to their own and others rights

Understanding our Rights

**We are the Children's
Rights Committee
We help promote our
rights at nursery and
make sure our friends
know about them**



[illegible][illegible]

What's fair and unfair

I wouldn't like to carry
all the food home

Maybe someone could
get water for the
children

They're mummy and
daddy should help
them get more food

Visual representations of children's daily routines
around the world – this promotes discussions and
questions



STRAND B - contents

Outcome 2 – Keeping the Promise

Outcome 3 - Role of the adult

Outcome 4 – role of the child

Outcome 5 – supporting children's social and emotional needs/GIRFEC

Outcome 6 - family engagement

Outcome 7 - respecting the views of all children and partnerships

OUTCOME 2 – The Promise

All staff at Meadowburn Early Years Centre have committed to **'Keeping the Promise'** This means that we strive to ensure that all care experienced children feel loved, safe and protected

We are
UNFEARTIES

Keeping the Promise Award

We're committed to keeping the
#ThePromise



A Collaborative Commitment to
Supporting Improvement in the West Partnership



This resource has been developed by the West Partnership Improvement Collaborative for

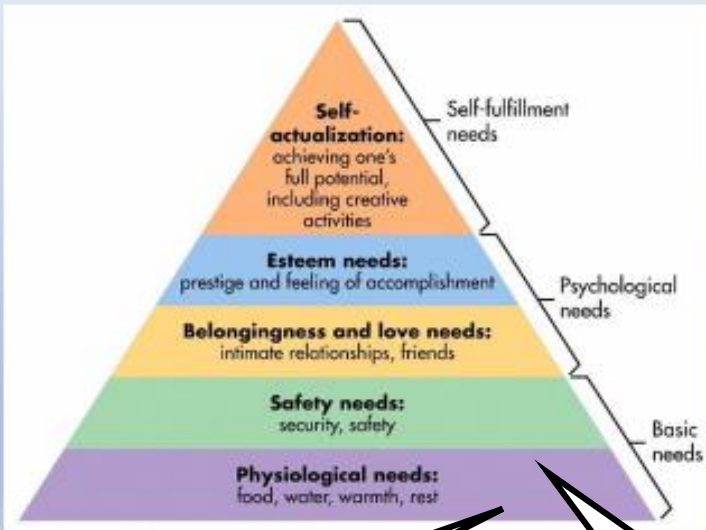


I am an
unfeartie

OUTCOME 2 – my needs

The Environment Offers a Safe Base

Environment offers a safe Base



- Maslow's hierarchy of needs
safety is key!
- Physical safety
environment, visuals, exit strategy
- Emotional/psychological safety
structure/relationships/key adults

We always get
milk and water
at nursery

I like to have
toast and apple

All children have a good awareness of their basic needs and how they should be met. Children assist in the preparation of healthy snack and select their lunch choice from daily menu

OUTCOME 3 – Role of the Adult

‘Let us learn from our children. Let us attend to the knowledge which their lives gently urge upon us and listen to the quiet demands of their hearts’. (Froebel 1885:92)

Froebelian principles

Unity and connectedness

Everything in the universe is connected. The more one is aware of this unity, the deeper the understanding of oneself, others, nature and the wider world. Children are whole beings whose thoughts, feelings and actions are interrelated. Young children learn in a holistic way and learning should never be compartmentalised for everything links.



Autonomous learners

Each child is unique and what children can do rather than what they cannot, is the starting point for a child's learning. Children learn best by doing things for themselves and from becoming more aware of their own learning. Froebelian educators respect children for who they are and value them for their efforts. Helping children to reflect is a key feature of a Froebelian education.

The value of childhood in its own right

Childhood is not merely a preparation for the next stage in learning. Learning begins at birth and continues throughout life.

Relationships matter

The relationships of every child with themselves, their parents, carers, family and wider community are valued. Relationships are of central importance in a child's life.

froebel.org.uk



Creativity and the power of symbols

Creativity is about children representing their own ideas in their own way, supported by a nurturing environment and people. As children begin to use and make symbols they express their inner thoughts and ideas and make meaning. Over time, literal reflections of everyday life, community and culture become more abstract and nuanced.

The central importance of play

Play is part of being human and helps children to relate their inner worlds of feelings, ideas and lived experiences taking them to new levels of thinking, feeling, imagining and creating and is a resource for the future. Children have ownership of their play. Froebelian education values the contribution of adults offering 'freedom with guidance' to enrich play as a learning context.

Engaging with nature

Experience and understanding of nature and our place in it, is an essential aspect of Froebelian practice. Through real life experiences, children learn about the interrelationship of all living things. This helps them to think about the bigger questions of the environment, sustainability and climate change.

Knowledgeable, nurturing educators

Early childhood educators who engage in their own learning and believe in principled and reflective practice are a key aspect of a Froebelian approach. Froebelian educators facilitate and guide, rather than instruct. They provide rich real life experiences and observe children carefully, supporting and extending their interests through 'freedom with guidance'.

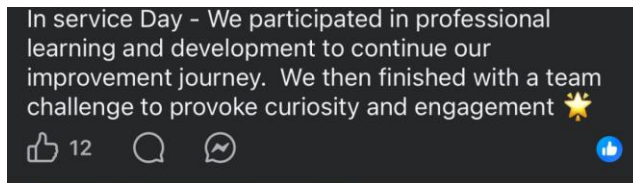


A FROEBELIAN APPROACH at Meadowburn EYC

- Observing, supporting and extending children's play and learning
- Reflecting on observations, often in dialogue with others, as a way of deepening understanding of children's lives and learning.
- Working in close partnership with parents, families and community.
- A commitment to reflective practice and further study. This includes ongoing professional development within a strong learning community.

Outcome 3 – Role of the adult

Learning and development of knowledge and skills



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Link above to standard and quality report for 2025/26

OUTCOME 3 – role of the adult through play and learning

There should be an equal balance of adult led, adult initiated (provocations) and child initiated.

Adult Led

- Response to planning
- Direct teaching – steer towards outcomes
- Practitioner in control of direction
- Planned outcome

Adult Initiated – focussed, modelled, scaffolded & Encouraged

- Freely accessed
- Continuous provision
- Independent learning
- Specific outcome in mind
- Consolidation or extension of learning
- Provision linked to skills development

Child Led

- No planned outcome
- Responsive
- Spontaneous
- Unpredictable
- Evolves independently
- Adult should WAIT, WATCH & WONDER
- Child is in control of their learning

Watch & Record

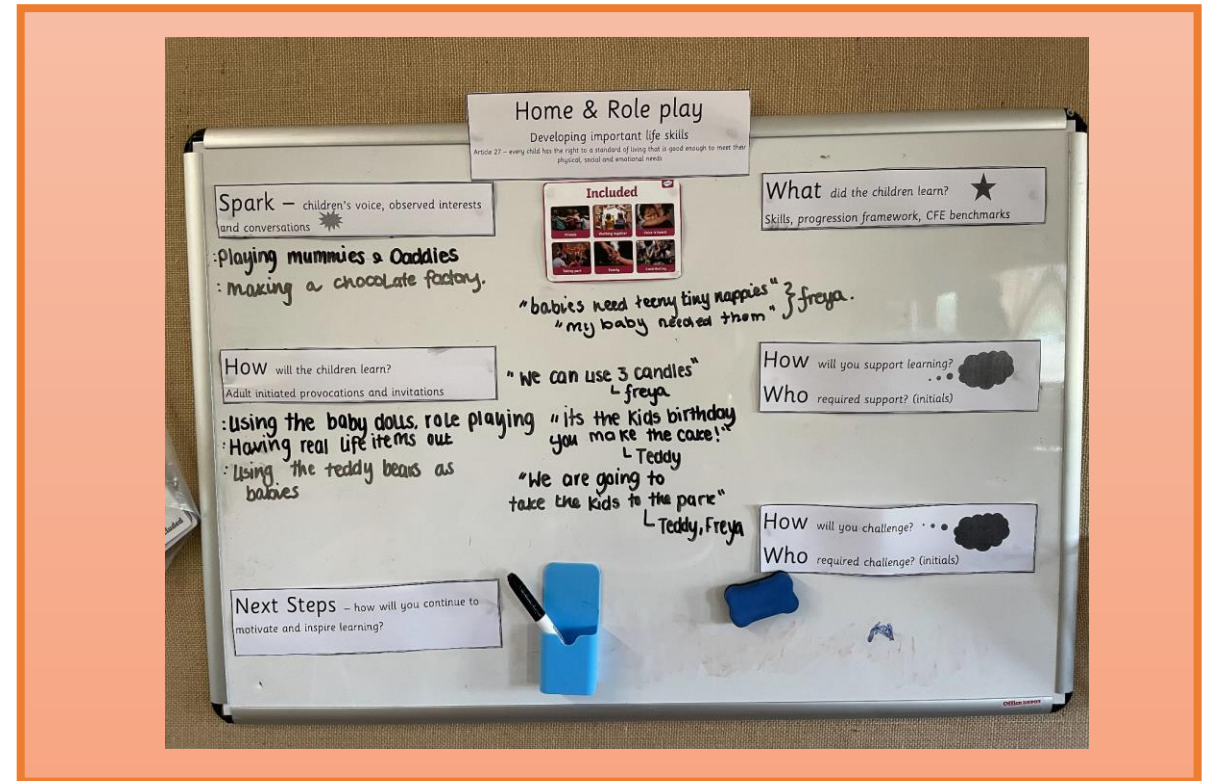
Observation & Assessment

- Observe
- Record
- Identify skills
- Scaffold
- Evaluate
- Plan Next Steps

Skill is what is important

Planning Considerations

- Forward planning – Literacy & Numeracy (led by Teacher)
- Are you responding to interests?
- Link to benchmarks
- Plan for what is missing



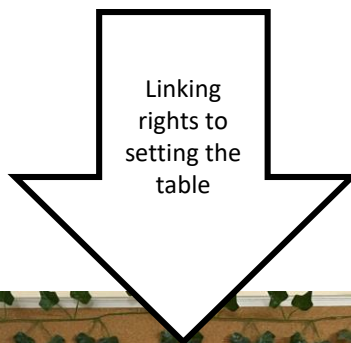
Outcome 3 – Role of the child

Autonomy and Choice in our centre relates to how Children learn and develop through play:

- Agency - a child's capacity to act independently, make choices, and actively influence their own learning and daily life.
- Active learners - how children learn by doing, exploring, and engaging directly with their environment.



OUTCOME 4 – supporting children’s healthy choices



Article 24 – Every child has the right to the best possible health



OUTCOME 5 — supporting children's social, emotional and developmental needs



Our **Tree of Inclusion** allows staff to support all levels of needs with relevant information, strategies and support materials



We use co-regulation techniques to support children's emotions and behaviours



Children having lunch in our Nurture Room
This room offers a safe and quiet space, where children can have time away from the very busy environment
They can engage in small group activities and sensory play experiences

Children are encouraged to express their thoughts about experiences – here you can see a drawing from a child aged 4



RIGHTS
RESPECTING
SCHOOLS



OUTCOME 5 — GIRFEC



Up Up and Away guidance and strategies are implemented to support the inclusive environment
All staff have good awareness through training and development opportunities

Our Personal Care Plan is a written document detailing a child's individual health, wellbeing, safety, and routine needs. It covers daily routines like sleeping and eating, medical requirements, and developmental preferences, created in partnership between early years practitioners and parents.



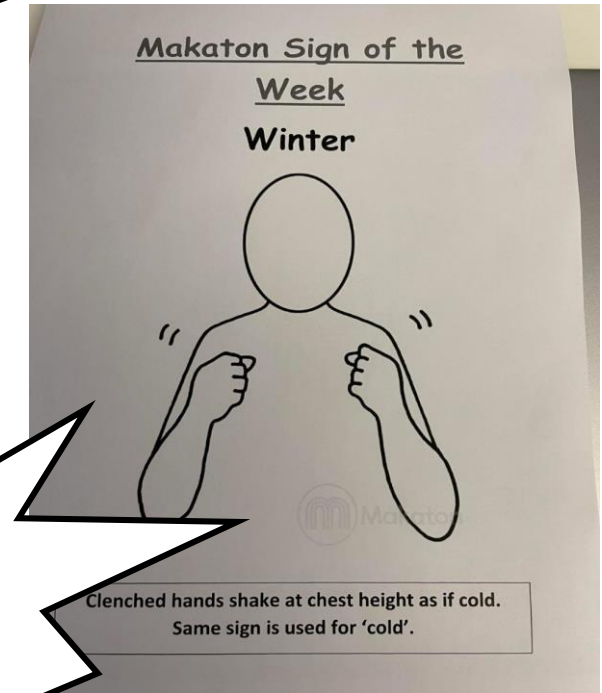
We are a PATHs promoting Nursery (promoting alternative thinking strategies)

Outcome 5 – supporting all levels of communication



All children have the right to milk and water throughout the day.

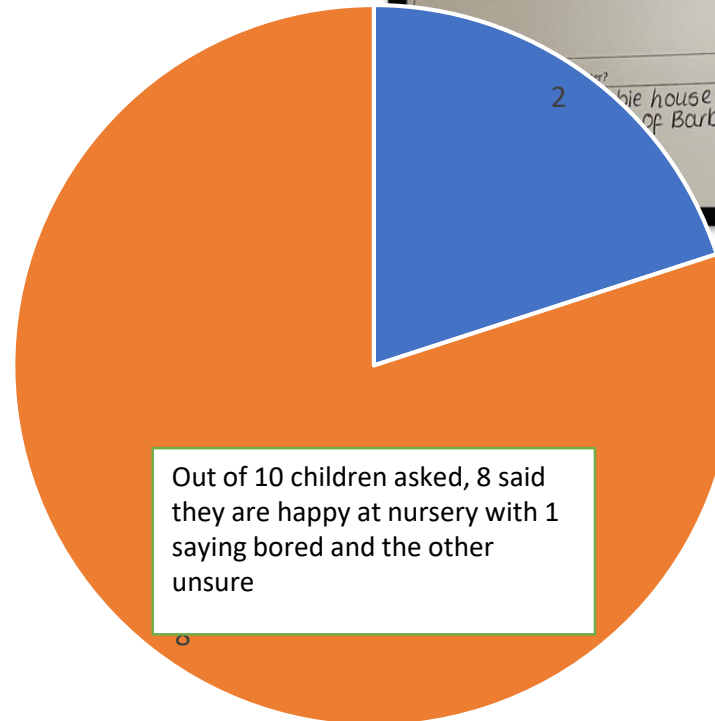
Makaton sign of the week is shared with children and families to support and encourage participation at home and nursery



OUTCOME 6 — children's feedback

Children are actively involved in environmental audits, where they have input into updating areas and resources

We use observations of play and verbal feedback to highlight positive impact and any challenges



The image shows a 'Children's Questionnaire' form titled 'ELC Improvement Planning Children's Questionnaire'. It is filled out by a child named Eriu, aged 4. The form includes sections for 'What do you enjoy most about being at nursery?', 'Is there anything you don't like?', and 'How do you feel at nursery?'. The child has written 'playing with friends and with big toys I like' for the first section, 'when my friend says she doesn't want to play with me' for the second, and 'Happy if my friend plays with me' and 'sad when my friend doesn't want to play with me' for the third. The 'How do you feel at nursery?' section has a grid of 10 faces with labels: happy, sad, bored, relaxed, excited, confident, calm, worried, scared, and safe. The 'happy' and 'bored' faces are circled.

Do you:	Y
feel happy and safe at nursery?	Y
feel listened to?	Y
get to choose what you want to play?	Y
play and learn with your friends?	Y
get help from adults when you need it?	Y
play outside and explore nature?	Y
have fun and learn new things?	Y

How do you feel at nursery?
Circle the faces that show your feelings.

happy	sad	bored	relaxed	excited
confident	calm	worried	scared	safe

OUTCOME 6 — family engagement

Just wanted to say again thank you to everyone involved in the Play and Stay evening.

E was so excited and loved showing us around her nursery. 😊

It was so lovely for us to see how confident and happy she is in the nursery environment. So, a big thank you again to you all for your support, nurture and care.

Stay and Play

Here the children are helping put a water feature in our nursery garden. This was made by a parent with child at home

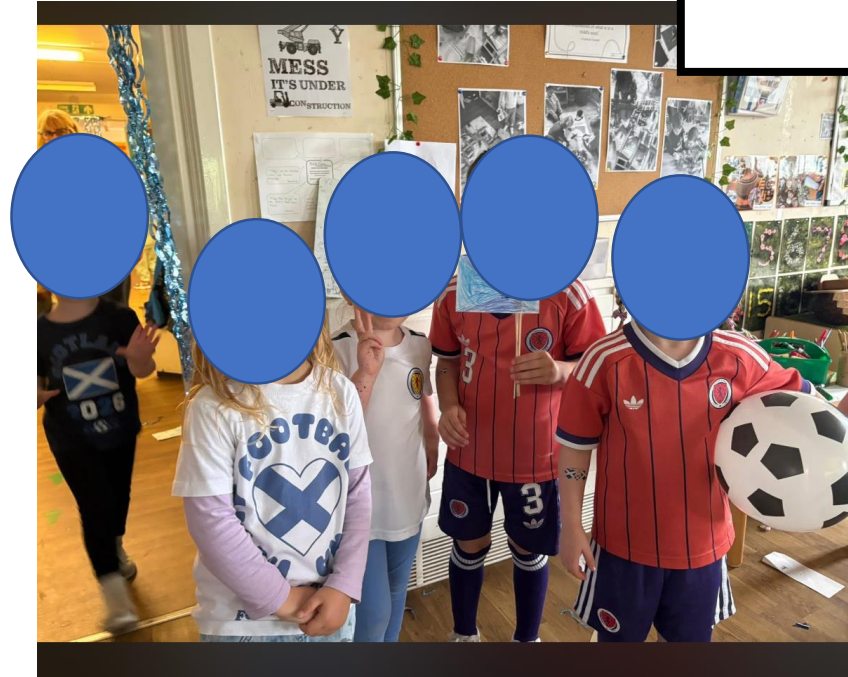
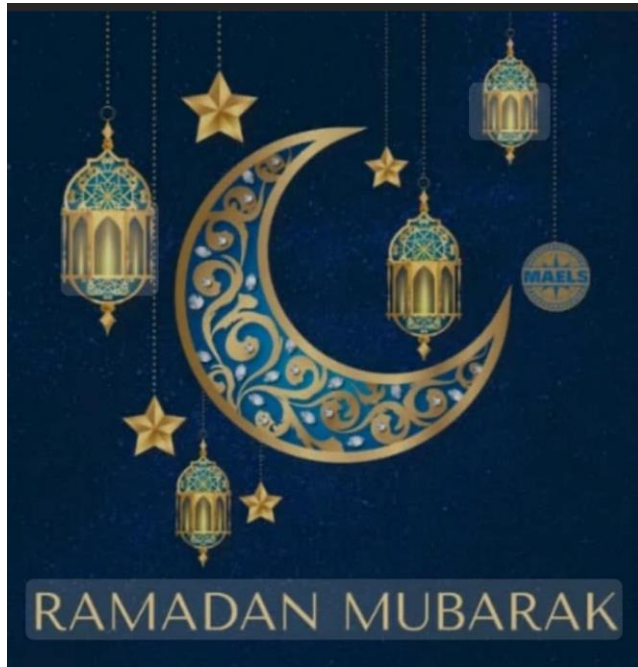
Hi everyone
The stay and play curriculum event was brilliant. We loved having D to show us round and the wide variety of curricular based activities were fantastic! The nursery is so child centred and all the staff are great with the kids. You all do an amazing job. Working in Early years is not an easy job but we're so happy D is thriving and that's down to all of you so thank you.



Our families are encouraged to share interests
Here is a mum and dad sharing their knowledge about space and science



OUTCOME 7 — respecting the views of children and families

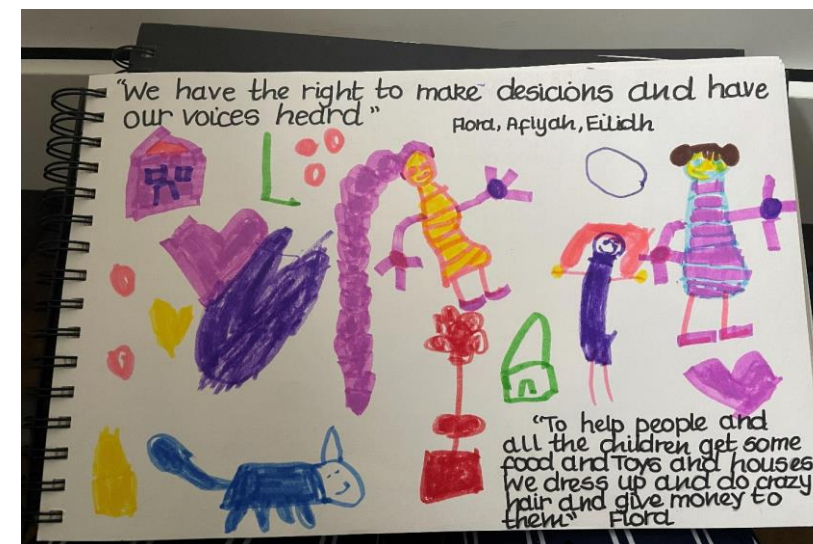


Article 29 – to encourage children’s respect for their own and other cultures



We respect the views and beliefs of all children and their families by celebrating festivals and developing children’s knowledge of the world around them through play

OUTCOME 7 - partnerships



May & June News Update



Reminder
Spring Sing-Along
Tomorrow at 11am & 2pm
In the nursery back garden
Please use main entrance as gates will be locked

Developing school and nursery wellbeing buddies
We are designing the **SAFE** buddy
Please collect a form from nursery where the children can help design our SAFE character at home (located beside sign in sheets)
Please return to nursery by **Friday 29th May**
We look forward to seeing all the entries



Sun Cream
As we are now approaching better weather with higher UV levels sun cream is required for outdoor play
Please apply sun cream before nursery or on arrival (provided in nursery foyer)



Nursery fund Reminder - £2 weekly
This allows us to plan and organise fun things for the children

Fun Week Fund Raiser
All children will be participating in a fund raising activity – more details to follow as the children are deciding what they would like to do (some amazing ideas are coming in)

Sharing regular newsletters helps effective partnerships and provides key updates of our rights journey

We have journals to log all progress and updates
Children are actively involved with effective and valuable contributions

STRAND C - contents

Outcome 8 –

- Equality and Equity in STEM play and learning

Outcome 9 –

Awareness of local and global issues

Sustainability – our local community

OUTCOME 8

Equity and Equality in STEM

Our Science Ambassadors reflect the diversity of the nursery.



- Our Vision: To inspire a love for learning, by creating an ethos where individual ideas, skills, and achievements are valued and celebrated.
- Our Values: Kindness
Developing Responsible Citizens and effective contributors
Wellbeing Indicators – Respected, Nurtured & Responsible
UNCRC – Article 3 (best interests of the child)
- Inspiration
Developing Confident Individuals and Successful Learners
Wellbeing Indicators – Included & Responsible
UNCRC – Article 12 (respect the views of the child)



RIGHTS
RESPECTING
SCHOOLS

unicef
UNITED KINGDOM

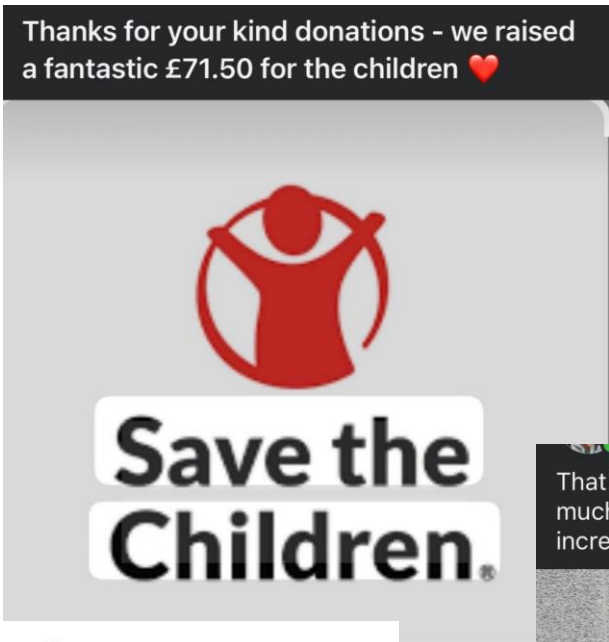
Outcome 8 - Equity and Equality in STEM

Activity (2 observations am)	Number of Girls		Number of Boys	
Woodwork	11	10	10	09
Baking	12	11	12	13
Science	08	14	09	10



- Equality through participation.: there is a gender balance across all STEM related activities.
- This is a recurring theme with a gender balance across all STEM related activities.
- Gender balance is also evident within the ECO, Children's Rights and STEM committees.

OUTCOME 9 – supporting charities



Outcome 9 – Sustainability

Partnerships and the local community



STEM Family and Community Learning

- Outdoor Learning/Forest Kindergarten. Links with local businesses. Children walk to B&Q, ASDA, Babes in the Woods regularly, accessing other learning environments. Parents have had workshops on Forest Kindergarten.

A collage of six photographs showing children in various outdoor and community settings: walking on a path, sitting on a bench, climbing a tree, standing in a field, and interacting with a computer.

Loved getting outside and seeing all activities children could do in a safe way allowing children confidence developing skills such as cutting and climbing

Additional comments from school and wider community

Comment from Depute Head of Centre

I am extremely proud of the commitment and effort of our ambassadors and the staff team in implementing an approach to learning that effectively supports all children's strengths and abilities

Our welcoming ethos shines through and has positive impact on relationships with families and partners

Children are encouraged to share their views of the world around them in a way that empowers positive action for change

We are committed to respecting the rights of all children
Continuing our approach to GIRFEC in a way that demonstrates a high level of care and compassion within our role