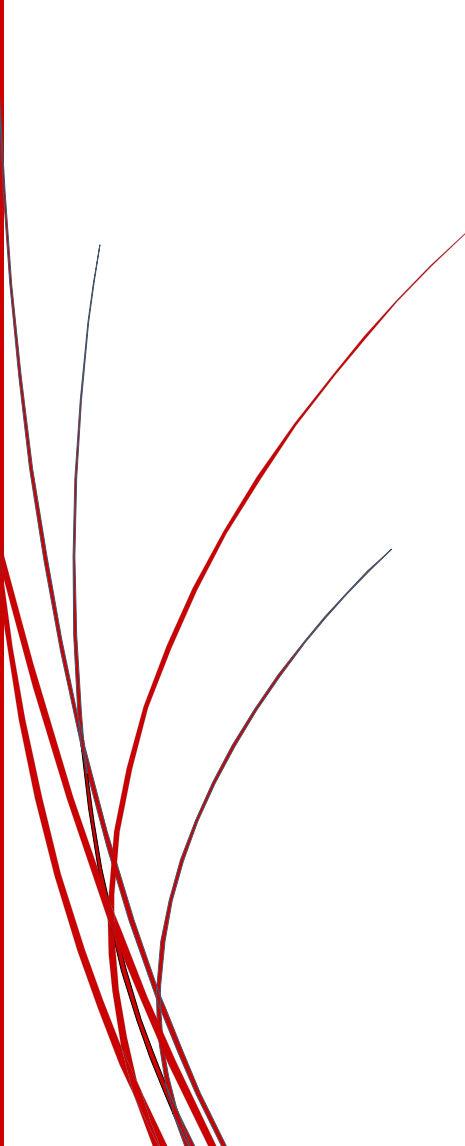


Colquhoun Park EYC
Standards and Quality Report
2021/22



Context of the Centre

Colquhoun Park Early Years Centre is based in Bearsden West and is an integral part of the wider Colquhoun Park Primary School community.

Our Care Inspectorate registration was increased in March 2021 and we now have capacity to accommodate 48 children aged 3 to 5 years and 10 children aged 2 to 3 years. We currently have 48 children aged 3 to 5 years and 6 children aged 2 to 3 years on our role. 52% of all children are fee paying, and 4% access additional hours as allocated at a Locality Panel meeting.

We are open 8am to 6pm for 50 weeks of the year closing only for public holidays, in service days and the period of time between Christmas and New Year.

Our staff team consists of Head Teacher, two job share Depute Head of Centre, two job share Senior Early Years Worker, 2 part time Teachers, 6 full time Early Years Workers, 4 part time Early Years workers, Early Years Support Worker, Clerical Worker and Housekeeper. The centre is serviced by two part time day cleaners who work as part of the Facilities Management Team.

Our vision, values and aims were reviewed this year in partnership with stakeholders to reflect changes in provision including the introduction of 1140 hours and the impact on of Covid-19 on children and families.

OUR VISION

Children will develop emotional resilience in a safe and nurturing, play based environment, where they are supported and encouraged to be the best version of themselves.

Our ethos promotes a sense of curiosity and heightened wellbeing, both indoors and out, recognising individual achievements and the need for a holistic approach.

OUR VALUES

CREATIVITY

We nurture the expression of individuality and embrace all types of play and enjoyment.

BELONGING

We create a safe space where relationships and environment nurture all children and families

RESPECT

We value and appreciate children, families and the wider community associated with our centre.

ACHIEVING

We recognise and celebrate all achievements, providing challenge and support to realise children's full potential

OUR AIMS

We aim to promote positive, open and honest communication to maintain and secure effective relationships and to work in partnership to achieve positive outcomes for all.

We aim to encourage independence and confidence, supporting children to become successful learners, and to build their resilience to navigate the wider world around them.

We aim to promote curiosity through active learning opportunities and discovery.

We aim to ensure that children are safe and secure in an inclusive environment.

Our vision, values and aims statement complements that of our link primary school, Colquhoun Park PS, and reflects the fact that we are a united community with shared leadership.

Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Implementation of 1140 in line with covid mitigations	
<p>NIF Priority •Closing the attainment gap Choose an item.</p> <p>NIF Driver school leadership Choose an item.</p>	<p>HGIOELC QIs QI 1.3 Leadership of Change Choose an item.</p>
<p>Progress and impact:</p> <p>In order to better reflect our changing provision as a result of 1140 and also the impact of covid, it was important to revisit our vision values and aims. We consulted with our staff team, parents and children to consider our priorities and how we can best support children and families during this recovery period. The principles of nurture, play, outdoor learning and children as individuals, learning at their own pace all featured highly. Our resulting vision, values and aims is a true reflection of the service we aspire to provide and gives prospective parents a true insight into what we offer. It also supports students and new staff members to better understand our provision and approach to relationships with children, parents, the staff team and indeed anyone they come into contact with in a professional capacity.</p> <p>Following covid and moving into the recovery stage we felt it necessary to review our daily routine, to develop a flexible daily routine designed to support play, learning and rest throughout extended day, ensuring that children were happy, secure and motivated to engage with our environment and with learning experiences on offer. Staff observed children throughout August, noting how children responded to the pace of the day and, in consultation with children, created a flexible daily routine as a result. This has been supported by the appointment of an outdoor learning lead who plans outdoor learning experiences for all children, an enhancement to the outdoor provision already offered by all keyworkers to all children on a daily basis.</p> <p>Our outdoor learning lead consults with staff to identify areas of focus for outdoor learning and evidence is shared with parents via learning journals and recorded in a floorbook so that children can revisit and talk about their experiences. Children have explored a wide range of outdoor learning opportunities to support literacy, numeracy and health and wellbeing. This has been a very positive initiative and one we plan to continue this year.</p> <p>We would ideally like to be able to embrace an outside in approach where children have free access to outdoors however our building layout doesn't support this. We do our best to ensure that children have maximum access to outdoors and our outdoor area is always set up and resourced to support identified areas for development as well as providing opportunities for free play and interaction with peers.</p> <p>Through reflection we recognise as a staff team that our existing policies and procedures require to be updated to reflect both our current provision and also more recent guidance. This has been an ongoing project and one which we have made a start on however there remains much work to be done. The process of policy development has been undertaken in consultation with staff and parents and the policies recently created provide framework and guidance linking to wider local and national policy and guidance for staff, parents and all users of the centre.</p> <p>Throughout this period of recovery we have made very positive attempts to engage with parents, to ensure that we communicate effectively and that they feel included in the life of the centre. We actively encourage parents to engage in their child's learning journey via our online learning journals and are proactive in supporting parents where children have been identified as having a barrier to learning. All children are making progress at their own pace.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Develop a motto and logo to align with our recently developed vision, values and aims. • Revisit our daily routine in August to establish whether it continues to be fit for purpose for incoming cohort of children. 	

- Embed the role of outdoor learning lead to support attainment in literacy, numeracy and health and wellbeing.
- Develop a policy development programme which clearly identifies policies recently created and those identified for development or updating.

Centre priority 2: Further develop provision for 2 to 3 year olds

NIF Priority • Improvement in attainment, particularly in literacy and numeracy

Choose an item.

NIF Driver assessment of children's progress

Choose an item.

HGIOELC QIs

QI 2.3 Learning, Teaching & Assessment

Choose an item.

Progress and impact:

As a result of observation we identified that our learning environment was not conducive to supporting curiosity, inquiry and exploration for children aged 2 to 3 years. We observed that there was limited opportunity for children to engage in schematic play and also that basic access e.g. height of tables/chairs, age appropriate resources were all areas which needed to be addressed. Our indoor environment consists of two playrooms with adjoining doors – we decided to focus on one particular room.

Using an audit tool based on Realising the Ambition, all staff were consulted regarding existing provision. Senior Early Years Worker provided a very practical in service training session re schematic play and staff used the learning from this to draw conclusions when completing the audit tool.

Areas for development and resources required were identified and staff worked together to create a safe, nurturing environment for all children but predominately to support learning and development in children aged 2 to 3 years and those functioning at that stage.

This process resulted in provision of more opportunities for meaningful engagement and learning, an environment which supports exploration and investigation of literacy and numeracy through play, this is evidenced in children's learning journals.

We continued to observe how children used areas and resources and have made further changes subsequently; this is an ongoing process of reflection and improvement and our environment continues to adapt to support engagement in learning opportunities based on the interests and development needs of the children in our care.

As a result of the changes made in that particular playroom, we noted with interest that in actual fact many of our older children gravitated towards that room and the experiences on offer. This in turn led us to evaluate provision in our other playroom and to offer a similar environment, albeit with more age/stage appropriate resources and a higher level of challenge or risk. While children aged 3 to 5 have access to both playrooms, we have introduced a gate between both rooms to ensure the safety of our younger children, ensuring they only have access to an environment which has been specifically risk assessed and resourced for them.

We recognised that with the introduction of updated guidance, Realising the Ambition: Being Me, we required to review our procedure for planning for children aged 2 to 3 years to ensure it was clear, fit for purpose and took account of most recent guidance. Senior management team met with early years workers to explore the outcomes in RTA and agreed that not only did it provide a holistic overview of children's learning and development, it also complemented the experiences and outcomes within Curriculum for Excellence, facilitating a smooth transition between curriculums when the child was at that stage. Staff observe children, identify their stage of development and next steps and offer opportunities and environment to support identified areas for development. We use online learning journals to accurately record children's progress and this system also enables us to identify any gaps in provision at times of review.

Next Steps:

- Develop and implement tracking systems to monitor progress re Realising the Ambition.
- SMT and EYW meet twice yearly to discuss all children, their stage of development, progress and any barriers to learning however we require to develop a system which uses data from learning journals to clearly record progress and also curricular gaps in provision. This should then be reflected in policy.
- Audit provision on a regular basis to continue to provide a nurturing environment which meets the needs of children in our care, ensuring differentiation in order to support children requiring varying levels of challenge or support.

Centre priority 3: Curricular Development

NIF Priority • Improvement in attainment, particularly in literacy and numeracy
Choose an item.

NIF Driver assessment of children's progress
Choose an item.

HGIOELC QIs
QI 3.2 Ensuring children's progress
Choose an item.

Progress and impact:

Continuing from our priority in improvement plan 20/21 to improve attainment in literacy, we have further explored Talk4Writing in order to embed this initiative in practice and support children's development of mark making skills. Early Years Teacher provided in service training in order that the whole staff team fully understand this pedagogical approach to mark making and the development of early writing skills and all children involved in the initiative have demonstrated their increasing ability to create and tell stories using marks as well as new and familiar language. This is evidenced in wall displays and in learning journals

This initiative was underpinned by the introduction of Getting Ready to Write, a programme which explores stages of writing development and provides practical ideas, experiences and resources to support each stage. We purchased webinars and Early Years Teacher provided in service training and information resource to all staff to ensuring we adopted a whole team approach and that all staff were equipped with the skills and knowledge to provide a suitable environment and range of experiences to support each child at their individual stage of mark making or writing. Children were assessed at the start of the initiative, the middle and the end and information was readily available to all staff to ensure they offered appropriate experiences to each child to support their individual stage of development. This initiative was also embraced by our outdoor lead who ensured the outdoor environment was resourced to support development for all children, this is evidenced in our outdoor floorbook. This initiative has been a huge success with progress made by all children and staff more knowledgeable about how to support children's mark making and pre writing skills

Senior management team meet with Early Years Workers twice yearly to track learning, discussing children's stage of development, progress and any barriers to learning. This enables us to accurately identify any gaps in provision for cohort or individuals and also supports or challenges required. This information is used to plan holiday provision in consultation with children and we have been able to close curricular gaps as a result.

Next Steps:

- Continue to embed and collect data in relation to Talk4Writing and Getting Ready to Write to ensure all children are supported to make progress in mark making and early writing skills. This information is useful for receiving schools at transition and we will consult with our colleagues in Colquhoun Park Primary School at a later date to assess whether there is a notable impact on children's pencil grip and control.
- Develop and implement a tracking system that uses the information contained within online learning journals to record children's progress within Curriculum for Excellence. We require to develop a

system which uses data from learning journals to clearly record progress and also curricular gaps in provision. This should then be reflected in policy.

Centre priority 4: Support the wellbeing of children and families

NIF Priority •Improvement in children and young people's health and wellbeing
Choose an item.

NIF Driver parental engagement
Choose an item.

HGIOELC QIs
QI 3.1 Ensuring wellbeing, equality & inclusion
Choose an item.

Progress and impact:

At Colquhoun park EYC we recognise that children's rights underpin most, if not all Scottish guidance and legislation relating to children. We are committed to supporting children's rights and to raising awareness for staff, children and families.

All staff took part in in service day training where Depute Head of Centre delivered a presentation and staff team worked together to discuss and develop ideas as to how we could take this forward. This resulted in development of a home link, a bear which goes home with children with a Children's Right attached – children and parents are asked to record how they support the Right at home. Some evidence is available on learning journals and in our floorbook.

However we are still at early stages of this and further work is required to ensure that staff, children and parents are aware of Children's Rights and how we support these at Colquhoun Park EYC.

We consider our nurturing approach and our ability to build positive relationships with children, parents and all users of our service to be a strength and as such, we are attuned to any changes in how a child or parent may present. It became apparent quite quickly that in the covid recovery period, some children were presenting with a range of barriers to learning including challenging behaviour, separation anxiety, difficulty with social interactions, delay in speech and language.

Our relationships with parents had also been impacted due to restrictions. We struggled to build the rapport with new parents which would usually have evolved naturally as a result of parents coming into the centre for stay and play, curriculum evenings, informal chats and meetings.

We recognised that we had to be creative and work hard to support not only the wellbeing of the children in our care but also that of our parents – everyone had been through a pandemic and some were struggling as a result.

Our Family Champion, supported by Senior Early Years Worker consulted with parents to identify focus topics for a series of informal, online meetings and, where possible, in centre coffee mornings. Parents identified topics including temper tantrums; sleeping problems; challenging behaviour; stranger danger; listening; "defiant" behaviour; toilet training as areas where they'd like support.

Although the meetings were targeted at supporting specific aspects of children's behaviour or development, they provided a platform for parents to share their own experience and how they were feeling, providing opportunity for us to support them, building their confidence in their parenting skills and in turn, developing positive relationships. One of the parents commented that they "*felt empowered and a lot more confident*", another said "*thanks for taking time to organise this. I think it's rare as a parent to get moments to check in with others and feel seen and heard*".

We shared information relating to Triple P and also Supporting Families and a few people have been supported by our Family Champion and information from Triple P sheets.

We strongly encourage parents to engage in their child's learning journey and currently average 462 parental interaction on our online journals each month. Almost all children have parents who engage with us through learning journals with only 2 who do not.

Next Steps:

- Consult with parents re supports required

- Offer online/face to face group opportunities
- Access Supporting Families Team to offer Triple P where appropriate
- Further develop our Children's Rights initiative

Progress in National Improvement Framework (NIF) priorities

Improvement in attainment, particularly in literacy and numeracy

We have significant data relating to attainment in literacy gained from our Getting Ready to Write initiative:

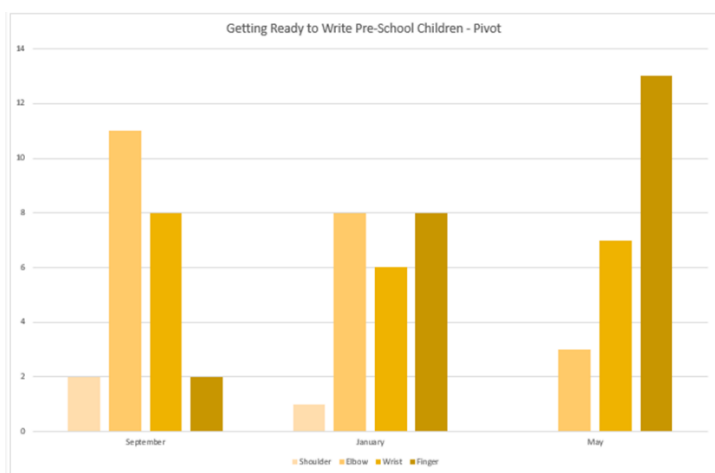
Twenty three pre-school children were assessed on their pivot and pencil grasp at different times throughout the year. This was recorded on a tracking sheet and the tables below show a breakdown of the number of children at the various stages.

PIVOT

	Shoulder	Elbow	Wrist	Finger
September	2	11	8	2
January	1	8	6	8
May	0	3	7	13

The graph below shows that the number of children using a Shoulder pivot decreases as the year progresses showing no children at this stage by May. Between September and January both Elbow and Wrist numbers also decrease as more children move to using finger pivot and between January and May the graph shows a further rise in the number of children using finger pivot.

At the final assessment in May most children are at the wrist and finger pivot stage with 30% of children at wrist stage and 56% using finger pivot compared to 8% of children at finger pivot stage in September.



Finger Grasp

	Palmar Supinate Grasp	Digital Pronate Grasp	Static Tripod Grasp	Dynamic Tripod Grip
September	4	5	5	9
January	4	2	4	13
May	1	1	6	15

The number of children using Palmar Supinate grasp and Digital Pronate grasp decreases as the year progresses.

At the final assessment in May we assessed that there was an increase in the number of children moving onto using the Static Tripod Grasp and the majority of children are now adopting the Dynamic Tripod grasp.

Summary

The data gathered from both the pivot and finger grasp graphs shows that the GRW intervention which provided activities to develop arm pivots has indeed had an impact on the children's' arm strength and pencil grasp. By May 56% the children were at the finger pivot stage with 65% of children adopting the correct pencil grip. In September only 39% of the children were adopting the correct pencil grip.

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

We place strong emphasis on securing children's wellbeing and providing a safe and stimulating environment in efforts to close the poverty related attainment gap. We continue to offer a range of wellbeing programmes including Paths, Relax Kids, Mindfulness, yoga in attempts to ensure that children develop awareness of their emotions and the confidence to share these. We focus strongly on relationships, modelling positive relationships within our staff team and also with parents and all users of the service. We observe children at play in our indoor and outdoor environment and reflect on current provision to ensure we offer the best environment to enable them to make progress in their learning and development. We recognise children as individuals and focus on stage, not chronological age. Where we have identified barriers to learning, we work closely together to ensure a shared approach to support progress and development. SMT meet with staff to discuss individual children and where required, children are identified for additional support from our Senior Early Years Workers to enhance the learning opportunities already on offer through the environment and through planned learning experiences offered by our Early Years Workers.

Our Early Years Teachers support the staff team, monitoring children's attainment through literacy and numeracy and offering suggestions for experiences to support and/or challenge individuals. They share their skills and knowledge with the wider staff team at in service training supporting the whole team to effectively support all children in our care.

Improvement in children and young people's health and wellbeing

As stated previously children's health and wellbeing is our priority and we have worked extremely hard to ensure that all children in our care feel settled, secure and happy in our setting, however we recognised that in addition to this, children's health and wellbeing was potentially being affected by the impact of covid-19 on the health and wellbeing of their parents. We made attempts to engage with parents and to identify and offer supports required. While what we offered was very good and parents reacted very positively, staff shortages due to covid and other sickness meant that we were unable to sustain ongoing support sessions for parents. We continued to support parents on a 1:1 basis and we hope to build on this further this coming year.

Self-evaluations of How Good Is Our Early Learning and Childcare

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Choose an item.
2.3 Learning, teaching and assessment	Good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	Very good	Choose an item.
3.2 Securing Children's Progress	Very good	Choose an item.

Summary of Centre Improvement priorities for Session 2022/23

- 1. Support the wellbeing of children and families**
- 2. Develop systems and frameworks for operation linking to wider local and national policy**
- 3. Learning provision: Curriculum planning and tracking**

What is our capacity for continuous improvement?

We at Colquhoun Park EYC are committed to ensuring the best outcomes for children and families attending our centre. All staff are included to continuously reflect on provision and practice in order to inform improvement and nurture remains at the very core of our pedagogical approach.

New members of staff and students are mentored and supported and staff support and nurture each other to ensure skills and knowledge are shared throughout the team, thus ensuring best outcomes for children in our care.

Staff are committed to engaging in CPD opportunities and continue to develop their skills to embrace leadership roles in order to enhance provision for children.

All staff demonstrate awareness of priorities within the centre improvement plan and work towards achieving these.

We look forward to increased parental engagement and to developing a governing framework which will provide clear policies and procedures for all users of the service going forward.