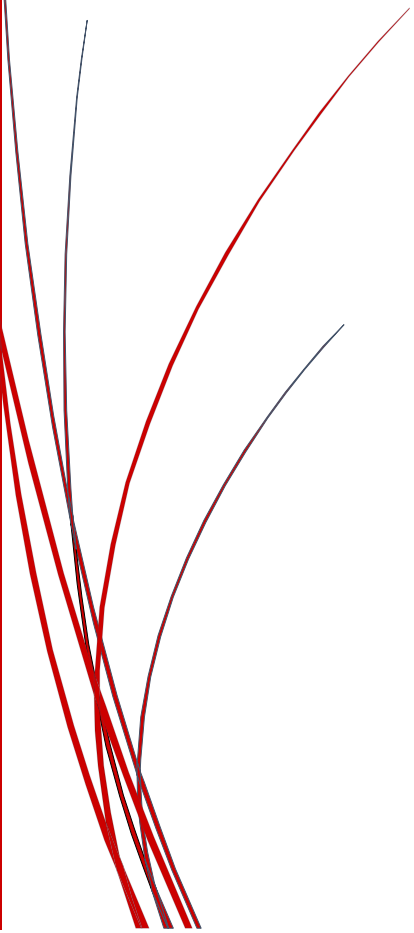


Colquhoun Park Early Years Centre  
Standards and Quality Report  
2022/23



## 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 affords us the capacity to accommodate 48 children aged 3 to 5 years and 10 children aged 2 to 3 years at any one time in centre. We currently have 48 children aged 3 to 5 years and 7 children aged 2 to 3 years on our role. 10.5% of our children are fee paying, and 2.2% access additional hours as allocated at a Locality Panel meeting. 100% of children attending centre eligible for 1140 funded hours have been offered and are receiving their entitlement.

We are open 8am to 6pm for 50 weeks of the year closing only for public holidays, in service days and the period 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, 5 full time Early Years Workers, 7 part time Early Years workers, Early Years Support Worker, 2 part time Clerical Workers and Housekeeper. The centre is serviced by two part time day cleaners who work as part of the Facilities Management Team.

## 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.

### 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

### BELONGING

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

## 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.

## Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Wellbeing of children, families, and staff team	
<p><b>NIF Priority</b></p> <ul style="list-style-type: none"> <li>• Improvement in children and young people’s health and wellbeing;</li> <li>• Placing the human rights and needs of every child and young person at the centre of education;</li> </ul> <p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• Parent/carer involvement and engagement</li> <li>• School and ELC improvement</li> </ul>	<p><b>HGIOELC QIs</b></p> <ul style="list-style-type: none"> <li>• QI 2.1 Safeguarding and Child protection</li> <li>• QI 2.7 Partnerships</li> <li>• QI 3.1 Ensuring wellbeing, equality &amp; inclusion</li> </ul>
<p><b>Care Inspectorate Quality Framework Qis</b></p> <p style="color: red;">1.1nurturing care and support 1.4 Family engagement</p>	
<p><b>Progress and impact:</b></p> <p>All parents/carers have been given the opportunity to visit the centre and meet with the keyworkers to discuss their children’s individual needs. Stay and play/drop-in sessions are made available throughout the year where parents/carers are given the opportunity to come into centre to play with their children. This may take on the format of a structured staff led activity session or a general ‘fly on the wall’ experience. We have also incorporated a drop-in session for our new start children, where families can come and visit centre and be given a tour of the ground both inside and out. Feedback from almost all of our families would suggest that encouraging parents/carers to visit the centre and meet our team in person has contributed positively towards increasing the confidence in our children and families, supporting the foster of meaningful relationships between our families and our team.</p> <p>We have seen an increase in families reaching out for support, indicating that the relationships we foster with our families are built on trust and security, some of our families have demonstrated this by attending our interactive family sessions, a few have demonstrated this from reaching out for 1:1 support.</p> <p>All our families are made aware of support and information available to them from the Early Years Centre, supporting agencies or within the wider community. This may be distributed either face to face to families or they may be signposted to our blog which enables families to access information 24/7 and at their own discretion.</p> <p>Families who have requested or have been identified as needing additional support/guidance have benefited from building on and increasing their parenting skills, alongside members of our staff team, this promotes a consistent approach shared between the early years centre and home which benefit children.</p> <p>All staff have taken part in training or have accessed training notes on trauma informed practice which has increased their knowledge and understanding of how trauma may present in children and their families. Using this knowledge, they have built skills and strategies on how to best support families, delivering in house or signposting to appropriate agencies.</p>	

All staff have taken part in training or have accessed training notes on protective messages. All staff now use the correct terminology for body parts and support children in the understanding in keeping their bodies safe. This is delivered in an age-appropriate manner in day-to-day conversations and practice. Promoting personal space, individuality, privacy and dignity, and inclusiveness.

**Next Steps:**

- Continue to increase parental opportunities to visit centre – considering accessibility to sessions, particularly for working parents.
- Deliver learning opportunities to our families which support positive mental health and wellbeing.
- Embed protective messages into everyday practice – Family learning opportunities included.

**Centre priority 2: Develop systems and frameworks for operation linking to wider local and national policy**

**NIF Priority**

- .Placing human rights and needs of every child and young person at the centre of education
- Improvement in children and young people’s health and wellbeing

**NIF Driver**

- School and ELC leadership

**HGIOELC QIs**

- QI 1.4 Leadership and Management of practitioners

**Care Inspectorate Quality Framework Qis**

- 3.1 Quality assurance and improvement are well led
- 3.3 Leadership and management of staff and resources

**Progress and impact:**

All families have been given the opportunity to evaluate Colquhoun Park EYC service and delivery throughout the year. Most families have participated in offering feedback throughout the year via online questionnaires, face to face discussion, unprompted emails, e-journal engagement or via telephone. This has aided in increasing parent/carers understanding of the self-evaluation process and the importance of their input. Parents feel valued and listened to through the self-evaluation process, many demonstrating this with their continuous input and support.

Inservice day training carried out in August 2022 added depth to staff members understanding of the service improvement plan. Their input throughout the year and continuous personal development on self-evaluation enabled staff members to independently evaluate priority 1 and 2 of the improvement plan in May 2023. All staff members collaborated and recorded the impact that the implementation of the improvement plan had on the staff team, the children, and the families. Staff further demonstrated their knowledge and confidence in self-evaluation and reflective practice by presenting how we measure this impact, identifying further areas we as a service can build upon to continue to increase levels of attainment, safety, and wellbeing for our children.

Quality assurance checks have been carried out on our systems and processes within centre, with focus being given to securing children’s progress and the provision of an enriched learning environment, inclusive

to all. Plan, Do, Study, Act approaches have been used to monitor the impact this has had on our learners and information on the findings and subsequent changes that have been made to improve the learning experience for our children have been shared with their families, to review and feedback on.

Changes have been made to the use of targeted support plans to enhance the securing of children's progress. All Children who have been identified as having a barrier to their learning have had their success criteria broken down into a more immersive delivery programme. The impact has been measurable, seeing most children accessing curriculum for excellence and making progress in their specific area of developmental need.

Website and blog updates have been made to ensure the most up-to-date information and guidance has been made available for all our service users to refer to.

Online evidence gathering and quality assurance system created using How good is our Early Learning & Childcare and Care Inspectorate Indicators, ensuring the quality of provision is continuously tracked and monitored throughout the year.

TEAMS Tile created to share all relevant national, local and centre documents, guidance and frameworks are readily available and easily accessible to all staff members ensuring a shared understanding a consistent approach to delivery and learning.

**Next Steps:**

- Work towards reviewing and updating all centre policy and procedure using national policy and guidance to ensure they remain current and relevant.
- Work towards review all centre risk assessments using national policy and guidance to ensure they remain current and relevant.
- Develop in house training programme for staff team on the understanding and creating of risk assessment.

**Centre priority 3: Planning for Learning**

**NIF Priority**

- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people

**NIF Driver**

- Curriculum and assessment
- School and ELC leadership

**HGIOELC QIs**

- QI 2.2 Curriculum
- QI 2.3 Learning, Teaching & Assessment

**Care Inspectorate Quality Framework QIs**

- 1.3 play and learning
- 3.2 leadership of play and learning
- 4.3 staff development

**Progress and impact:**

Information was gathered by visiting early years centres around East Dunbartonshire, discussion with staff team, monitoring of cohort tracking and Quality Improvement officers to reflect on current delivery of

curriculum within centre. Considering the National Framework for Improvement driver focussing on closing the attainment gap between the most and least disadvantaged children and young people. All staff were involved in the reflection and consultation process and a test of change was implemented.

Test of change presented an overhaul in the delivery process and planning for all children in centre, focussing on ensuring all areas of the curriculum were delivered daily, with opportunity for children to explore and add depth to their learning for extended periods of time. Children's natural interests were used as a vehicle for their learning. Children were given the opportunity to review and comment on their learning, documenting this alongside staff, supporting the securing, understanding and driver for progress.

Alongside children's review each staff member focussed on the delivery of one curricular area and incorporated this learning across the Early Years Centre ensuring a rich cross curricular learning environment was available to all children which was inclusive across all age, stage, and developmental ability. Provocations were created to support all learning and it was noted that during this period all children across centre presented as more engaged with extended periods of focus, negative behaviours decreased and the introduction of well-being check ins delivered in smaller groups, demonstrated an increase in children's ability to discuss their emotions and confidence to engage with adult led focussed activities.

Due to the results from the initial test of change the proposed planning and delivery approach was shared with parents/carers. This was received positively with comments such as "I am learning from my child" being shared during feedback.

It was identified during staff reflection that having the opportunity to deliver and focus on one curricular area over a 4-week period was supporting their own knowledge and continuous personal development, demonstrating a shared understanding of our curricular approach and how to plan appropriate learning and development across our centre.

This approach has now been adopted throughout our centre.

#### **Next Steps:**

- Continue to monitor using quality assurance frameworks to ensure the quality of curricular delivery and planning
- Collect qualitative and quantitative data to secure the progress for children within centre.
- Create and deliver a programme for the delivery of Children's Rights.

## **Progress in National Improvement Framework (NIF) priorities**

### *Placing the human rights and needs of every child and young person at the centre of education.*

Staff members have taken part in training sessions of protective messages and support children daily on their understanding of their right to consent. Colquhoun Park Early Years Centre, offer a play-based approach to learning advocating the children's right to play as a fundamental necessity to their development, understanding the importance of play and the value it holds in the future of our children.

### *Improvement in children and young people's health and wellbeing.*

Staff members have worked alongside children focusing on adding depth to their understanding and expressing of emotions. The 'Colour Monster' is used as a vehicle for this learning and is introduced to all children aged 2 onwards. Daily wellbeing check in sessions offer children a platform to discuss their feelings promoting an environment in which children are attuned to their surroundings and the impact it may have on their health and wellbeing. Taking care of our body

sessions run throughout the year where children explore all the ways in which we can keep our body and mind healthy, through food, exercise, mindfulness, and discussion.

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

At Colquhoun Park Early Years we believe in equity for all. We strive to ensure all our children and family receive the same nurturing, high quality learning provision regardless of socioeconomic backgrounds. We offer an accessible approach to all and recognise all children as individuals. Where barriers in learning are identified we work with families to support the overcoming of these ensuring that all children have the opportunity to reach their full potential.

***Improvement in skills and sustained, positive school-leaver destinations for all young people; and Improvement in attainment, particularly in Literacy and Numeracy.***

All staff members are being upskilled in literacy and numeracy delivery this year led by our Early Years teachers, this supports the continuous provision and high quality of literacy and numeracy initiative and provocation throughout the entire year. Staff work closely with pre-schoolers and their families throughout their early years journey, where we believe mainstream education may not be an appropriate next step for some of our children we will work with their family and outside agencies to support their finding of a positive school-leaver destination. Children’s experiences and outcomes are monitored throughout the year enabling us to ensure their progress is being secured.

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

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	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	Good	Choose an item.

**Summary of Centre Improvement priorities for Session 2023/2024**

**1. Improve the wellbeing of children, families, and staff team**

Create the delivery process of planned interventions and strengthen links with other agencies. Inform policy and procedure development.

**2. Develop systems and frameworks for operation linking to wider local and national policy**

Use current guidance and legislation to develop robust systems for self-evaluation and governance.

**3. Curriculum planning and Tracking**

Use process of reflection and tracking to ensure new planning is embedded in practice and fit for purpose.

**What is our capacity for continuous improvement?**

At Colquhoun Park we recognise the importance of being responsive to our learners need. We will continue to work towards achieving this in the most beneficial way for our children by ensuring the quality of delivery outcomes and experiences are all the highest of standard. We are committed to upskilling our valued staff

team, empowering them to know their 'WHY' in any given situation within the centre setting. We will use processes of reflection and tracking to ensure that all new curricular planning is embedded in practice and fit for purpose.

We are committed in our effort to use current guidance and legislation to develop robust systems for frameworks for self-evaluation and governance.

We strive to work closely with our families and strengthen links with outside agencies, creating delivery processes of planned interventions to improve the wellbeing of children and families.

We will continue to support, monitor, mentor and upskill our staff team, building confidence and resilience in their abilities to reach their full potential. We believe that investing in our staff team's wellbeing by offering wellbeing check in's, open door policy, nurturing and supportive work environment, professional respect, and opportunity to challenge and progress we in turn invest in the future of our children.