

Framework for Centre Improvement Planning 2024/2025

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Colquhoun Park Early Years
Head Teacher / Depute Head of Centre	Clarie Loney (HT), Kady Tamburrini (DHoC)
Link EY QIO	Leona Stewart

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p>Colquhoun Park Early Years Centre is based in Bearsden West and is an integral part of the wider Colquhoun Park Primary School community.</p> <p>Our Care inspectorate registration affords us the capacity to accommodate 48 children aged 3 to 5 years and 10 children aged 2 years, in centre, at any one time.</p> <p>We currently have 50 children aged 3 to 5 years and 9 children aged 2 years on our role.</p> <p>39% of our children are fee paying.</p> <p>3.4% access additional hours as allocated at a Locality Panel meeting.</p> <p>100% of children attending centre, eligible for 1140 funded hours have been offered, and are receiving their entitlement.</p> <p>We are open between the hours of 8am and 6pm, Monday to Friday, 50 weeks of the year. Closing only for public holidays, in service days and the period in between Christmas and New Year.</p> <p>Our staff team currently consists of.</p> <ul style="list-style-type: none"> • Head Teacher • Depute Head of Centre • Acting Senior Early Years Worker • 3 full time Early Years Workers • 5 part time Early Years Worker • 1 part time/term time Early Years Worker

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- 2 job share Teachers.
- 2 job share Clerical Assistants.
- Housekeeper
- Early Years Support Worker.

The centre is serviced by two part time day cleaners who work as part of the Facilities Management Team.

Vision, Values & Aims

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.

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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.

At Colquhoun Park Early Years Centre, we believe in staying responsive to our learners' needs, ensuring the highest quality of learning experiences. Our focus is on nurturing curiosity, fostering creativity, and celebrating individuality among our children.

We are dedicated to supporting the continuous personal development of our staff, empowering them to challenge and explore their teaching practices. By investing in our team, we are investing in the future of our children.

	Looking Forwards – 3 Year Improvement Plan Priorities <small>Bullet point key priorities for the next 3 years</small>		
Session	2024/2025	2025/2026	2026/2027
Outdoor Environment and Opportunities	Create an environment outdoors that is rich with learning opportunities which ignites curiosity, creativity, and independence.	Create and establish family learning opportunities and community partnerships in our outdoor environment.	Embed and strengthen family learning opportunities and community links in our outdoor environment, and the wider community.
Develop systems and frameworks for operation linking to wider local and national policy	Use current guidance, legislation, and logistical knowledge of our centre to develop robust systems for self-evaluation and governance.	Move forward in aims to create a more energy efficient and sustainable setting by embedding refreshed systems and processes, reviewing key policy and procedures identified through self-evaluation.	Monitor impact and effectiveness of systems and processes to delivery of service for all stakeholders.
Curriculum Planning & Tracking.	Introduce all children, families and staff to the UNCRC (United Nations Convention of the Rights of the Child), fostering and environment which raises awareness and understanding whilst promoting the rights of the child.	Embed a rights-respecting framework into the everyday opportunities and experiences available within the Early Years Centre, ensuring that all planning and activities promote and respect children's rights.	Enhance learning opportunities that focus on rights, community engagement & global awareness, empowering children to become active global citizens.

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Section 2: Improvement Priority 1	
Early Years Centre	Colquhoun Park Early Yars
Improvement Priority 1	Outdoor Environment and Opportunities
Person(s) Responsible	SLT and wider staff team Children & Families Wider community

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
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<p>.Placing human rights and needs of every child and young person at the centre of education</p> <ul style="list-style-type: none"> • Improvement in children and young people’s health and wellbeing; • Improvement in skills and sustained, positive school-leaver destinations for all young people; 	<ul style="list-style-type: none"> • Parent/carer engagement and family learning • School and ELC improvement • Curriculum and assessment 	<p>QI 1.1 Self evaluation for self improvement</p> <p>QI 3.3 Developing creativity and skills for life and learning</p> <p>QI 3.1 Ensuring wellbeing, equality & inclusion</p>	<p>2.1 Quality of the setting for play and learning</p> <p>3.2 leadership of play and learning</p> <p>1.3 play and learning</p>	<p>Improvement in children and young people’s mental health and wellbeing</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>Placing the human needs and rights of every child and young person at the centre of education</p>
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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> • Outdoors / Forest school • Family Champion / Engagement • Community Links 	<ul style="list-style-type: none"> • Family support • Community links • Gardening / planting equipment

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Outdoor learning • Forest schools 	<ul style="list-style-type: none"> • Gardening days • Parent helpers (trips/outings)

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Staff, children, and families work together to redevelop the Early Years Centre greenspace. Children will have access to a stimulating outdoor environment which facilitates opportunities to create, develop and explore a variety of skills, knowledge and learning experiences.	Families will have the opportunity to be actively involved in the redevelopment process and beyond. Family sessions, learning opportunity and consultation as a collective where knowledge and experience can be shared to benefit the restoring of greenspace. Yearly events calendar will be created to ensure families will have as much notice prior to family sessions/events. Supporting inclusion for all.	Progression of development Input / Feedback Family levels of engagement Children demonstrate an increase in skills knowledge.	August 2024 – onwards Once established this will be an ongoing investment	

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<p>Children will learn how to plant, grow, and nurture their own vegetables, herbs, and flowers – introduction of sustainability. A shared understanding of the power of nurture portrayed through the growth and flourishing of the seeds sown by children and families.</p>	<p>Staff training will be sought to increase knowledge and understanding of basic harvesting skills.</p> <p>Family learning opportunities rolled out throughout the year showcasing seasonal changes and care for our environment.</p> <p>Community links created with local allotments to gain knowledge and support in establishing our own.</p>	<p>Progression of development</p> <p>Input / Feedback</p> <p>Family levels of engagement</p> <p>Children demonstrate an increase in skills knowledge.</p> <p>Strengthened community links.</p>	<p>August 2024 – ONWARDS</p> <p>Once established this will be an ongoing investment</p>	
<p>Forest skills programme re-established and delivered in centre. Children’s confidence and ability to assess risky play outdoors have increased. Children have a strong understanding of boundaries and the importance of listening to and following instructions. Activities which increase problem solving and teamwork increase skills in communication and shared sustained thinking.</p>	<p>Forest skills and outdoor training for staff team</p> <p>Visit to local woodland area to identify suitable location – risk assessment carried out.</p> <p>Small groups of children taken to woodland area to familiarise themselves with location, open to all children with intention of creating security within the environment.</p> <p>Small groups of children identified to take part in 6-week block to learn skills in the forest.</p>	<p>Children demonstrate an increase in skills knowledge.</p> <p>Input / Feedback</p>	<p>August 2024 visit local woodland area identify suitable area for children.</p> <p>August – September Begin small group visits to woodland area to evoke familiarity and security for children.</p> <p>September – ONWARDS Small groups of children will take part in CPEYC Forest skills programme.</p>	

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Section 2: Improvement Priority 2	
Early Years Centre	Colquhoun Park Early Years
Improvement Priority 2	Develop systems and frameworks for operation linking to wider local and national policy.
Person(s) Responsible	SLT and wider staff team Clerical Assistants Outside agency i.e. Education, Health, Social Work Children & Families

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
<ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children and young people; • Improvement in skills and sustained, positive school-leaver destinations for all young people; • Improvement in achievement, particularly in Literacy and Numeracy. 	School and ELC improvement Performance information Parent/carer engagement and family learning School and ELC leadership Curriculum and assessment Teacher and Practitioner professionalism	QI 1.1 Self evaluation for self improvement QI 1.3 Leadership of Change QI 1.4 Leadership and Management of practitioners QI 3.2 Ensuring children's progress QI 2.3 Learning, Teaching & Assessment	1.5 effective transitions 3.1 Quality assurance and improvement are well led 2.1 Quality of the setting for play and learning	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements
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<ul style="list-style-type: none"> • All staff will be responsible for the self-evaluation and implementation of systems/processes throughout the centre. • All qualified staff will be responsible for monitoring and securing progress for their key children. • All staff members will be curriculum leaders ensuring an environment enriched with cross curricular learning opportunity throughout. 	<ul style="list-style-type: none"> • Training both in house and external • Moderation • PDSA cycles • Collegiate working
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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Systems and processes • Moderation • Relevant evidence • Data collection - analysis 	<ul style="list-style-type: none"> • Feedback / suggestion on centre practice, procedure & policy. • Collaborative working with families, EYC and additional agency (if necessary) to achieve the best possible outcomes for children.

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<p>Outcomes for learners.</p>	<p>Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions</p>	<p>What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures</p>	<p>What are the key dates for implementation? When will outcomes be measured?</p>	
<p>All staff have a sound working knowledge of delivery process and securing progress for children.</p> <p>Staff deliver learning experiences based on the child’s stage of development and use their knowledge of the children’s learning journey to</p>	<p>Staff will access refresher courses throughout the year to ensure the keep up to date with any changes to delivery model, child need, guidance and/or frameworks.</p>	<p>Curricular moderation meetings, termly with SLT, Keyworker and Teachers, to evaluate and secure children’s progress – preschool children.</p> <p>Audits of children’s learning journals and keyworker input to ensure overall developmental progress and opportunity of children in centre.</p>	<p>Preschool Moderation Meetings Aug’ 24 Jan’25 Apr’25 Periodically throughout the term or as and when additional support has been identified for staff.</p>	

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offer appropriate support/challenge.				
<p>Transitional links with school and robust transition programmes for children support the seamless transition from EYC to Primary.</p> <p>Improved understanding of transitions for all staff demonstrates a decrease in children’s anxiety surrounding change.</p> <p>Children develop skills to manage change resulting with an increase in confidence, engagement, and social/emotional wellbeing.</p> <p>Curriculum tracker created in Early years using same evaluative information and data as school to support a universal understanding of children’s progress, ability and understanding across the early level.</p>	<p>Regular meetings with Head Teacher to discuss pre-school children.</p> <p>Work in tandem with the school staff to create joint opportunity for family engagement.</p> <p>Transitional training for all staff promoting recognition on the impact of transitions for children empowering staff with the knowledge to support daily, environmental or marked / occasion transitional periods in child a child’s life.</p> <p>Discussion with school on their tracking systems, emulating, where possible a method which allows for a streamlined sharing of knowledge base for children throughout the early level.</p>	<p>Feedback from P1 Teachers on children’s wellbeing and ability who have transitioned to primary 2024/2025 (test of change)</p> <p>Family engagement</p> <p>Decrease in universal support plans needed to overcome social and/or emotional barriers for children.</p> <p>Observations</p> <p>Children’s progress</p> <p>Transition calendar</p>	<p><i>6-month introductory phase of transitional programme carried out in Jan 2024 based on research gathered from Education, Health & Social Work.</i></p> <p>August 2024 Introduction to pre-school pack created using information gathered from 6-month test of change.</p> <p>August 2024 – October Transitional training</p> <p>January 2025 Transitional programme rolled out to staff, children & families.</p> <p>April 2025 – Joint gala day with school and EYC.</p>	
All policies and frameworks will be refreshed and updated to ensure they reflect the robust systems and processes that are	Review, amend, update, and create robust policy and procedure which align with current	Policy and procedure will be reviewed, amended, updated and/or created.	August 2024 – ONGOING	

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<p>in place. This in turn will ensure the health, safety and wellbeing of all stakeholders.</p>	<p>centre practice, national and local policy.</p> <p>Review, amend, update, and create risk assessments for activities both in centre and further afield.</p> <p>Review, amend and update staff and family handbooks to reflect current practice in centre.</p> <p>Create a curriculum rational for centre which reflects current practice and curriculum delivery in centre.</p>	<p>Risk assessments will be reviewed, amended, updated and/or created for activities both in centre and further afield.</p> <p>Staff and parent handbooks will be reviewed, amended, updated and/or created.</p> <p>Curriculum rational for centre which reflects current practice and curriculum delivery in centre will be created.</p>	<p>August 2024 – ONGOING</p> <p>August 2024</p> <p>January 2025</p>	
<p>EDC document 'Being me under 3' will be established in centre.</p> <p>Children under 3 will have their progress tracked, monitored and secured in alignment with the 3-5 approach used in centre.</p>	<p>Allocate staff members to take the lead on implementation of curriculum.</p> <p>Staff will establish a method or tracking and securing progress using 'Being me under 3' document.</p> <p>Document will be added to excel spreadsheet until up and running on Journal system.</p>			

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Section 2: Improvement Priority 3	
Early Years Centre	Colquhoun Park Early Years Centre
Improvement Priority 3	Curriculum Planning & Tracking
Person(s) Responsible	SLT and wider staff team Children & families

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
.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;	School and ELC improvement Parent/carer engagement and family learning	QI 3.1 Ensuring wellbeing, equality & inclusion QI 1.2 Leadership of Learning QI 2.5 Family Learning	Delete/copy as required 4.1 Staff skills, knowledge, and values 1.4 Family engagement 1.3 play and learning	Delete / copy as required Improvement in children and young people’s mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education

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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> All staff members will be curriculum leaders ensuring an environment enriched with cross curricular learning opportunity which incorporates children’s rights and wellbeing indicators throughout centre. Family engagement/champion to cascade knowledge and development opportunities to families. 	<ul style="list-style-type: none"> Staff training both external and inhouse. Planned parent/family session

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Rights training accessed by an appointed staff member Information on curricular delivery of Rights accessible by all. Centre visits to gain knowledge and ideas on delivery models. PDSA cycle to moderate impact of delivery 	<ul style="list-style-type: none"> Family sessions Parent/Children forums

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
All staff will have a sound understanding of children’s rights, implementing the foundational teachings of these for children throughout the	A staff member will be appointed (based on PDR) to attend training sessions on the delivery of Children’s rights in the Early Years.	Training sessions have been attended and information cascaded throughout centre.	August 2024 – Onwards CPD opportunities available sourced and accessed.	

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<p>centre appropriate to their age/stage of development.</p>	<p>Staff member will cascade knowledge back to centre using TEAMS tile as central point for sharing information with wider staff team.</p>			
<p>Children’s Rights will be incorporated into cross curricular delivery throughout centre. Children will have the opportunity every 6 weeks to explore a different article through age/stage appropriate delivery.</p>	<p>Curriculum content will include planned learning around children’s rights and opportunity for children</p> <p>An article will be chosen every 6 weeks for children to explore, record of children’s understanding will be logged using floor books and PDSA for delivery. Appointed staff member will use visual aids and activities to support children’s understanding and exploration of rights.</p> <p>Language surrounding children’s rights will be used to ensure all children have a raised awareness of their rights and how these align with daily opportunities in centre.</p> <p>Children will be supported to document their learning journey and share their understanding as an ongoing commitment for children to take the lead in their learning.</p>	<p>Floor books and journal entries will capture the children’s voice and learning journey.</p> <p>Children will begin to develop their understanding of rights, having the opportunity to present and express their views.</p>	<p>August 2024 Roll out delivery model in line with the present cross curricular delivery.</p>	
<p>Develop and implement rights-based interactive family sessions to enhance knowledge and understanding of children’s</p>	<p>Family sessions will be planned and promoted to all. These sessions will breakdown children’s rights relating them to</p>	<p>Family Engagement and feedback from family sessions.</p>	<p>October 2024 Introduce the foundations of our Rights Based</p>	

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<p>rights, utilising this knowledge to improve the well-being of all children in the Early Years Centre.</p>	<p>practice and practical everyday life. Curriculum fayre will be used to demonstrate the vision by staff to embed children's rights throughout centre.</p>		<p>Approached to families during curriculum evening. January 2025 Interactive sessions for families</p>	
<p>Adopt the school mascot of 'Rights respecting Racoon' to support the delivery of rights in centre.</p>	<p>Family packs created which sends home our mascot encouraging rights to be explored at home.</p>	<p>Families will engage and share activity roll out at home with centre creating and strengthening links and understanding.</p>	<p>January 2025 - Ongoing</p>	