

Colquhoun Park Early Years Centre



Standards and Quality Report 2023/24

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 years, in centre, at any one time.

We currently have 50 children aged 3 to 5 years and 9 children aged 2 years on our role.

39% of our children are fee paying.

3.4% 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 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.

Our staff team currently consists of.

- 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
- 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.

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: Improve the wellbeing of children, families, and staff team	
Care Inspectorate Quality Framework QIs 1.1nurturing care and support 1.4 Family engagement	
NIF Priority • Improvement in children and young people's health and wellbeing; .Placing human rights and needs of every child and young person at the centre of education NIF Driver Parent/carer engagement and family learning School and ELC leadership	HGIOELC QIs QI 2.5 Family Learning QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.4 Personalised Support QI 2.7 Partnerships
Progress and impact: <p>Assessing the progress made in enhancing the health and wellbeing of children, families, and staff within our Early Years Centre (EYC) setting, it's clear that a holistic approach has made a positive impact on all involved. Through various initiatives and collaborative efforts, significant strides have been taken to create a supportive and enriching environment for everyone at the EYC.</p> <p>One key initiative that has shown positive outcomes is the hosting of a comprehensive curriculum event. It aimed to engage families and provide them with a platform to interact with a diverse range of professionals. Feedback from most families highlighted a deeper understanding of the services offered and the effectiveness of engaging activities in raising awareness and fostering collaboration between families and external support agencies.</p> <p>Additionally, wellbeing assessments conducted at the end of each child's 6-week settle period have helped in identifying barriers to learning and developing tailored support plans in partnership with parents. By setting success criteria and regularly monitoring progress, the streamlined referral process and reduced wait times for assessments demonstrate enhanced collaborative working with external agencies for a more responsive support system.</p> <p>Building stronger links with external stakeholders, including Health, Social work, and Education professionals, has promoted seamless integration and access to external support services for families. The EYC's role as a central hub for facilitating interactions and providing support has been well received by almost all families and partners, empowering stakeholders to seek the assistance needed for optimal outcomes.</p> <p>A strategic overhaul of event planning processes has emphasised inclusivity and equity, ensuring that all children and families feel valued and catered to. By re-evaluating the rationale behind each event, considerations of accessibility and meaningful participation have guided decision-making for memorable experiences as reported by all families who have attended these events.</p> <p>The introduction of regular team meetings has enhanced communication, collaboration, and strategic planning within the staff team, bolstering the collective capacity to deliver quality services and support early intervention measures effectively. This collaborative ethos has positively impacted the planning of family events and cultivated a shared vision and understanding among staff members regarding the holistic support provided to families within the EYC.</p> <p>In conclusion, the multifaceted approach towards enhancing health and wellbeing outcomes within the EYC has demonstrated considerable progress, underpinned by a commitment to collaboration, inclusivity, and continuous improvement. Leveraging partnerships, proactive assessment practices, and a culture of collective responsibility, the EYC is poised to continue making a meaningful difference in the lives of children, families, and staff members alike.</p>	

Next Steps:

We no longer consider this as an improvement priority moving in to the 2024-25 session. We believe the ethos of wellbeing for all, is now embedded in the everyday delivery and interaction between children, staff and families. We are committed to ensure that this outlook and the nurturing relationships we build in centre continue to be fostered in all we do.

Centre priority 2: Develop systems and frameworks for operation linking to wider local & National policy	
<p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in achievement, particularly in Literacy and Numeracy. • 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; <p>NIF Driver School and ELC leadership School and ELC improvement Performance information</p>	<p>HGIOELC QIs</p> <p>QI 1.1 Self evaluation for self improvement QI 1.4 Leadership and Management of practitioners QI 3.2 Ensuring children's progress</p>
<p>Care Inspectorate Quality Framework Qis</p> <p>2.1 Quality of the setting for play and learning 3.1 Quality assurance and improvement are well led. 3.2 leadership of play and learning</p>	
<p>Progress and impact:</p> <p>An evaluation of the progress made in developing systems and frameworks for operation, linking to wider local and national policy within the Early Years Centre (EYC), has been undertaken. The focus was on securing progress for all, particularly in measuring and monitoring the progress of pre-school children transitioning to school.</p> <p>The existing process was refined to ensure that all keyworkers conducted six-weekly moderation to secure progress effectively. Emphasis shifted from weekly observations towards increasing contact time for both staff and children on the floor. This change aimed to streamline workflow and enhance the quality of interactions. Almost all staff reported feeling less overwhelmed, fostering a more positive and focused working environment.</p> <p>Children's progress is now closely monitored during the six-weekly reviews, enabling the identification, and timely addressing of barriers to learning. Challenge steps and support strategies are identified for children, utilising Curriculum for Excellence (CfE) progression pathways or Realising the Ambition (whichever is most suitable) to establish success criteria tailored to each child's developmental stage and abilities. This approach ensures that all children are accessing and achieving progress within the curricular framework.</p> <p>In August 2023, consultations with all staff revolved around reviewing the delivery of additional support needs and enhancing methods for securing children's progress. In-house training was provided to equip staff with knowledge on early intervention strategies, and wellbeing assessments were conducted for all new children joining the centre. These assessments, conducted after the settling-in period, informed the progression of each child's early years journey, with universal support plans devised to address identified barriers effectively.</p> <p>Where minimal progress was observed over a 12-week span, additional agency support was enlisted. All children experiencing limited progress engaged with these agencies, resulting in improved wait times for referrals and assessments. Strengthened interagency collaboration and improved parent/carer engagement have facilitated a seamless multi-agency approach to interventions, ensuring effective and timely support for almost all children.</p> <p>Robust monitoring and tracking in line with EDC policy for absence management has been embedded. This system supports monitoring absences and provides wellbeing support for all staff members. Comprehensive absence management training has been provided to staff to clarify the support available to them as East Dunbartonshire Council employees. Return-to-work meetings have proven invaluable in offering guidance and support to staff returning from absences. This has maximised attendance of most staff.</p> <p>In conclusion, the strategic revisions and interventions implemented have positively impacted the operation and outcomes within the EYC, fostering an environment that prioritises securing progress for all children and supporting staff well-being effectively.</p>	

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 reviewing all centre risk assessments using national policy and guidance to ensure they remain current and relevant.
- Create a Colquhoun Park instructional manual which will support the effective running of centre.

Centre priority 3: Curriculum Planning & Tracking

NIF Priority • Improvement in achievement, particularly in Literacy and Numeracy.
• 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 2.3 Learning, Teaching & Assessment

QI 2.2 Curriculum

QI 1.2 Leadership of Learning

Care Inspectorate Quality Framework QIs

1.3 play and learning

3.2 leadership of play and learning

2.1 Quality of the setting for play and learning

Progress and impact:

Within our Early Years setting, assessing the progress in curriculum planning and tracking is crucial for supporting the overall development of children. All staff have been actively involved in curricular planning and evaluation. Utilising Curriculum for Excellence (CfE) and frameworks such as Realising the Ambition and Getting it Right for Every Child has helped measure and enhance progress and learning opportunities for all children.

In the academic year 2022/2023, there was a need for a stronger moderation system highlighted by transitional reporting, which showed inconsistencies in cohort tracking. To address this, a collaborative approach involving Senior Leadership Team (SLT), teachers, and keyworkers was adopted to moderate the progress of pre-school children. The feedback from these stakeholders ensured that outcomes were reviewed, transitional reports were compiled, and parental input was actively sought through regular updates via learning journal profiles.

Regular six-weekly reviews proved beneficial in identifying areas for challenge and support, while the introduction of visual boards provided a snapshot of the varied learning experiences within the centre and allowed children to showcase their interests and voices.

To improve curriculum delivery, staff engaged in training sessions to empower them in creating an environment where children drive their learning experiences. The introduction of floor books captured children's thoughts and created visual stories for reflection and revisit.

A structured approach was implemented where staff took turns delivering one of the eight curricular areas over a six-week period, focusing on individual experiences and outcomes tailored to the children's interests. Thought-provoking activities were introduced gradually each week, providing opportunities for in-depth exploration and revisiting concepts through different curricular lenses.

For younger children, a similar approach was used, incorporating the SHANARRI indicators as a learning tool. Prioritising these core indicators positively impacted the wellbeing of our younger learners, supporting personal development and essential skills.

In summary, the dedication to inclusive curriculum planning and tracking, with active engagement from staff, parents, and children, has created a vibrant learning environment that places children's progress and holistic development at the core of educational practices.

Next Steps:

- Access and deliver training opportunities for staff developing their knowledge of Children's Rights.
- Create and implement a delivery programme which supports a Rights-based approach for Children.
- Develop and distribute centre curriculum rational.

Progress in National Improvement Framework (NIF) priorities

Placing the human rights and needs of every child and young person at the centre of education;

Nurture is at the core of our pedagogy. We recognise that all children are individual and each person in their life plays a role in influencing their journey. We use the principles of GIRFEC and my world triangle to ensure that each child in our care is Safe, Healthy, Active, Nurtured, Achieving, Responsible, and Included. We pay attention to the stage of the child and create opportunity individual to their need to reach their full potential. We believe all children have these rights and work at promoting and advocating them for each and every child in our care.

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

Children can take part in a 'wellbeing check-in' Daily. The Colour Monster is used as a vehicle for learning and emotional literacy. Children can explore and discuss their emotions with their peers and adults in the centre. The introduction of this begins from children 2 years old onwards. In doing so we promote an environment in which children are attuned to their emotions and that of others, recognising within their surroundings, the impact others may have on their health and wellbeing.

We encourage children to listen to their bodies, offering low stimulated lunch times alongside the social rolling lunch. For 2 hours each day we create a low stimulation environment in which children can step away from the fast pace of the day and slow it down. In this area we have children who sleep, story time, mindfulness sessions, yoga, jigsaws, colouring etc. Lights are dimmed and the atmosphere and activities promote calm.

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 families 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. Wellbeing assessments are carried out on all children within 6 weeks of them attending centre. Where potential barriers to learning are identified, appropriate supports are put in place, working in conjunction with the family and where necessary additional agency, to ensure that barriers are overcome, and children are supported to achieve their full potential.

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

All staff members throughout the year have been challenged to question their 'Why' i.e. their professional commitment and vision for making a difference in the lives of young learners. When delivering initiatives which support literacy and numeracy the starting point was to establish that each staff member involved in delivery had a sound rationale for what they are doing and the skills in which they are developing. A change in delivery of curriculum and challenge steps for children has resulted in children's progress being reviewed and secured on a six-weekly basis by early years workers. Triangulation of the new delivery method was moderated in May using the pre-school sample group, this was carried out by the EYC teacher, keyworker and SLT. The findings of this moderation gave a cohesive overview which led to a greater understanding and clearer picture of child's individual learning journey and their overall achievements.

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	Good	Choose an item.
3.2 Securing Children's Progress	Good	Choose an item.

Summary of Centre Improvement priorities for Session 2024/2025

- **Outdoor Environment & Opportunities**

Create an environment outdoors that is rich with learning opportunities which ignites, curiosity, creativity, and independence.

- **Develop Systems and frameworks for operation linking to local and national policy.**

Use current guidance, legislation, and logistical knowledge of our centre to develop robust systems for self-evaluation and governance.

- **Curriculum Planning & Tracking.**

Learning opportunity for all children, families, and staff on the UNCRC Rights of the Child, so that all stakeholders know about children's rights and this knowledge is used to improve child well-being and the Early Years Centre.

What is our capacity for continuous improvement?

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.

In our curriculum planning and tracking, we aim to adopt a Rights-based approach to promote children's understanding of their rights. We place children and families at the core of our work, striving to meet their individual needs and well-being.

Our commitment extends to building strong partnerships with external agencies to enhance outcomes for all. At Colquhoun Park Early Years Centre, we are passionate about creating a nurturing environment where every child has the opportunity to thrive and reach their full potential. With this high level of commitment, and clear vision, we are in a very strong position to ensure continuous improvement.