

Framework for Centre Improvement Planning 2025/2026

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Colquhoun Park Early Years Centre
Head Teacher / Depute Head of Centre	Claire Loney & Kady Tamburrini
Link EY QIO	Leona Stewart

Centre Statement: Vision, Values & Aims
<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 46 children aged 3 to 5 years and 10 children aged 2 years on our role.</p> <p>55% of our children are fee paying.</p> <p>A few children 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• Senior Early Years Worker

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- 4 full time Early Years Workers
- 8 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

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.

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Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2025/2026	2026/2027	2027/2028
Up, Up & Away	Introduce, Up, Up and Away document (Circle). promoting a universal approach to inclusion in centre. Roll out initial implementation process, evaluate impact of early understanding and delivery. Collate information to inform plans for future implementation process.	Implement Up, Up and Away document (Circle). promoting a universal approach to inclusion in centre. -	Evaluate the impact the Up, Up and Away document (Circle). promoting a universal approach to inclusion in centre. -
Curriculum Planning & Tracking	Ensure all children, families and staff are educated about the UNCRC (United Nations Convention on the Rights of the Child), fostering an environment where children’s rights are respected and upheld, which in turn will enhance child wellbeing and the overall effectiveness of the Early years centre.	Embed a rights respecting framework into operational structures of the Early Years Centre, ensure that all planning and activities promote and respect children’s rights.	Enhance learning opportunities which focus on rights, community engagement, and global awareness. Empowering children to become active global citizens.
High Quality Spaces	Ensure a safe secure and inspiring physical environment, indoors and outdoors.	Maintain and develop spaces	Enrich the quality environment in reflection of the CIC

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	Reflecting children’s diversity and differing engagement with play.		
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Section 2: Improvement Priority 1	
Early Years Centre	Colquhoun Park Early Years Centre
Improvement Priority 1	Up, Up & Away
Person(s) Responsible	SMT & Wider Staff Team

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
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• Improvement in children and young people’s health and wellbeing;	School and ELC leadership School and ELC improvement	QI 1.3 Leadership of Change	4.1 Staff skills, knowledge and values	Improvement in attainment in literacy and English
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<ul style="list-style-type: none"> • Improvement in achievement, particularly in Literacy and Numeracy. <p>.Placing human rights and needs of every child and young person at the centre of education</p>	<p>Teacher and Practitioner professionalism</p>	<p>QI 2.4 Personalised Support</p> <p>QI 3.2 Ensuring children's progress</p>	<p>1.1nurturing care and support</p> <p>3.2 leadership of play and learning</p>	<p>Improvement in children and young people’s mental health and wellbeing</p> <p>Placing the human needs and rights of every child and young person at the centre of education</p>
<p>Opportunities for Leadership</p>			<p>Resource Requirements</p>	
<p>Staff training to all staff August Inservice half day online</p> <p>Manager/Head and or Depute Head of Centre to attend all online training sessions and cascade in the setting.</p>			<p>Allocation of time to attend the training and to support implementation in the setting.</p>	

<p>Professional Learning</p>	<p>Parental Engagement and Involvement</p>
<p>Attendance at all training sessions</p> <p>Additional reading</p> <ul style="list-style-type: none"> • Up, Up & Away training for All staff August Inservice day – half day online • Engagement with Up, Up & Away documentation • Collaboration with Up, Up & Away pilot centres from 2025/2025 • Coaching and mentoring from ELSTs and QIO 	<p>Home link opportunities</p> <p>Parent workshops</p> <p>Stay and Play sessions</p> <p>Use of Learning Journals/Parent communications</p>

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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?	
Introduce the Up, Up, and Away document (Circle) to promote a universal approach to inclusion within the centre using appropriate documentation.	<ul style="list-style-type: none"> Up, Up and Away Mentor model supported by Senior Management Team to distribute to all practitioners in setting. All Practitioners attend Inservice day training or inhouse training provided is attendance not possible for all. Identified Practitioners (Mentor) and Senior Management to attend PLCs and online training. 	Facilitate and review Practitioner attendance at training. Professional Learning record. Distribute documentation and ensure all practitioner engagement with the resource. Pre and post questionnaires to practitioners on their skills/knowledge. Evaluation of learning collated and distributed to all practitioners.	August 2025 – ongoing	<u>August 2025</u> SMT and wider staff team to familiarise themselves with up, up and away document.
Through Practitioner implementation of the documentation almost all children will all feel included and supported within the	<ul style="list-style-type: none"> Mentor will work through identified stages of the documentation guided by the PLC team. 	Complete audit tools and identify actions from the literacy rich environment tool. Create action plan and implement priority.	January 2026	

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<p>centre by a whole team approach.</p>	<ul style="list-style-type: none"> Record of progress using audit tools on environment. Provide opportunities for parental engagement. 	<p>Parent feedback.</p>		
<p>All children will feel supported to access an environment that is inclusive and literacy rich.</p>	<p>Create a literacy rich action plan through Practitioner observations and review of areas.</p>	<p>Review progress through action plan, led by Management and Champion. Resource audit. Improved resources.</p>	<p>January 2026</p>	
<p>Working parties will have an increased awareness of providing an inclusive learning environment and will ensure a collaborative working approach is supported in the team to improve outcomes for children.</p>	<ul style="list-style-type: none"> Opportunities to visit pilot centres to review their practice. Engagement with the resources in the Glow Team tile. Coaching support given to practitioners by Mentor. Support from ELST and QIO. 	<p>Opportunities and time allocated for Mentor to engage with Practitioners to support implementation across the setting and gather observations and evaluations.</p> <p>Create a PDSA or 6-week sprint for individual identified areas of the setting to review.</p> <p>Floor books with pre and post photos, observations and comments.</p>	<p>August 2025 - ongoing</p>	

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<p>Almost all children will feel listened to and supported where children will receive purposeful and meaningful interactions from staff.</p>	<ul style="list-style-type: none"> • Staff will be introduced to the Reflective tool for Enriching Communication. • Practitioner reflection on communication practice. 	<p>Reflective tool to be used by practitioners as a self-reflective tool and as part of peer observations. Evaluate and review and evaluate improvements.</p>	<p>January 2026</p>	
<p>All staff to evaluate Year 1 of Up, Up and Away to ensure deeper implementation across the team and embed in the setting to provide positive outcomes for children.</p>	<ul style="list-style-type: none"> • Regular evaluation opportunities to provide opportunity for feedback. 	<p>Practitioner questionnaires</p>	<p>July/August 2025</p>	

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Section 2: Improvement Priority 2	
Early Years Centre	Colquhoun Park Early Years Centre
Improvement Priority 2	Curriculum Planning & Tracking
Person(s) Responsible	SMT & 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 1.2 Leadership of Learning QI 2.5 Family Learning QI 3.1 Ensuring wellbeing, equality & inclusion	1.3 play and learning 1.4 Family engagement 4.1 Staff skills, knowledge and values	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

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> All staff members will be Children’s Right’s advocates ensuring an environment enriched with cross curricular learning opportunities which incorporate children’s rights and well being indicators throughout centre. 	<ul style="list-style-type: none"> Protected time for staff to access both internal and external training Links with EDC centres with established UNCRC delivery programmes Planned family engagement sessions

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<ul style="list-style-type: none"> • Children’s rights champion to cascade knowledge and learning opportunities for children and families 	
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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> - Rights training accessed by an UNCRC champion - Information on curricular delivery of Children’s Rights access by all - Centre visits to gain knowledge and ideas on delivery models. - PDSA cycles to evaluate impact of delivery 	<ul style="list-style-type: none"> - Family sessions - Opportunity for parents/carers to share their voice

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 knowledge of children’s rights, implementing delivery programmes and facilitating age and stage appropriate learning opportunities through out centre.	UNCRC champion to attend training sessions on the delivery of early level Children’s rights. Champion will cascade knowledge throughout centre using a shared learning space	Training sessions have been attended and information cascaded throughout centre. Floor book and learning wall to documents children/family voice.	August 2025 – onwards 6 weekly leadership meetings with SMT.	

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	(TEAMS TILE) as a central point for sharing information with the wider staff team.	6 weekly leadership meetings with SMT to discuss planning, implementation and expectation. Evaluate delivery and impact at each point for children, families & staff team.		
UNCRC programme for delivery will be developed and delivered throughout centre at age/stage appropriate levels.	Curriculum content will include planned learning activities and opportunity to explore Children’s rights for all.	Floor books and journal entries will capture the children’s voice and learning journey. Children will begin to develop their understanding of rights, having opportunity to present and express their views.	August 2025 – ongoing October 2025 Delivery plan for 2025-26 mapped out and in the early implementation stage throughout centre.	
Home link programme delivered to introduce rights to families (Travelling Ted)	Travelling Ted passport and information pack created. Sessions with children pre-going home to promote independence and autonomy in their learning.	Family engagement Input on learning journals, and Ted Passport.	September 2025 - ongoing	
Moderated and collate data from early implementation stages of delivery programme.	PDSA cycle analysed. Information used to make adjustments as and where necessary.	Overview of all evidence created documenting impact on children, families and staff during the early stages of implementation	November 2025	

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<p>Develop and implement interactive rights-based interactive family sessions to enhance knowledge and understanding of children’s rights, utilising this knowledge to improve the well-being of all children in the early years.</p>	<p>Family sessions will be planned and promoted to all. These sessions will breakdown centre delivery plan of children’s rights. Giving information on how families can incorporate these practices into daily life.</p>	<p>Family engagement and feedback from family sessions.</p>	<p>January 2026 Family interactive sessions schedule distributed.</p>	
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Section 2: Improvement Priority 3	
Early Years Centre	Colquhoun Park Early Years Centre
Improvement Priority 3	Quality Spaces
Person(s) Responsible	SMT & 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 leadership School and ELC improvement	QI 1.1 Self evaluation for self improvement QI 1.5 Management of resources to promote equity QI 3.1 Ensuring wellbeing, equality & inclusion	1.3 play and learning 4.1 Staff skills, knowledge and values	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> - Outdoor Learning - Review of Realising the Ambition - Leadership of zones - UNCRC ‘The right to play’ Article 31 	<ul style="list-style-type: none"> - Continuous provision planner - Peer visits - Protected time for development - Additional resources for children
Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> - Space to Grow - Froebel training - Play Pedagogy PLC 	<ul style="list-style-type: none"> - Parent engaged during drop off pick up to the outdoor environment.

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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?	
Children will have opportunities to follow their interests within the playrooms and outdoors, alongside curriculum delivery.	<ul style="list-style-type: none"> - Audit play spaces - Audit resources - Review floor books to observe interests - Review of areas, roles and responsibilities - PDSA to show enhanced provision both indoors and outdoors 	Post measures of environment and the impact on learner engagement. Observations of learner experience Floor books will show area development and children’s interests being followed.	<p>October 2025</p> <p>January 2026</p> <p>May 2026</p>	
Children who are not yet three will have opportunities to develop age/stage appropriate skills.	<ul style="list-style-type: none"> - Review of areas and resources 	Observations of learners Staff professional judgement New resources	<p>October 2025</p> <p>May 2026</p>	

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	<ul style="list-style-type: none"> - Schematic play opportunities 	<p>Staff understanding of schemas and providing opportunities</p> <p>Being me under 3 development overviews.</p>		
Staff will have a clear and shared vision of pedagogical approach used within centre	<ul style="list-style-type: none"> - Inservice day training - Teamworking - Consultation 	<p>Staff have a shared vision of pedagogical approach</p> <p>Staff work together to deliver learning and experiences for all.</p> <p>Staff confident in facilitating and participating in adult and child led activities.</p>	August 2025 - Ongoing	
Stakeholder input in creating and evaluating quality spaces	<ul style="list-style-type: none"> - Consultation - Teamworking - PDSA monitoring - Continuous development - Continuous provision audits 	<p>Staff will have a sound understanding of how to carry out continuous provision audits both indoors & out.</p> <p>Stakeholders will support in gathering resources and implementing change i.e. gardening days, shared ideas etc</p> <p>Children’s voice will be sought, ideas shared and support given, where possible, to action these.</p>	<p>August 2025</p> <p>October 2025 – ongoing</p>	