



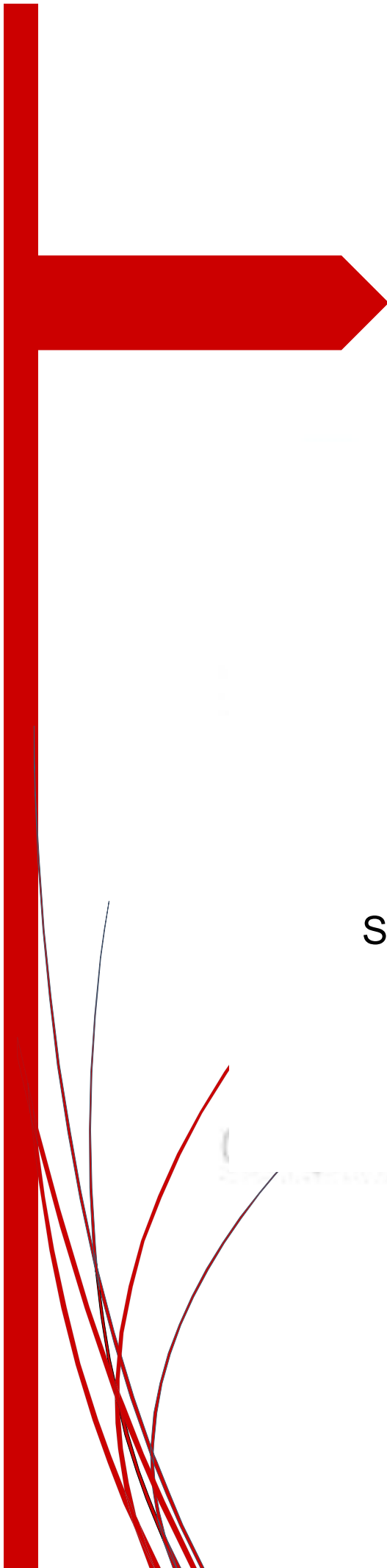
sustainable thriving achieving

East Dunbartonshire Council

www.eastdunbarton.gov.uk



Standards and Quality Report 2024/25



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 46 children aged 3 to 5 years and 10 children aged 2 years on our role.

55% of our children are fee paying.

A few 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
- Senior Early Years Worker
- 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



Colquhoun Park Early Years

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: Outdoor Environment and opportunities	
Care Inspectorate Quality Framework QIs 1.3 play and learning 2.1 Quality of the setting for play and learning 3.2 leadership of play and learning	
<p>NIF Priority .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; <p>NIF Driver Curriculum and assessment Parent/carer engagement and family learning School and ELC leadership</p>	<p>HGIOELC QIs QI 1.1 Self evaluation for self improvement QI 3.1 Ensuring wellbeing, equality & inclusion QI 3.3 Developing creativity and skills for life and learning</p>
<p>Progress and impact:</p> <p>Collaborative working with families and children has led to improvements in our onsite play space. Outdoor family learning initiatives have been well attended and have enhanced parental engagement. Examples of this include our Winter Wonderland Celebration, Gardening Day (joint initiative with school) and scavenger hunts.</p> <p>Forest Programme was reintroduced to centre which involved both children (pre-school) and families attending sessions in our local woodland area situate a 20minute walk from centre. Staff introduced 'risky business' to children which empowered all children attending to assess and manage their surroundings for risk. All children attending had the opportunity to create boundaries, build dens, problem solve and work as part of a team. Staff reported seeing an increase in engagement from most children whilst in the woods.</p> <p>The Mini Explorers programme was developed and introduced in centre to deliver age and stage appropriate access to outdoor learning experiences for all children. Mini Explorers is delivered onsite and emulates most of the learning experiences promoted through the forest programme. Delivering an onsite alternative to the forest programme has emphasised inclusivity and equity, by considering accessibility and meaningful participation for all.</p> <p>Working in partnership with our school community and families a green space was cleared in which our children have supported access to daily. There are ongoing plans in place to further develop a growing space which will encourage curiosity and learning around the natural world. At present a greenhouse has been erected and all children have had the opportunity to sow and nurture seeds alongside a planter in which seeds are moved to in anticipation for harvest. Almost all children have expressed an interest in planting and staff have taken their lead on which fruits and vegetables they would like to grow. Children have been exposed to seed sowing cycle, and a few are beginning to show good awareness of the season and condition seeds need to grow.</p>	

Development of our outdoor play environment has progressed with designated areas being established. Learner voice was gathered with all children having the opportunity to share their ideas in what they would like to see in their outdoor area. Some children had the opportunity to map out areas with staff. A few parents kindly donated resources to help design areas authentically, using life sized signs, boards, dividers and dishware to promote role play and shared thinking spaces for our children. Consideration was given to age/stage appropriate access to areas and resources were carefully sourced to ensure that areas remained equitable and accessible to all. Storage sheds contain additional resources that offer challenge or can aid support are located. Such resources are used by staff to scaffold and extend children's learning in an age and stage appropriate manner, thus adding breadth and depth across the curriculum.

Next Steps:

- **Continue to develop outdoor environment with children and their families.**
- **Seed to plate initiative introduced when growing space is fully established, introducing growing cycles & sustainability to children and their families.**

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

NIF Priority

- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in children and young people's health and wellbeing;
- Improvement in skills and sustained, positive school-leaver destinations for all young people;

NIF Driver

Parent/carer engagement and family learning
Curriculum and assessment
School and ELC leadership
Teacher and Practitioner professionalism

HGIOELC QIs

- QI 1.1 Self evaluation for self improvement
- QI 1.3 Leadership of Change
- QI 1.4 Leadership and Management of practitioners
- QI 2.3 Learning, Teaching & Assessment
- QI 3.2 Ensuring children's progress

Care Inspectorate Quality Framework Qis

- 1.5 effective transitions
- 2.1 Quality of the setting for play and learning
- 3.1 Quality assurance and improvement are well led

Progress and impact:

All staff have been working toward embedding effective and inclusive curricular delivery and moderation across our centre. A Local Authority Quality Review carried out in November highlighted a need to create a more coherent method for evidencing children's progress and promoting independence. Recommendations implemented include.

- Establishing a self-serve rolling lunch to all children aged 3-5yrs and face washing station. This gave children the autonomy to decide when to join for lunch during lunch service whilst also promoting their independence and choice as they collect crockery, serve lunches and wash their faces independently.
- Defined areas created within the playrooms which promote cross curricular learning experiences. Staff members allocated to designated areas support the scaffolding of children's learning experiences to offer greater breadth and depth across the curriculum for all pre and ante pre school children.
- Designated area for 2yr old children established with focus on being me under 3 framework and schematic play opportunity and exploration.

- Changes in the way data is secured, documented and shared with parents using online learning journals to create a more coherent method of delivery and understanding for families, staff and outside agency.

SMT and staff worked together using Plan, do, study, act cycles, shared experience & evaluative practice to monitor impact of change, these were documented to support the understanding of impact particularly in learning opportunity and engagement. Where necessary adjustments were made to ensure that positive outcomes in measurable impact were achieved.

To ensure consistent approaches across our early years' setting, guidance on how progress is secured was created. All staff are aware of the processes used and the guidance was shared with families to ensure they were fully informed of our approach.

Through self-evaluation undertaken with staff, we recognised the need to ensure a greater balance of child and task focused experiences being planned. As a result, adjustments to our practice, which scaled back evidence being collated over a variety of placed and homed in on quality data being collated and collected from a select few, including online learning profiles, wall displays & children's floor books. These adjustments have been implemented and reviewed with almost all staff now feeling out centre's ethos of responsive and child led learning is embedded throughout.

Six weekly cycles of participation and evaluation with a focus on child achievement is documented and shared with parents via learning journals. All parents can actively contribute to their children's learning with their input being actively sought by our keyworkers and SMT through regular discussion, promotion of family engagement, bi yearly progress meetings.

Support groups underpinned by nurturing principles have been established and led by senior staff members which link into creating strategic planning for identified children which focuses on the positive development of their social and emotional skills. Referrals to these groups can be made by keyworkers and/or families direct to lead practitioners who will work closely with children through 1:1 and small group sessions to observe and assess methods individual to each child which support their emotional and prosocial development.

Interagency working and shared professional learning ensure staff are well equipped to provide the highest levels of universal and targeted support in areas such as language and communication and neurodiversity. Multi agency meetings have been facilitated by centre to ensure that families are actively involved in their child's learning journey. All families identified have participated in Team around the Child meeting and where necessary links with feeder schools have been initiated to create enhanced transitions from children moving on from EYC in August.

Transition programmes to school have been embedded into practice for all pre-school children, which has seen an increase in opportunity for children and families to build relationships with school staff team. All children have had opportunity to visit school canteens, assemblies, classrooms and play spaces within the schools.

By establishing robust systems for self-evaluation, staff rigorously and routinely audit the environment to ensure that a range of appropriate resources and learning opportunities are on offer for all children. A rotational timetable has been implemented to ensure regular review of these by designated staff. Defined areas have been created in centre which has included a space designated solely for 2yrs old learners and curricular delivery being developed. All staff members working with 2yr old children have a strong understanding in the delivery and implementation of East Dunbartonshire's 'being me under 3' document which is now the primary framework used for this age group.

All children under 3 have their progress tracked, monitored and secured in alignment with the 3-5 approach currently used in centre.

Systems to collate evidence of practice using both 'How good is our early learning and childcare' and Care Inspectorate indicators are in the process of being established within centre. Systematic collation of

evidence and evaluation provides a framework to support and develop a greater understanding to ensure we deliver the best possible outcomes for our children and their families.

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 assessment using national policy and guidance to ensure they remain current and relevant

Centre priority 3: Curriculum Planning & Tracking

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
Parent/carer engagement and family learning

HGIOELC QIs
 QI 1.2 Leadership of Learning
 QI 2.5 Family Learning
 QI 3.1 Ensuring wellbeing, equality & inclusion

Care Inspectorate Quality Framework QIs

- 1.3 play and learning
- 1.4 Family engagement
- 4.1 Staff skills, knowledge and values

Progress and impact:

Staff member appointed in August 2024 to take forward creating a delivery model for Children rights in centre. Initially priority was given to ensuring that staff, children and families had a foundational knowledge and understanding of Children’s Rights from which we could progress. The rights of the child were explored in centre with opportunity for all children to take part in age/stage appropriate activity to support developing their knowledge in “what is a right?”. All parents had the opportunity to attend our curriculum event, where a stall dedicated to explaining Children’s right and how it fits into curriculum was available. A few parents took the opportunity to attend this session, and information was shared with all who did.

A floor book has been created for children to showcase what they have been learning, children are encouraged to share their thoughts, views and understanding by mark making or sharing with an adult who will scribe on their behalf. Almost all children have participated in an activity to have their voice heard.

Links were established with the school to create a whole school approach to children’s rights using their mascot ‘Rocky the Raccoon’ a visit was made by P7 right’s ambassadors who shared their knowledge of rights with most of our children.

Rights based language is used by all staff in setting as part of their daily practice for example when delivering protective messages: ‘your body is private, close the door in the toilet. It is your right to privacy.’ A travelling teddy is in the early stages of being introduced to children in centre and will be used as a family link between home and the EYC. Ted will be used to help children explore a combination of articles which support at an age/stage appropriate level children’s right to be kept safe and protected from harm. This will be a whole centre roll out therefore it is predicted that all families will have the opportunity to participate.

The initial stages of Ted introduction have allowed all children to explore their right to have a name (article 7) and their right for their views to be heard (article 12). All children had the right to vote for a name that they thought matched our travelling teddy, as most understood that teddy had the right to a name. Vote was placed with ted now being named Banana bear.

Next Steps:

- Shared practice across the authority to develop staff knowledge on the delivery of Children's Rights
- Create, implement, monitor and review a delivery programme which supports a Rights-based approach in centre, embedding a rights respecting framework into operational structures.

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, supporting them to reach their full potential. Children's passports and personal learning plans are used to establish individual learning plans for all children in centre. We strongly believe in the fundamental right to play, be heard and to be educated and work hard at promoting and advocating these for every child in our care. We believe play is the universal language for children and use this as a vehicle to spark curiosity, enquiry and engagement in all.

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

Children take part in weekly wellbeing check-in. The Colour Monster is used as a vehicle for learning to develop emotional literacy skills. All 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 opportunities to access a calm, quiet environment in which children can step away from the fast pace of the day. In this area we have children who sleep, story times, mindfulness sessions, yoga, jigsaws, colouring etc. Lights are dimmed and the activities and atmosphere are set to promote a calming environment.

- *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.

Early years teaching staff carry out termly assessments for all pre-school children based on early level numeracy and literacy outcomes. Assessment results are used to create numeracy and literacy groups where children will work closely with teachers to develop skills in both areas. Early years workers use numeracy and literacy progression frameworks as a tool to monitor children's progress and as a guide for identifying both support needs and challenge steps. Short cycles are set for all children aged 3-5yrs based on their individual literacy and numeracy stage of development. Next steps are assessed at the end of each short cycle to ensure progress is being made by all.

All staff members throughout the year have reviewed the pedagogical approaches in their 'Why' i.e. consider the methods and practice used in their delivery and teachings. When delivering initiatives which support literacy and numeracy the starting point is 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. Training sessions are offered to ensure that each member of staff has the understanding needed to deliver curriculum effectively, particularly in literacy and numeracy. Numeracy and Literacy audits are carried out on area rotation to ensure that resource and opportunity is continuously available to deepen children understanding, promoting curiosity and enquiry in both subjects. Moderation is carried out termly to ensure progress is being secured for each learner. The overall findings from moderation from 2024/25 gave a cohesive overview which led to a greater understanding and clearer picture of children'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	Satisfactory	Satisfactory
2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Satisfactory
3.2 Securing Children's Progress	Satisfactory	Satisfactory

Summary of Centre Improvement priorities for Session 2025/2026

- **Up, Up and Away Document**

Introduce and begin the implementation process of the Up, Up and Away document into Colquhoun Park EYC.

- **Systems & Processes**

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

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.

We aim to adopt leadership roles into centre to empower our staff, children and their families to share experiences and understanding on children's development and opportunities for learning.

Our commitment extends to nurturing strong partnerships with external agencies and our families 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.