



sustainable thriving achieving

**East Dunbartonshire Council**

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Craighead EYC

Standards and Quality Report

2021/22

## **Context of the Centre**

Craighead Early Years Centre is situated in the grounds of Craighead Primary School. Craighead Primary is a non-denominational school in the village of Milton of Campsie. The school was built in 1968 with a nursery class opening in 1997. Early Years Centre offers provision for 48 3 to 5 year olds and 5 2 year olds. Since 2021 the centre has been providing 1140 hours to all 3-5 year olds and eligible 2 year olds. The Early Years Centre offers full day hours from 9-3 based on a term time year, which runs in partnership with the school. Our catchment area consists of a mixture of local authority, privately rented and owner occupied housing. Data from the Scottish Index of Multiple Deprivation shows that most of our pupils live in areas of low deprivation though many children identified for PEF either live in private lets or are children who live out with the village so true levels of deprivation are not immediately apparent.

The staff team consists of one Head teacher within the Primary School, one Depute Head within the Primary School, one Senior Early Years Worker, 8 Early Years Workers and one full time Early Years Teacher.

At Craighead EYC we support our children to be the best they can be. We have developed strong connections with our learners and their families and have identified the different needs and barriers to learning for our children. Our team work hard to create a loving, happy inclusive environment for all. We provide targeted support and challenge that meets individual needs. We work closely with our families to meet the children's emotional and social needs. We understand the importance of community and work with key stakeholders to broaden our children's opportunities in the wider community.

We ensure children have smooth transitions from home to Early Years and from Early Years to school. We work with a variety of primary schools in the local area to ensure a smooth transition from our setting into P1.

Through a robust framework of evaluation and improvement planning, we strive to further enhance children's successes and achievements and consistently plan to improve the learning opportunities on offer and to help create independent and confident learners. We promote respectful, supportive relationships between children, staff and parents and provide regular opportunities for children and parents to take an active role in the life of the Early Years Centre.

## **Vision, Value and Aims**

### **Our Vision**

Our vision is to be the best we can be in a loving, happy, inclusive environment.

### **We Value:**

- Fun
- Safety
- Happiness
- Being Responsive
- Parental Involvement
- Care and Nurture
- Following Children's Interests

### **Our Aims and Objectives**

To have happy, confident children who are motivated to explore, play and try new things.

To be reflective and responsive to our children's, parent's and staff's interests, needs and opinions.

To have an environment that provides fun, stimulating and challenging learning experiences.

To develop a child-centred curriculum which follows their developmental needs and interests, and is extended by staff.

### Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Ensuring that our interactions, experiences and spaces support children's learning.	
<p><b>NIF Priority</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> </ul> <p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>assessment of children's progress</li> </ul>	<p><b>HGIOELC QIs</b></p> <ul style="list-style-type: none"> <li>QI 1.2 Leadership of Learning</li> <li>QI 1.5 Management of resources to promote equity</li> <li>QI 2.2 Curriculum</li> <li>QI 2.3 Learning, Teaching &amp; Assessment</li> <li>QI 3.2 Ensuring children's progress</li> </ul>
<p>Progress and impact:</p> <p><b>Outdoors</b></p> <ul style="list-style-type: none"> <li>Further developing the garden was identified as an area that required continued development during 21-22 self-evaluation process. Staff were consulted and agreed that each team member would develop one area within the garden to ensure a team approach to improvement. Staff identified their chosen area as part of the PRD process which included role play, loose parts play and small world. Action plans were completed and implemented. Staff shortages have impacted progress so staff will continue to develop areas in session 22-23.</li> <li>Outdoor storage sheds were dangerous and unfit for purpose. Both sheds have now been removed and alternative solutions are being explored.</li> <li>Outdoor shelter was discussed with Early Years and we were advised that our centre doesn't qualify for this. This structure is out with our budget so multipurpose storage solutions are being sought that will offer both storage and a shelter.</li> </ul> <p><b>Continuous Provision</b></p> <ul style="list-style-type: none"> <li>As part of our review of the effectiveness and quality of our provision, a play audit was carried out. This identified gaps in our provision that could be addresses with additional resources. Suitable resources have been identified and purchased. Most children knew which resources were available or where they could find out which resources were available and demonstrated independence and confidence in leading their own learning.</li> <li>Staff attended professional learning to support their leadership area or areas of development. This included Play and Pedagogy, Literacy, Numeracy, What I Need to Grow and Develop, Engaging Parents and Families, Literacy, Numeracy and Mathematical Thinking, High Quality Experiences and Sensitive Interactions and Planning for Children's Learning Through Environments. Staff regularly feedback at staff meetings and discuss plans and developments that improve the provision.</li> <li>The team reflected on our provision and how the layout of the room could better support this. The Creative and Discovery Zones were then reconfigured to create more space to allow each zone some flexibility in layout and allow more areas to be added. We now have an additional role-play area to allow for role-play in addition to the home corner. A stage area has also been created for us to share our Helicopter stories and imitate, innovate and invent stories using our 3 Reads text as a prompt. This area has been well accessed by almost all children and has given children the opportunity to explore, learn and develop literacy skills.</li> </ul> <p><b>Planning, Assessment and Observation</b></p> <ul style="list-style-type: none"> <li>The CEYC Planning Cycle has been shared with staff. Procedures for Identifying, Recording and Tracking Next Steps have been shared for staff to refer to and use. In order to incorporate a range of supportive programmes, including Word Aware, 3 Reads, Talk for Writing, Helicopter Stories and SEAL maths, a methodology was adopted that allowed us to enhance literacy and</li> </ul>	

numeracy whilst reducing the interruptions to free play in order to enhance deep learning and sustained shared thinking. Due to staff absences, although the framework for planning and assessment has been introduced, it has not yet been embedded into practice, this will continue in session 22-23.

- All progression pathways have been linked to CfE E&Os to allow for tracking across Early Level and ensure a breadth of experiences and opportunities are on offer.

**Next Steps:**

- Continue to develop garden area and organise outdoor storage/shelter solution
- Develop team knowledge of Play Pedagogy
- Embed Planning, Assessment and Observation cycle
- Re-introduction of Champion Roles for all staff

**Centre priority 2:** We work holistically to meet every child's individual needs and secure progress through working in partnership with parents, families and other agencies.

**NIF Priority**

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

**NIF Driver**

- parental engagement

**HGIOELC QIs**

- QI 2.4 Personalised Support
- QI 2.5 Family Learning
- QI 2.7 Partnerships
- QI 3.1 Ensuring wellbeing, equality & inclusion
- QI 3.2 Ensuring children's progress

**Progress and impact:**

- Through self-evaluation, we identified a gap in the team's knowledge of the Support for All process and documentation
- Staff attended in-service training on the SfA process and awareness was raised on who, within our setting, could benefit from additional support
- SEYW and EYT work with ASN Co-ordinator to ensure we are Getting it Right for Every Child. EY staff are invited to attend PSGs when there is concerns about a child
- Our Family Champion has worked hard to ensure that supports are shared on Learning Journals. A few families have contacted us to request additional support
- Staff have worked with various organisations and professionals to provide bespoke to support to families and children
- Knowledge of resources and supports available to families has increased for all staff

**Next Steps:**

- SEYW and EYT will continue to work collaboratively with the ASN Co-ordinator to ensure we are Getting it Right for Every Child.

**Centre priority 3:** At Craighead EYC there's a strong focus on working together with all partners and stakeholders to develop a shared vision for change and improvement.

**NIF Priority**

- Improvement in attainment, particularly in literacy and numeracy

**NIF Driver**

- performance information

**HGIOELC QIs**

- QI 1.1 Self evaluation for self improvement
- QI 1.3 Leadership of Change
- QI 2.7 Partnerships

**Progress and impact:**

- Children, parents and staff were consulted our EYCs strengths and areas of improvement. Feedback was collated and used to inform the language of our Vision, Values and Aims.
- Staff worked collaboratively, using other centres' VVAs as a guide for layout and content of what ours could include. Staff identified their preferences and worked together to generate our Vision, Values and Aims.
- Following staff development, we identified that a 3 year improvement cycle was required. The SEYW and EYT worked together to develop a 3 year plan which breaks down the QIs within HGIOELC to ensure all are covered over the 3 year period. These are linked to the principles in Realising the Ambition.
- An annual plan, detailing how improvement will be delivered in across the session has been created,
- An annual monitoring plan has also been created as a checklist for scrutiny purposes.

- Evidence to support progress of improvements is collated in our annual evidence folder.

Next Steps:

- Share VVAs with children and parents to gather feedback and finalise language and layout.
- Update the 3 year cycle and annual plan and ensure longer term strategic planning is embedded into practice.

## 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	not applicable
2.3 Learning, teaching and assessment	Good	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Good	not applicable
3.2 Securing Children's Progress	Good	Satisfactory

## Progress in National Improvement Framework (NIF) priorities

### Improvement in attainment, particularly in literacy and numeracy

Achievement of Curriculum for Excellence Levels over time shows that most children are attaining expected levels at this stage of the Early Level Curriculum for reading, writing, listening and talking and numeracy and maths.

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

At Craighead EYC, we know our children, families and local community very well. Many members of our EYC team have worked in the centre for many years and have strong and trusting relationships with families. The Senior Leadership Team worked with the nursery teacher and senior early years worker to review assessment evidence and analyse data, identifying existing or emerging gaps in attainment and achievement between our most and least disadvantaged children and young people, and those most adversely impacted by the pandemic.

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

It is widely recognised that the pandemic and EYC closures had an impact on the physical and mental health of children. For that reason, we have focused on supporting children's health and wellbeing through trauma informed training for all staff and revisiting nurturing approaches.

## Summary of Centre Improvement priorities for Session 2022/23

- 1. Learning, Teaching and Assessment – Tracking and observations
- 2. Curriculum – Nurture, Curriculum rationale
- 3. Partnerships / Family Learning – Stay and Play sessions, Triple P, Family engagement events

## What is our capacity for continuous improvement?

All staff at Craighead are committed to high standards and to improving outcomes for all our children. We are confident that the EYC's self-evaluation processes are leading to continued improvements. All staff demonstrate awareness of priorities within the centre improvement plan and work towards achieving these. Our ethos is friendly, warm and welcoming and we take great pride in the positive relationships we have with all in our EYC community.

All staff continuously reflect on provision and practice in order to inform improvement and nurture remains at the very core of our pedagogical approach. Staff are committed to engaging in CLPL opportunities and continue to develop their skills to embrace leadership roles in order to enhance provision for children. We look forward to increasing parental engagement as we continue through this period of recovery.