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East Dunbartonshire Council

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Milngavie Early Years Centre



Standards and Quality Report 2022/23

Context of the Centre

Milngavie Early Years centre is directly adjacent to Milngavie Primary school and is situated in the heart of Milngavie Village. This service is managed by the Head Teacher of Milngavie Primary School supported by a Depute Head of Centre. Our staff team consists of one Senior Early Years Worker, one Nursery Teacher, nine Early Years Practitioners, three Early Years Support Workers, one Clerical Assistant, one Housekeeper, two Day Cleaners and a Buildings Manager. We are registered with the Care Inspectorate reference CS2003014706.

Such close proximity with the primary school allows for a robust transition process from early years into primary one. Strong communication links have been developed by staff across the EYC and PS, with effective transition visits and activities organised, such as our garden/orchard project. This ensures a smooth transition for our children and families into primary one.

The EYC consists of two main playrooms (Daisy room and Rainbow room named by our children) and two outdoor zones; one being a natural forest garden where children's imagination is ignited through exploration of our boat, willow tunnel and mud kitchen. The other outdoor area is an enclosed soft surfaced play area where children have access to large loose parts encouraging problem solving and team work. Our children also gain access to the 'mugga', a purpose built enclosed pitch directly behind the centre as well as the Once Upon a Time Orchard where we go foraging for fruit from our plum and apple trees and our berry bushes. Our poly tunnel (situated within the orchard) also provides an environment for planting/growing helping to encourage sustainability. Such wonderful outdoor environments are utilised fully in all weathers and seasons. At Milngavie EYC we operate a free flow environment where children independently access all areas. We have fully embedded the UNCRC Rights of the Child as well as GIRFEC principles into our practice to ensure all that the wellbeing of the children is at the core of everything we do. Staff support and care for each child to a very high standard and value the importance of building positive relationships with parents/carers and families and the benefit this has for the children. Opportunities for parental/carer involvement are available at all times from stay and play sessions to our Triple P program.

At Milngavie EYC and PS we recently reviewed and updated our Vision, Values and Aims along with our School Vision and Curriculum Rationale and the class/school charter in consultation with our staff, children and families. At Milngavie PS & EYC we aim to provide education and care of the highest quality which fosters creativity and confidence, develops every child's skills, personality and talents and ensures they can achieve their full potential academically, emotionally and physically in a safe, happy and motivating learning environment which is at the heart of our community. This is rolled out through effective leadership across all levels to so ensure a consistent approach across both our School and EYC community.

Our Vision

Working Together, Respecting Others, Reaching our Full Potential

Our Values

Trust, Respect, Resilience, Compassion, Inclusion, Fairness, Equality, Nurture

Our aims

- To build a caring school ethos based on inclusion, fairness and respect for ourselves and others, promoting the health and wellbeing of the whole school community.
- To provide stimulating, challenging and meaningful learning experiences, meeting the needs and aspirations of all our children enabling them to face the challenges of the future in a digital world.
- To foster interest and enjoyment in learning, motivating children to think creatively and independently to become successful and confident lifelong learners.
- To develop positive, productive partnerships that are valued and recognised by our children, staff, parents and the wider community.
- To encourage responsible attitudes towards the environment and instil an awareness of our role as global citizens.

Our Motto

Fide et fortitudine

Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Children's Rights – Promoting children's rights under the UNCRC through children's voice.	
Care Inspectorate Quality Framework QIs 1.2 Children are safe and protected 1.1nurturing care and support	
<p>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</p> <p>NIF Driver Teacher and Practitioner professionalism School and ELC improvement Parent/carer involvement and engagement.</p>	<p>HGIOELC QIs</p> <p>QI 2.1 Safeguarding and Child protection QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.4 Personalised Support</p>
<u>Progress and impact:</u>	
<p>Through a stringent professional development process leadership roles are identified. This process consists of in-depth professional discussions, highlighting practitioners' strengths and visions for taking forward specific aspects outlined within the improvement plan of the setting. Such leadership positions ensure a continuation of each practitioner's professional development including links to various training opportunities available to them, again further expanding upon each practitioner's knowledge and development.</p> <p>Through this process a UNCRC champion has been identified to plan for, develop and monitor the strategies put in place to incorporate Children's Rights throughout the setting. Our champion utilising plan, study, do, act (test of change) has created learning packs for each practitioner/area outlining each article and presenting them in a child friendly language. This was beneficial for practitioners to develop their understanding of the articles as well as a tactile resource, in child friendly language, that they could utilise straight away during learning provisions with children. Evidence of children maximising their rights is gathered within our planning sheets, observations/discussions, learning journal input, focus child observations, floor books and wall displays. Through a whole staff team approach of UNCRC every practitioner has been more responsive to the individual children's wants/needs and acts upon them effectively through the triangulation of learning. Staff have also been able to use UNCRC language confidently when communicating with the children, in turn encouraging role modelling for children to use this language through play. This has included (but not limited to) children actively using their voice to make decisions on their learning and development as well as improvements to provocations and environment changes.</p> <p>Our planning sheets were adapted with an extra column for staff to identify the articles their provocation activities allowing more opportunity to clearly highlight the links to UNCRC helping to optimise those opportunities for children's right. Although the UNCRC champion oversees the development of children's rights within the setting, it is every staff member's responsibility to advocate for the rights of the child. Both the UNCRC champion and NT have completed UNCRC training in February 2023 and have cascaded this knowledge back to staff during in-service days, staff meetings and professional dialogue discussions. A sharing best practice timetable has been created for staff</p>	

to visit other centres and bring back examples of best practice to be implemented into practice. This is done through the completion of sharing practice evaluations summarising a plan, do, review lens where aspects of practice are brought forward into the setting and the effectiveness of this reviewed. Our UNCRC champion has shared best practice with two centres so far and will continue to expand these links going forward. Evidence of this good practice has been shown in the creation of our UNCRC wall display where children have had direct input on what is displayed, in child friendly UNCRC language and their own individual pieces of work. This encourages children's voice and celebrates each child as an individual. Parental involvement and awareness was emphasised during our curriculum evening, where professional dialogue took place highlighting the benefits of a consistent approach with UNCRC between home and nursery with parents having the opportunity to look through all of the work already established through planning, learning journals, floorbooks, discussions and displays showcased around the nursery environment. Home links will be developed moving forward into the next continued improvement plan as Milngavie EYC focuses on achieving the bronze award for the 'Rights Respecting School' initiative.

At Milngavie EYC we are always working towards a whole nursery involvement approach utilising staff, child and parent/carer feedback and input with a firm focus on wellbeing always at the heart of everything we do. To encourage this whole nursery approach regular staff meetings and professional dialogue discussions take place monthly, to keep all staff updated on policies, guidance and any information relevant to the children within our care. This is a fundamental opportunity to openly discuss all things in relation to Getting it Right for Every Child and UNCRC Articles and how we embed these into our practice. This ensures that all staff are aware of their role in each child's learning and care and can provide this accordingly.

Children's wellbeing is also developed through our PATHS (Promoting Alternative Thinking Skills) program where the NT along with the PATHS champion implement sessions each week encouraging children to recognise and manage their emotions through various situations and using different strategies. Evaluations are carried out termly to review children's progression and because of these evaluations both staff and parents/carers have noticed an improvement in language and strategies being utilised by children to help during moments of dysregulation and tough situations such as sharing/turn taking. This has been evident through observations of children within the setting utilising their voice with their peers, observations at home and through various discussions by key workers and parents/carers as well as staff meetings.

Parents/carers are encouraged to utilise our open door policy where they can communicate at any time with their child's key worker or senior management team. Regular feedback is also welcomed using parent/carer questionnaires/discussions and family involvement is paramount in ensuring the holistic needs of the child. Parents/carers complete a care plan for their child which is updated each term and are included through their use of learning journal inputs and focus child questionnaires and participate in various family engagement opportunities such as Triple P, stay and play sessions and curriculum evenings. Parental/carer involvement is essential in providing crucial information on the holistic outlook of the child and their needs and through effective communication this is provided to the key worker helping to gain a clear focus on providing adequate care and developing next steps for their child.

Children's voice is what underpins all of the care and learning provided within our setting and this is gathered in a variety of ways from planning input where staff are responsive to the child's interests and develop this, children's voting systems to choose what books/activity they wish to participate in, key group time where children get to participate with their peers in various learning opportunities from turn taking to sharing. Children's voice is clearly displayed through planning, learning journal inputs, floorbooks and wall displays where children create and populate the content for each area. This whole nursery approach to wellbeing ensures a consistent approach both at home and within the setting where children are free to provide feedback and opinions in all aspects of their learning, encouraging them to take ownership of what they wish to learn and take pride in their own work. Interests are encouraged and expanded on by staff and friendships, likes/dislikes, wants/needs are all supported by a team of highly trained staff who are attuned to each child through their individual knowledge of each child including their care plan.

The aim has been to engage all children in representing their voice through the nursery environment with clear evidence of this highlighted previously with children having a direct input about their care and learning. This is monitored through environmental audits where DHoC, Nursery Teacher and Senior Early years worker ensure that all areas within the setting display children's work and voice throughout. Children's voice is captured through discussions and responsive planning where staff plan and implement play provocations based on the interests of the child. Focus child observations combined with parental feedback are completed and these are then used to tailor learning and next steps to each individual child. Each child's voice is captured within both these questionnaires by parents and through direct observations with the key worker and afterwards each child helps to populate their

next steps with their key worker. A learning journey monitoring program has been created incorporating quality assurance questions and will be rolled out in August of 2023 starting the new academic year. This is to ensure breadth and depth of learning inputs and ensure consistency for every child within the setting. Our quality assurance calendar and monthly monitoring will provide a means for assessing progress and supporting all practitioners.

Children's health and wellbeing has been supported through early intervention support strategies such as universal support plans, wellbeing assessments and links to speech and language and educational psychologists. Support is tailored to each child and is implemented after consultation with both the child and their parent/carer. Our Pupil Support Group allows staff to link with other agencies (such as speech and language) and populate action plans moving forward and TAC (team around the child) meetings provide that holistic outlook to their wellbeing and care.

The majority of staff are Makaton level two trained, which supports communication at all times in nursery. Our Makaton champion oversees the implementation of Makaton strategies with a sign of the week and maintains a wall display in the foyer and lists of basic signage within each room helping to support early language development. This along with other Language and Communication Friendly approaches including the use of boardmaker signage, now and next boards and visuals ensures an inclusive environment and enables children to communicate their wants/needs to their staff and peers.

Next Steps:

- Learning journal quality assurance monitoring to commence in August of 2023 to ensure consistency of children voice throughout learning journal postings.
- UNCRC training will be incorporated into the in-service day in August 2023 to develop the knowledge and understanding of all practitioners within the setting.
- Stay and play session based around UNCRC will be provided for parents.
- PATHS program to be maintained by NT and PATHS champion and continue to evaluate through the quality assurance calendar termly.
- Sharing best practice visits to continue incorporating all championship roles.
- Children will be able to understand and discuss their rights.
- Milngavie EYC will work towards their Bronze award for 'Rights Respecting Schools'.

Centre priority 2: Family learning and parental engagement in children's learning.

NIF Priority

- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

Parent/carer involvement and engagement
School and ELC improvement
Teacher Professionalism

HGIOELC QIs

QI 2.7 Partnerships
QI 2.5 Family Learning
QI 2.6 Transitions

Care Inspectorate Quality Framework QIs

1.4 Family engagement
1.1 nurturing care and support

Progress and impact:

One of the important features in the road to recovery after COVID was ensuring that parental engagement and family learning was a priority due to the barriers imposed prior. This year has been spent building up relationships between the nursery and home including welcoming parents back into the setting for collection and drop offs,

curriculum evenings, stay and play, visitors of the month and home links for learning. As a result of this priority and through parental questionnaires and discussions with staff it has been evident that there are positive working relationships between staff and parents bridging the home link to ensure consistency with support strategies. Parents have commented that they have a new sense of belonging to the setting through these initiatives and are actively utilising our open door policy where families can communicate effectively with the setting at all times and are welcomed fully into the life of the nursery. Such evidence of this is collected in the form of parental comments, photos and discussions where there are good positive feedback for the nursery and staff.

Quantitative data was gathered in the form of an online questionnaire allocated to parents to identify specific gaps and supports required to improve the health and wellbeing of children and families as well as identifying ways in which parents/carers would like to be involved within the setting. From data gathered we identified a need for Triple P to support parents/carers and families in promoting positive behaviour strategies at home. Due to this data we implemented Triple P information evenings with links to our local family support liaison worker who, alongside our family champion, rolled out Triple P strategies for parents to utilise at home. Each strategy/information pack was provided on a one to one basis depending on each family/child's needs and ranged from supporting positive behaviour strategies such as consequences, healthy eating habits, attachment and bedtime routines. Each family involved in this program have provided us with positive feedback regarding this and have noticed children utilising strategies on their own accord to help themselves self-regulate during difficult situations. This mirrors the PATHS program where children can give themselves the 'turtle' and ensures a consistent flow of strategies throughout.

Through our PDR process, we have identified a Family Champion who has participated in various training opportunities to upskill their knowledge in order to cascade this back out to our families. Such training has included PEEP, Triple P, supporting families and Solihull. Our champion has also provided online support and one to one support catering to the specific needs of individual children and their families when required. For any family who cannot attend, our champion provides detailed feedback on learning journals for parents to read. Additionally, we host tea and talk mornings that will continue into the following academic year and have hosted two Triple P evenings incorporating our family support liaison worker which brings in links to the community.

All of our children have benefitted from a clear and consistent learning and teaching approach which is tailored to each individual child. We do this through responsive planning where staff act upon children's interests, providing stimulating experiences that progress their skills and learning. Key workers complete observations that are uploaded to our Learning Journals for parents to view and comment on and are inclusive of the children's voice. The Learning journals are also a tool to gather parents' perspective and voice about their child's learning and progress. Most of our parents utilise and comment on their child's learning journey frequently and upload learning and achievements from home. Further evidence of learning is collated into our area floorbooks where children have ownership of what interests to expand on and what work/comments are to be displayed. These can be viewed by children, staff and families at any time within the setting. All of this collectively ensures the EDC approach of the triangulation of learning.

Furthermore, on a termly basis, we use Ferre Laevers observations which measures the engagement and wellbeing of each child within the nursery environment where findings are discussed with SLT and adaptations made accordingly to the environment to promote deeper engagement or further support for the child. Focus Child questionnaires and observations help to track the academic progress of each child using the Curriculum for Excellence Benchmarks. Parental voice is paramount during this process as questionnaires are handed out to parents before observations take place, gaining a holistic overview of the whole child. Following observations, the key worker then arranges a parent's meeting to discuss findings and agree next steps along with the child and this is reviewed over time with the key worker and the child and adapted accordingly. Each child receives two focus child reports each year and every parent/carer have attended the meetings to date, as they value the input and information from these reports as shown through feedback on the questionnaire and during the phone call discussions.

Children's learning is further supported by the NT through support and challenge approaches that offers differentiation of play experiences based on children's individual stage of development. This is evidenced through the Learning journals for the parents to view and comment on and is also tracked and monitored termly. Children's voice is also captured during these group activities and helps to adapt the learning approaches moving forward into the next activity. Our nursery teacher works closely with SLT both within the nursery and attached primary school to establish an in-depth transition calendar, (including an enhanced transition when required) aiding in a smooth transition between nursery into primary one. This includes parent open days helping to establish and maintain strong communication links between all parents/carers during this process.

Next Steps:

- DHoC will be evaluating the settle in/induction process with staff and families to develop a more consistent approach including timelines for settling in reports to parents.
- Stay and plays, visitor of the month and homes links etc will all continue for the next academic year.
- PATHs will continue from August, as well as termly family champion sessions and PEEP input where required.

Centre priority 3: Maintenance – Inclusive planning for all.

NIF Priority

- Improvement in attainment, 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 improvement
Teacher Professionalism

HGIOELC QIs

QI 2.3 Learning, Teaching & Assessment
QI 2.2 Curriculum

Care Inspectorate Quality Framework QIs

1.3 play and learning
1.5 effective transitions

Progress and impact:

At Milngavie EYC we pride ourselves in providing inclusive planning for all and to do this we ensure staff are all fully trained by providing in-depth training, curriculum planning packs and utilising inset days for further upskilling. Within the planning we ensure we provide differentiation, breadth and depth to learning detailing experiences and outcomes covered weekly. All practitioners plan and record daily, this is monitored by SLT weekly which ensures moderation and quality assurance. Additionally we highlight strengths and difficulties for each child within each curricular area and this is tracked by the nursery teacher termly along with the key worker. This ensures that any gaps in learning are identified and planned for moving forward to ensure breadth of the curriculum. Tracking helps to identify children for support and challenge groups which are created by NT (supported by practitioners) to provide tailored one to one support that is adapted to the needs of the child to overcome any barriers to learning and deepen their knowledge and understanding of the curriculum benchmarks. All evidence of this is gathered within our Learning journals and floor books where the whole nursery including parents/carers and children can have a voice and provide any feedback ensuring each child and family has ownership of their learning. The planning, evaluations and assessment is for learning informs children's next steps and provides a clear focus for the key worker to help the child work towards. This triangulation of learning and teaching ensures coverage of a wide range of curriculum experiences and outcomes.

Our NT is part of a group piloting the literacy pathways program within EDC. Part of this process has included a literacy audit of the EYC highlighting any gaps and what relevant resources are required. A need identified using this completed audit was the development of readily accessible mark making provisions throughout all curriculum areas of the setting. This along with observations of children and termly tracking has highlighted a need for resources to help strengthen fine motor skills of the arms/hands/fingers helping to encourage the children to mark make. Writing caddy's were developed containing a variety of mark making resources from paper, crayons, pencils, chalk etc and were handed out to all practitioners to utilise within their identified areas. This provided the children with independently accessible mark making resources to encourage mark making exploration through cross

curricular provocations. Through observations practitioners could see the uptake in usage with children incorporating mark making into their play.

Through our PDR process we identified a literacy champion who supported the nursery teacher in the development of literacy progression pathways. All staff are fully engaged in this process with significant input into Literacy development through each curricular area and the nursery environment. This is evident in the form of weekly planning, where all staff plan and implement various literacy based provocations to expand on the children's learning, as well as maintaining the upkeep of resources within their identified areas through labelling of resources, visual aids, displaying children's work on wall displays and completion of the triangulation of learning through learning journal and floorbook entries. This literacy development is further expanded through the use of our language and communication friendly environment where visual aids and signage are displayed throughout every area of the setting. This ensures an inclusive setting by allowing children to communicate through visual aids such as now and next boards and/or boardmaker lanyard visuals provided to every staff member encouraging children to communicate their wants/needs in a way that is adapted to them. Staff have created two resource folders with a bank of labels and signage for efficiency when maintaining the communication friendly environment, this means that resources are labelled immediately with children utilising them right away.

At Milngavie EYC we ensure an intensive quality assurance process which includes forward plans from NT detailing the coverage of the curriculum of excellence each term as well as termly tracking. Both of these processes ensure the breadth and depth of curriculum coverage is shown through planning and identifies gaps that need to be covered moving forward. Through staff meetings and professional dialogue these moderation exercises are discussed and with the participation of staff and are adapted and implemented through the triangulation of learning. Children are then provided with a vast array of high quality learning experiences. Data gathered from moderation of planning/tracking etc helps to establish early intervention strategies for individual children if required. This can include support and challenge groups and targeted assessment. The whole nursery approach from staff, children and families is brought forward with effective communication and team work ensuring each individual child receives the right level of support and early intervention which is specific to their needs. Such targeted assessment can include utilising Wellcomm to identify a language and communication baseline, universal support plans created through staff, children and family input, with further supports in the form of wellbeing assessment reports, personalised action plans and further agency involvement approaches such as ELR outreach when required.

All Keyworkers complete focus child observations for all children which provides the opportunity to observe children's skills, interests and plan for next steps in learning with the child. Parent views are captured prior to the observation period to provide a holistic view of the child and then a follow up meeting takes place with the parent to discuss the outcome of the observations and agree next steps. Each child receives at least two focus child reports each academic year and these take place over parent's evenings. Parental feedback on this process has been positive with families noting the in-depth report received which they feel is much more detailed than a brief five minute parent's night conversation and allows a more personal touch with private phone call discussions with their child's key worker instead of being surrounded by other parent's in a larger room. Staff also noted that there is no time limit on the phone call unlike a parents evening which allows both the parent/carer and staff member to speak freely with open and honest communication based around what is in the best interest of the child.

DHoC creates and maintains a quality insurance planner including an in-depth overview of self-evaluation gathering throughout the year including an outline of various SLT meetings, staff meetings and professional dialogue discussions where staff come together to discuss strategies and improvements for the setting which directly impact positively on our children's learning and development. This includes updated guidance, key documents and legislation distributed to staff to allow reflections on practice and that of others through a sharing of best practice lens through visits to other settings. Staff also utilise these meetings as an opportunity to discuss pedagogical approaches and how these are adapted to suit every individual learner. This ensures a consistent approach with all staff adhering to the same policies and procedures with a continued focus on improving the outcome for the children using our service by always maintaining high quality provision.

Parents were invited into our setting for a curriculum evening where staff displayed a variety of provocations based on their allocated area, this included outdoors. Parents were given the opportunity to discuss the curriculum approaches used and conduct professional dialogue with our highly experienced and knowledgeable staff. There were also opportunities for parents to engage with our NT as well as family champion to gain more insight into the roles they have within the setting. Staff were able to have open and honest conversations about how to expand

learning at home from what has been an interest in nursery and were encouraged to use the home link bags to encourage this with their child. Each bag has been created based on specific curriculum areas from mark making to counting and can be adapted depending on the focus the parent/carer wants to cover at home and formed around the child's interests. After this curriculum evening staff have noticed an increase in curriculum language with parents on learning journal comments and an increase in the usage of the home link bags. All of this good practice will be taken forward again within the next academic year.

Next Steps:

- Commencing in August a new format for the moderation of Learning Journals will commence with a proforma created from local authority moderation guidance.
- Moderation of learning activities will be evaluated using peer observation with a focus on the interaction between staff and the children ie. HOTS.
- Refresh on floorbooks and how best to implement these in practice.

Progress in National Improvement Framework (NIF) priorities

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

The Rights of the Child have been embedded into the nursery life with a UNCRC Champion identified through the PDR process who has planned for, developed and monitored the impact of the strategies implemented helping to cascade Children's Rights throughout the setting. Our staff have been efficient in upskilling their knowledge and understanding surrounding children's rights and this has been further supported with learning packs, which were created for each staff member/area outlining each article and presenting them in a child friendly language. As a result of this the children can be observed utilising their voice throughout their learning and play through planning, learning journal inputs, floorbooks and wall displays,

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

There have been a wide range of resources and strategies implemented within the nursery including PATHS program where the children are welcomed along to the session on a weekly basis developing strategies to improve their mental health and resilience. Ferre Laevers observations take place once a term highlighting the wellbeing and involvement of the children during play. Our family champion helps to support our families through tea and talk mornings, telephone discussions and Triple P information evenings establishing a holistic approach to children's health and wellbeing overall. Free flow access outdoors is provided daily where children have the ability to develop their large gross motor skills in both the playground and forest garden.

- **Closing the attainment gap between the most and least disadvantaged children and young people;**

Support is provided for each individual child when required through our well established professional collegiate working where we work with other agencies to ensure early intervention is provided for all children who require. This emphasises the implementation of Getting it Right for Every Child approach utilising nurture principles. Our family champion provides a wealth of knowledge and support to all families in the form of Triple P, Solihull and PEEP as well as discussions and community information provided. Working closely with our families ensures a holistic approach to meeting our children's needs.

- **Improvement in skills and sustained, positive school-leaver destinations for all young people;**

Through our PDR process we have identified a woodwork champion, STEM champion and Outdoor champion who plan, develop and implement a variety of skills and knowledge into practice for children to utilize and build upon. Our woodwork initiative has been an effective tool during our extensive transition process where staff from other local authority EYCs along with groups of children have come to the setting to share best practice, familiarise the children with their placement school as well as build relationships with those children who they will be placed with in primary one. This transition process was further strengthened by our garden project in which the children participated in weekly activities alongside Primary 1 and 2 children and the corresponding teachers. This was a great initiative to get children familiar with the teachers and children from the placement school.

- **Improvement in attainment, particularly in Literacy and Numeracy.**

Our children continue to make progress within both literacy and numeracy and this is evidenced through the use of effective tracking and monitoring processes conducted by the DHoC and NT on a monthly basis as well as consultation with staff through learning, teaching and assessment such as planning, focus child and next steps. This is further supported by NT during challenge and support groups. Our PDR process has identified champions in both literacy and numeracy who are effective in planning, developing and implementing a range of strategies that have a direct impact on the learning for each child. Our NT has also been selected to be part of a group in developing the progression pathways for literacy which will be rolled out throughout EDC after feedback.

Self-evaluations of How Good Is Our Early Learning and Childcare

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	Choose an item.
2.3 Learning, teaching and assessment	Good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	Very good	Choose an item.
3.2 Securing Children's Progress	Good	Choose an item.

Summary of Centre Improvement priorities for Session 2023/2024

- 1. GIRFEC – Principles and values on Children's Rights.
- 2. Local Community Involvement.
- 3. Planning/Tracking with a focus on literacy.

What is our capacity for continuous improvement?

All staff at Milngavie Early Years Centre pride themselves in ensuring that they provide the highest quality of care to all of our children and families. Through our new Vision, values and aims created from the inclusion of all stakeholders, we will continue to implement a shared ethos and vision to help improve the lives of our children. Our experienced staff team are passionate about their role in providing continued improvement of practice, from collaborate working through self evaluation, improving outcomes for all learners with a focus on bridging the attainment gap. Our Depute Head of centre utilises policies and procedures to ensure the smooth running of the centre as well as ensuring the safeguarding of our children utilising our service. Staff are supported in gaining qualifications, further career progression and aspirations and are provided with various training and continuous professional learning to upskill and expand their knowledge. Through collegiate working with other Early Years centres we have established a

sharing good practice rotation where staff support other centres in developing various aspects such as woodwork initiatives. Family engagement is a huge priority within our EYC especially after our recovery from COVID where we operate an open door policy for all of our parents/carers to be fully embedded into the life of the nursery and this will just go from strength to strength as we establish a more robust family engagement routine helped by the PTA of Milngavie PS. Situated in the heart of Milngavie Village community involvement will continue to expand with our newly appointed Community champion creating links to our community groups such as Milngavie in Bloom, the local library and local shops and businesses. Going forward our EYC will continue to expand those high standards already set and through the use of our improvement plan will grow from strength to strength ensuring positive impact for our children and families keeping them at the heart of everything we do.