



sustainable thriving achieving

East Dunbartonshire Council

www.eastdunbarton.gov.uk

Milngavie Early Years Centre



Standards and Quality Report

2023/24

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, ten Early Years Practitioners, two 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 weekly transition program alongside enhanced transitions. 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 'muga', 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 pay sessions to our Triple P program.

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. This helps to ensure that each individual child can strive to reach 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

Curriculum Rational

We have recently updated our Curriculum Rational in collaboration with staff, children and our families. This has been collated through questionnaires capturing everyone's voice showcasing what we value within Milngavie EYC and our unique qualities. This rationale ensures that there is a shared understanding about what we want to achieve for our children and how we provide a high quality provision for all learners. This was an important task to showcase good practice to help evaluate and review our curriculum innovation and learn from evolving best practice.

Within Milngavie EYC we utilise curricular documents and guidance to aid in planning experiences for our children, creating an inclusive environment for everyone to thrive. The Curriculum for Excellence, Realising the Ambition and My World Outdoors documentation along with Getting it Right for Every Child and UNCRC, aid us in developing our practice and providing our children and families with high quality learning and play.

Please click on the link below to view our updated Curriculum Rational.

<http://www.milngavie.e-dunbarton.sch.uk/early-years-centre/>

Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: UNCRC – Rights Respecting Nursery	
Care Inspectorate Quality Framework QIs <div>1.2 Children are safe and protected</div> <div>4.1 Staff skills, knowledge and values</div> <div>1.1nurturing care and support</div>	
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 Teacher and Practitioner professionalism Parent/carer involvement and engagement	HGIOELC QIs QI 2.1 Safeguarding and Child protection QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.7 Partnerships
<u>Progress and impact:</u>	

This is what we aimed to achieve for 2023-2024:

Milngavie EYC will embed UNCRC into all aspects of the nursery to ensure children actively advocate for their rights within their learning provision. This will be shown through our PATHS and Nurture strategies utilised for all of our children as well as our collaboration with the PS in sharing of best practice. Providing these strategies and processes will help us achieve our Rights Respecting Schools Bronze award.

Staff will continue to develop their knowledge and skills through continued professional learning and sharing of best practice with the attached PS. This can also be achieved through staff meetings and professional dialogue. Staff will drive forward UNCRC articles into their planning and through their passion advocate for the children's voice in all aspects of the setting.

Learners will provide their voice in all choices within the nursery giving them advocacy of their learning and environment. Our learners will role model for one another and correspond with the pupil cohort for UNCRC at the PS to provide a consistent approach from nursery to primary.

Families will work alongside the nursery receiving updated information about UNCRC articles and examples of strategies to utilise at home.

This is how we have achieved this:

- At Milngavie EYC we strive to promote Children's rights throughout every aspect of our setting. Through our personal development process and through discussions with the staff team this year we made a change from having one overall UNCRC champion to ensuring all staff have a responsibility for the implementation of UNCRC principles intertwined throughout their individual leadership roles. This ensured a consistent approach with all staff through their daily roles and responsibilities applying UNCRC principles in practice and allowed for a more robust response in gathering evidence for our Rights Respecting Schools Bronze award. In September last year in collaboration with Milngavie PS we gathered evidence of our UNCRC implementation strategies used and were certified for our first bronze award.
- Through our robust PDR process DHoC supports staff in continuing their leadership roles and incorporating their UNCRC focus. This has included an action plan with monthly updates to staff showcasing where we are and where we want to move onto with support provided throughout. This has included self evaluation discussions of what we are doing well and how we can improve. Wall displays showcase UNCRC links using UNCRC packs created by our UNCRC champion for all staff to use within each area. In collaboration with Milngavie PS we showcase articles on the month sharing these with staff, parents/carers and children and highlighting activities/acts that support this. Sharing practice visits with other early years centres within the locality and beyond showcasing areas of good practice and ideas to prompt further developments. An example of sharing best practice developments is the implementation of our freeflow rolling lunch after observing other local authority centres embedding this and through the use of plan, do, study, act paperwork, incorporated this into our own setting making adaptations where required. DHoC created audit and action plan and refers to these regularly gathering evidence in preparation for our silver award. Such strategies ensure that our learners are involved within the process showcasing their voices throughout.
- At Milngavie EYC we have embedded all UNCRC articles into our learning, teaching and assessment. Through weekly planning we incorporate different articles into our planning format, children's voice is shown in learning journal moderation. This helps to provide a consistent approach of learning inputs with children's voice included throughout where children take charge of their

learning and next steps. This is also further embedded through focus child reports that are then shared with the child's family.

- UNCRC has been evident throughout our community and family learning with links to fairtrade shown through learning provocations and home link activities to find fairtrade products at home. This helps to promote equality and fairness and has included community visits to the local fairtrade shop where our learners have been fully involved in identifying why this is important. Our learners also attended the Lily art gallery to view the Immigration and Emigration exhibition talking about feelings and why this would affect the people pictured generated good discussion with the children and about how they value their rights and how these are met. In October of 2023 Milngavie EYC hosted a Curriculum evening with discussions with parents around UNCRC and the right to education through our free flow and Julie Fisher approach to learning.
- Working in partnership with the attached primary school has been essential for staff in sharing resources, professional dialogue and good practice, this also promotes a consistent approach between EYC and school and aids in transition into primary one. Learners at Milngavie EYC attended UNCRC assembly with the school in December 2023 and this was followed by a UNCRC talk presented to the learners of Milngavie EYC from 2 pupils from the attached primary who hold a champion role in UNCRC within the school. This included a power-point presentation and discussion within the EYC showcasing good practice and incorporating children's voices about what UNCRC means to them. A mascot for UNCRC rights respecting school was selected by the children within the EYC and PS through a competition where all children designed a mascot and votes cast to determine the best one. All of this collaborative working has allowed us to apply and be successful in obtaining the Bronze award for Rights Respecting Schools. Through observations of the children we have noticed an increase in children taking ownership of their learning, utilising UNCRC language and advocating for others rights during play. Monthly UNCRC articles are sent out by the school and EYC to parents and shared with children within the centre. Staff, parent and child questionnaires have been distributed with some completion of comments highlighting how well Milngavie EYC have achieved the priority we set out to develop.
- Improvements have been made throughout this academic year to ensure that wellbeing and nurture support is high quality and meeting all learners needs. To do this staff completed a PDSA on creation of nurture nook promoting children's wellbeing and their right to their voice being heard. This has been supported by utilising GCC nurture documentation in promoting nurture principles throughout the setting. Our Nurture Nook provides a safe area for children with ASN requirements a quieter space for calm and relaxation. Through observations it is evident that all children including those with ASN requirements use this space to help regulate their emotions during times of dysregulation and independently seek the quiet space out. This has helped to deter low level disturbances during moments of conflict and has ensured a smoother, calmer transition when coming into the setting from home as it is a consistent space for children to use. Nurture groups are created and shared with all staff so that adaptations can be made for each individual child highlighting what they need to thrive moving forward. Some staff have participated in the sharing of best practice to other centres within locality and providing evaluations on resources and environment with the view to incorporating similar ideas into our own setting.

Next Steps:

- Achieving our Silver Rights Respecting schools award.
- UNCRC committee within EYC linking with PS.

Centre priority 2: Local Community Involvement – Establish links with local community projects and implement Forest schools initiative.

NIF Priority

- 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 involvement and engagement
School and ELC improvement

HGIOELC QIs

QI 2.7 Partnerships
QI 3.3 Developing creativity and skills for life and learning
QI 3.1 Ensuring wellbeing equality and inclusion

Care Inspectorate Quality Framework QIs

1.4 Family engagement

1.3 play and learning

3.2 leadership of play and learning.

Progress and impact:

This is what we aimed to achieve for 2023-2024:

Milngavie EYC will develop positive relationships with local businesses, local community projects and local authority nurseries within the locality to share best practice.

Staff will develop positive relationships with our families and community links to foster and develop learning opportunities for all of our learners.

Learners will connect with the wider community through the use of local walks and involvement of local projects/initiatives.

Families will be involved through home links, stay and play sessions and engagement with our community champion organising parental helpers for community involvement.

This is how we have achieved this:

- In September of 2023 through the use of PDSA we implemented a free flow rolling lunch time routine for our learners to develop independent skills through a self-serving buffet lunch with the option for uninterrupted play. Staff used PDSA to gather evidence through observations and interactions in preparation for the implementation which led the focus on improvement. Area changes were implemented and resources updated in preparation of the change with children's voice being shown throughout in voting for area developments. Setting the table and Realising the Ambition documentation aided the development of the EYC free flow learning and play as well as a safe nurturing environment. Sharing best practice visits with other local authority settings gave staff the opportunity for professional discussions and evaluations on any developments implemented within our own setting. This was further emphasised with staff meetings and discussions with parental and child feedback provided to create any changes that were required. An example of this is our children's self-registration for snack/lunch encouraging name recognition. Due to this we have now been a catalyst for other nurseries, with a similar layout visiting to see how this is implemented with feedback provided on sharing practice evaluations. An example of

this feedback was that “staff are welcoming” and “positive staff interactions with children during the lunch process supporting children and encouraging them with their self help skills.”

- Parental engagement was established through stay and play sessions and discussions about the positive impact the new rolling lunch routine has had on the children with some parents commenting that the buffet style set up encouraged fussier eaters to try other foods with children growing in confidence with their independence skills and this was showcased at home. A QR code was created to allow parents and the children to order lunch in advance and this was emphasised with visual aids and self-registration both at snack/lunch area and at front door. Such strategies encouraged discussions about health eating and promotes better eating habits both at home and within the EYC with the rolling lunch provision encouraging our learners independence skills and social interactions throughout. Through PDSA and PDR processes one staff member was allocated the task of managing allergies with children also becoming more aware of managing allergies/dietary requirements. Our learners self help skills and independence are evident throughout all aspects of the setting especially within their movement throughout the curricular areas where children have ownership of where and what they want to play with.
- The new rolling lunch routine has ignited discussions about sustainability and food waste within the EYC. Our parent sustainability group has been involved in discussions with the EYC offering solutions to the food waste and recycling. Our learners have been involved with creating recycling stations for bottle tops, crisp packets, milk cartons for junk modelling and these are used appropriately throughout the nursery day. Our EYC had also rolled out initiatives such as to pre-loved book swaps, uniform swaps and toy swaps all with the ethos of sustainability. Such strategies ensure that community engagement is developed with the learners and families being more aware of their impact on the environment and how this can be combatted through reusing and recycling. Community involvement has been provided through the support of our parent sustainability group and the attached primary school.
- Our Eco initiatives such as our growing planting continues through the use of our orchard, poly tunnel and garden allotments that are cared for and maintained by staff, children and our families to produce fruit and vegetables during growing seasons. Children forage from fruit and veg patches and use this for snack/baking activities and herbs and shrubs grown within our sensory garden patch are used within sensory play such as incorporating mint leaves into our playdoh recipes which encourages less food wastage. Our learners are familiar with where food comes from and utilising the Farm to Fork concept throughout with curricular links helps to emphasise the importance of a sustainable food systems that has a positive impact on the environment encouraging our children and families to continue this at home.
- This year Milngavie EYC was keen to reintroduce our Forest school initiative where our learners experience an outdoor session for the entirety of their morning along at the local community area of Barloch Moor. Unfortunately due to staffing constraints this was unable to commence and has been rescheduled to start within the following academic year with the initial roll out to pre-school children then to all in group blocks. In preparation for this program to commence all staff have received outdoor training in preparation for roll out of forest school. All risk assessments have been completed with both equipment and resources checked and new items purchased. Sharing best practice links have been established with another local nursery provision with visits scheduled and sharing of communal areas and equipment discussed. Further sharing best practice visits to other local authority centres to view outdoor areas and share ideas. This initiative will allow our learners to improve their wellbeing and confidence, gross motor skills, language development as well as social interactions through an outdoor curriculum and will be monitored effectively through moderation.

- A Community champion has been identified through PDR process and has established local relationships with Milngavie in Bloom, Tesco, Dobbies, local small businesses and local services such as library and lily art galleries. Milngavie EYC have applied for various grants to develop our outdoor spaces particularly for growing and planting and wildlife conservation. The introduction of our Koi fish to our garden pond (funded from one of the grants) has encouraged parent engagement with a focus on animal links led by the children. Our visitors of the month have included introductions to dogs, guinea pigs, chickens and rabbits so far. Our community links have also included visits to the recycling centre, fairtrade shop, library trips with a 'book bus' with parent helpers, local park visits and community walks. One of our local business visits was to F-Pizza for some delicious pizza making which the children particularly enjoyed. Such links provide our learners with a sense of belonging to a wider network and open opportunities for further skill development and community involvement.
- Our parental engagement has gone from strength to strength this last year with increased opportunities and numbers of parents and carers participating in stay and plays and events. All of our parents and families have been involved in some engagement within the centre from stay and play sessions, visitor of the month, activities such as sports day, curricular evening, Christmas fayre, Christmas concert and many more. Some of our parents have also been involved with garden repairs, planting and science week activities. Our family champion has continued to provide various parenting tips and information from Triple P strategies to home link activities to expand on learning and interests identified within the setting. Communication links have improved with termly newsletter issued providing important information to all parents and carers and this will continue to develop through the streamlining of communication strategies used by the EYC and attached PS where all correspondence can be found in the same place. We continue to encourage an open-door policy where parents and families can contact the centre at any time for advice or for general discussion about their child's learning or for any support required. This open communication ethos ensures links from EYC to home ensuring consistency at all times with strong positive relationships built by staff and parents/carers providing a holistic view of each individual learner within our care.
- A PTA fundraising group has been re-established within the EYC overseen by the PTA of Milngavie PS and has included more involvement with the attached primary school. This includes fundraising opportunities to help further development within the centre such as resources and books which in turn helps expand provocations and learning of our children. Working in partnership with our local secondary school Douglas academy, Milngavie EYC provided work experience for students every Wednesday afternoon to encourage life long skills for learning. Teaching students and apprenticeship students have been welcomed into Milngavie EYC encouraging development of career prospects and upskilling early years staff. Transitions to the attached Milngavie primary school have been shared with children and staff from Oakburn EYC using EDC's woodwork initiative. This allowed the promotion of positive relationships between all children who would be attending the same primary one cohort.
- Multi agency community involvement has been well established through the continued links with local health visitors, social work, educational psychologist and ELR outreach team on a regular basis to ensure all children and families needs are being met ensuring our education is inclusive to all.

Next Steps:

- Implementation of Forest Schools roll out from Sept'24.
- Continuation of community links through supporting local businesses.
- Continuation of parental involvement throughout setting.
- Rolling lunch evaluation and moving of rooms/environment.

Centre priority 3: Maintenance – Planning/Tracking with a focus on Literacy attainment.

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

Teacher and Practitioner professionalism
School and ELC improvement
Curriculum and Assessment

HGIOELC QIs

QI 3.2 Ensuring children's progress
QI 1.2 Leadership of Learning
QI 2.2 Curriculum

Care Inspectorate Quality Framework QIs

3.2 leadership of play and learning

2.2 Children experience high quality facilities

1.3 play and learning

Progress and impact:

This is what we aimed to achieve for 2023-2024:

Milngavie EYC will develop our Literacy Curriculum with a focus on emergent writing and mark making utilising tracking to maintain and develop attainment within literacy.

Staff will continue to develop their knowledge and skills through continued professional learning and sharing of best practice supported by DHoC and NT to develop and implement writing strategies throughout each area of the setting ensuring opportunities for writing are accessible to every learner.

Learners will be supported throughout their literacy development by all staff, accessing literacy provocations based around their interests to encourage literacy attainment at a pace that is specific to the individual.

Families will support their child's literacy progression through home links such as home link bags, rhyme of the month, literacy-based stay and play sessions and all other literacy home links.

This is how we have achieved this:

- Our focus this year was to develop our literacy skills focusing on writing throughout Milngavie EYC. In order to achieve this NT alongside Senior performed a literacy audit throughout each area of the nursery. This audit highlighted areas of strength and areas requiring development. We used the data collected to identify gaps in provision and utilised budgets to expand our literacy resources to enable learners to access a variety of writing materials in all areas of the nursery. Each area received a writing caddy which provided our learners with the opportunity for writing using various materials that children could select and access independently. Included in the caddy's were envelopes of different sizes, chalk, pens, notebooks, paper etc. Staff through professional dialogue discussions and staff meetings were supported in utilising this resource. This included children

designing the caddy and taking ownership of their learning. Through observations staff have identified an increase in children accessing writing material and choosing to sit and mark make of their own accord.

- Through our PDR process three literacy champions were identified to lead the development of literacy through mark making (writing) as well as providing a literacy rich setting for our learners through a language and communication friendly environment (LCFE). This has included CPD opportunities through training and in-service days to upskill staff's knowledge and understanding of literacy utilising the Curriculum for Excellence with peer support for the whole staff team. Literacy progression pathways were updated onto learning journals to showcase the breadth and depth of literacy development for each individual learner. Evidence of literacy development is evident throughout provocations and observations where learners clearly show their interests in mark making, story telling and through development of communication and listening skills in social interactions with peers. Such development of literacy was also provided through home links such as our home link bags all linked to various areas of the curriculum (including literacy), rhyme of the week/month, library trips and visits as well as providing literacy based stay and play sessions for all parents/carers to attend. Most of our families participated in one or more of these home links with positive feedback given stating that most of their children were actively using literacy and language more at home in the form of mark making, stories and rhyming with children making up their own silly songs with rhyming words.
- Our parental engagement has included Stay and play sessions with a focus on literacy including our Scottish theme week where each parent could participate in an activity set out by the staff within the setting. A 'book bus' of parental helpers aided walks to and from the library helping to encourage the exploration of community links for literacy. For world book day the children voted and decided on a pillow and blanket event bringing in their favourite story book to be read by staff, school pupils and parents all with a focus to encourage reading for enjoyment. Through a sustainability focus a book swap was placed at the front door with a mixture of both adult and children's books with all donation funds raised then used to buy selected books that the children had voted for. Further reading sessions were provided throughout the year for parents/carers and all guests to read to our learners with Milngavie EYC. Paired reading sessions with the current P5 children from the attached primary school provided peer to peer encouragement of reading within these relationships strengthened through our transition 'buddy system' where each preschool child was buddied up with a primary pupil to help aid the transition from nursery into P1. This helped to encourage literacy development through a shared love of reading but it also provided the new P1 intake a familiar face to seek out when support was required making the transition into primary one enjoyable for all.
- Wellcomm assessments were carried out to support literacy development, and this included positional language with strategies and targets of what to develop upon. This was carried out over the course of a few weeks with all staff receiving training during in-service days in August. All staff have been involved with the assessments and have continued these with their key group helping to support each individual child and build on their knowledge and skills. This helped to populate support and challenge groups lead by our NT and allowed for the adaptation of resources to use throughout the setting. All of our learners enjoyed the one to one involvement of each session input and this was evident through interactions, discussions and observations with each learner and ensured that the support and challenge was tailored to each child. Support was also provided for learners identified as requiring additional support through ELR outreach activities to ensure all learners have access to their learning throughout the curriculum. Through Ferre Laever observations it is evident that most children are actively involved in literacy provision and provocations during their nursery sessions.

- Milngavie EYC was selected to pilot the development of literacy Progression pathways for EDC with a focus on writing/mark making. This was led by the NT and updated onto each child's learning journal. Weekly planning was moderated by NT and DHoC every week with support and feedback provided to all staff, ensuring the breadth and depth of curriculum and learning was being covered. This allowed for the opportunity for professional dialogue on how best to extend and develop the children learning throughout the setting. This data in turn helped to populate our support and challenge groups for focused intervention for skills progression in literacy. Group time literacy packs are in the process of being created to provide staff with a sustainable resource catalogue to utilise throughout the year and these will continue to be developed. NT along with each key worker track literacy progression termly to identify support and challenge, tailored to each individual learner. Through weekly planning and monthly tracking this helped to generate next steps for each child and those next steps were extended further through focus child observations, with parental input to generate one Literacy, Numeracy and Health and Wellbeing next step to work towards. Through utilising termly tracking it has been identified that most of our children have made progress within their early writing skills and this has also been identified in those children transitioning into primary one.
- Sharing of best practice continued throughout the year with staff visiting other local authority settings to engage in professional dialogue and observe best practice and environment set up with evaluations completed on return with a focus on what can be brought into our own setting. Staff from other settings came to observe best practice within Milngavie EYC completing evaluations and provided feedback to colleagues on areas of strength and improvements that could be incorporated. Through discussions and feedback all staff have valued these opportunities for the sharing of practice as it helped to widen their knowledge and understanding of what each setting provides and gives clear ideas and inspiration for further developments and improvements. An example of this has been in the creation of our mark making table with a variety of mark making resources being accessible daily for all learners as well as the implementation of a writing caddy within every area. Our collaborative partnership with the attached primary school we have had various transitional meetings and discussions with each key worker and all of the P1 teaching staff. This has continued to promote our ethos of sharing best practice, combined with professional dialogue to identify areas of support and discuss strategies already installed which can be mirrored into P1 to provide a smooth consistent approach for transition with a focus on attainment. Some evidence of literacy developments include but are not restricted to: Mighty Writer utilised for story development; LCFE in all areas with clearly labelled resources throughout; wall display policy highlighting curricular links and children's voice; Makaton signage throughout with almost all staff trained to level two with one staff member at level four; Now and next boards to promote language development. All of these initiatives provide literacy input at all different levels for all learners.
- Moderation has played a huge part in staff development of skills and knowledge as well as highlighted the need for consistency for all learners. The implementation of weekly planning moderation provides support for staff and helps to encourage progression and depth of learning ensuring a balanced and broad curriculum for all. Learning Journal moderation was created and rolled out in October bringing into line the expectation of evidence of learning with one quality input of Literacy, Numeracy and Health and Wellbeing per month per child, alongside one open next step for each. Moderation for learning journals highlights coverage of all 8 curricular areas with feedback provided to staff to incorporate gaps into weekly planning. This moderation showcased a discrepancy with learning inputs monthly so further staff training was provided during the February in-service with a focus on observations, curriculum links and progression pathways and how best to link the development and depth of learning through provocations. This also helped to aid the links from each child's learning to next step milestones and how to evidence this. This moderation will continue to be developed further into the next academic improvement plan with a focus on environment, continuous provision and provocations with staff training and

support provided. All of this quality assurance and moderation impacts our self evaluation of being reflective practitioners as well as having our learners at the centre of everything we do.

Next Steps:

- Continue with literacy progression pathways.
- Numeracy focus on progression pathways and tracking.
- Continuation of development of moderation and quality assurance.

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	Very good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	Very good	Choose an item.
3.2 Securing Children's Progress	Very good	Choose an item.

Progress in National Improvement Framework (NIF) priorities

- **Placing the human rights and needs of every child and young person at the centre of education;** Milngavie EYC have now achieved the Bronze award for Rights Respecting Schools in partnership with Milngavie PS and are currently working towards the Silver award. The links to UNCRC is cascaded throughout the setting by all staff to advocate for children's rights and empower children to utilise them. This is done through effective team work and collaboration with children and their families as well as collaborative work with the attached Primary School where, through both adult and child lead activities, is clearly evidenced throughout the centre in the form of planning, children's voice, family engagement and our environment.
- **Improvement in children and young people's health and wellbeing;** At Milngavie EYC our children's wellbeing is at the heart of everything we do. We promote a welcoming nurturing environment where everyone is welcomed and supported through a wide variety of initiatives and strategies. Our Promoting Alternative Thinking Skills (PATHS) program supports children in recognising their feelings and helps them to utilise strategies for self regulation when experiencing big emotions. Our nurture nook provides the opportunity for nurture groups and a calm area for children to utilize as and when required during moments of conflict or dysregulation and it used throughout the day helping to imbue a pace of the day with quiet, calm times for children to access. Our curricular learning is accessible to all through implementation of LCFE, Makaton, Support plans and multi agency involvement such as ELR, HVs and Educational psychologist.
- **Improvement in skills and sustained, positive school-leaver destinations for all young people;** Milngavie EYC has welcomed a variety of students and apprentices this year supporting and role modelling of good practice and skills development. Such students have included teaching students, S5 Douglas Academy work experience placement and Early Years Support worker apprentice obtaining early years qualifications. Community involvement and learning has been encouraged with our children learning about sustainability through parent sustainability group, food to fork and eco school initiative in growing and using fresh fruit and vegetables, fairtrade involvement visiting

local businesses. Staff continue to develop their skills and knowledge through a stringent CPD process under SSSC guidelines.

- **Improvement in attainment, particularly in Literacy and Numeracy;** DHoC supports NT and all key workers in providing a literacy rich environment with continuous provision and cross curricular links to encourage skills development in both Literacy and Numeracy. Tracking is monitored termly with gaps identified and support and challenge provided to each individual child. Key workers through the use of focus child questionnaires and children's voice identify next steps and continue to build upon them each month and this is monitored through Learning Journal moderation to ensure minimum inputs per month with a focus on the breadth and depth of the curriculum.
- **Closing the gap between the most and least disadvantaged children and young people;** DHoC continues to support NT and key workers in providing appropriate support and challenge for each individual child. Our curricular learning is inclusive to all and is adapted depending on the needs of this child. This is done through support plans, action plans, risk assessments and PEEPs as well as ensuring a language communication friendly environment incorporating boardmaker symbolism, now and next boards, Makaton and labelling of resources for all children to access. Third party agency involvement is welcomed with collaborative links to ELR, SaLT, Educational psychologist and Health Visitors providing a holistic approach to the whole child. Our family champion continues to provide family support at home through home link bags and parenting tips/ideas this encourages a consistent approach both within the setting and at home.

Summary of Centre Improvement priorities for Session 2024/2025

1. Planning/Tracking with a focus on Numeracy and Literacy development.
2. Environment development utilising The Circle documentation.
3. Quality Assurance – Moderation, monitoring and self evaluation.

What is our capacity for continuous improvement?

- All staff at Milngavie EYC are dedicated to providing a welcoming, safe, nurturing and inclusive environment for all our children and families, where each child is treated as an individual with a holistic lens of development both within centre, at home and as part of their local community.
- Our staff are highly motivated, well qualified and have a passion for ensuring learning is accessible to all and through the use of our stringent self evaluation process as well as being reflective practitioners. Our staff team always strives to improve and develop their skills and knowledge to provide our children and families with the highest level of care and learning.
- Through the use of our Vision Values and Aims we continue to strive forward focused on the same goals and outcomes, celebrating all achievements along the way. It is with this positive outlook we ensure to improve outcomes for all. Through the collaborative working with staff, children and families we have identified the priorities that our children and families value within our setting and through questionnaires.
- We encourage leadership at all levels including being mentors and role models for students who are placed within our centre inspiring development of the upcoming workforce within early years and education.
- The appointment of our Family champion we strongly promote parental engagement ensuring our families are supported and included within the setting and are fully involved in all initiatives and outcome. PTA initiatives ensure that families are involved in the decision making process of how

fundraising is spent and also provides strong links for transition through into the adjoining primary school with a consistent ethos and vision throughout.

- Milngavie EYC being within the heart of the community makes community involvement a priority with links to local businesses and initiatives such as Milngavie in Bloom and our parent sustainability group that's helps us to make Milngavie a better place.

It is our passion and commitment to children's learning and development at Milngavie 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.