

Framework for Centre Improvement Planning 2025/2026

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Milngavie Early Years Centre
Head Teacher / Head of Centre	Garry Graham, Head Teacher Debbie Docherty, Depute Head of Centre
Link EY QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p>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 so ensure a consistent approach across both our School and EYC community.</p> <p style="text-align: center;"><u>Our Vision</u></p> <p style="text-align: center;">Working Together, Respecting Others, Reaching our Full Potential</p> <p style="text-align: center;"><u>Our Values</u></p> <p style="text-align: center;">Trust, Respect, Resilience, Compassion, Inclusion, Fairness, Equality, Nurture</p> <p style="text-align: center;"><u>Our Aims</u></p> <ul style="list-style-type: none"> • 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.

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- 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 what are our unique qualities. This rationale ensures that there is a shared understanding about what we want to achieve for our children and what is required in order to 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 Curricular Rational.

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

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	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2025/2026	2026/2027	2027/2028
Priority 1	The Circle (Up, Up and Away Document) ensuring inclusive learning for all	Maintenance - The Circle (Up, Up and Away Document) ensuring inclusive learning for all	GIRFEC – Principles and values on children's Rights
Priority 2	Outdoor Learning	Sustainability	Curriculum Improvement Cycle
Priority 3	Partnership working	Digital technology to enhance the curriculum	Maintenance of Digital Technology

Section 2: Improvement Priority 1	
Early Years Centre	Milngavie EYC
Improvement Priority 1	The Circle (Up, Up and Away Document) - Developing practice within the EYC to ensure inclusive learning for all.
Person(s) Responsible	Head Teacher, DHoC, Senior Early Years Worker, Nursery Teacher, Early Years Workers and Early Years Support Workers.

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
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.Placing human rights and needs of every	School and ELC improvement Curriculum and assessment	QI 1.5 Management of resources to promote equity	2.1 Quality of the setting for play and learning	Improvement in children and young people's mental health and wellbeing
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child and young person at the centre of education • Improvement in children and young people's health and wellbeing; • Closing the attainment gap between the most and least disadvantaged children and young people;	Parent/carer engagement and family learning	QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.4 Personalised Support	4.1 Staff skills, knowledge and values 1.1nurturing care and support	Placing the human needs and rights of every child and young person at the centre of education Closing the attainment gap between the most and least disadvantaged
Opportunities for Leadership			Resource Requirements	
<ul style="list-style-type: none"> • Senior Leadership Team • Nursery Teacher • Family Champion • Circle focus group • All staff within Milngavie EYC 			<ul style="list-style-type: none"> • Up Up and Away Circle EDC Training • On-Going training through EDC CPD calendar • On-Going in house training with staff team • Support from outside agencies – ELR, EP, HV, SaLT • Nurture nook development • Literacy resources including Adventures with Alice training. 	
Professional Learning			Parental Engagement and Involvement	
<ul style="list-style-type: none"> • Up Up and Away training for all staff within EYC • Collaboration with Up Up and Away pilot EYCs for sharing of best practice. • Literacy Training – Adventures with Alice • Up Up and Away Documentation and engagement 			<ul style="list-style-type: none"> • Curriculum Evening • GIRFEC care plan updates (twice yearly) • Parental engagement calendar • Learning Journals • Newsletter • Family champion sessions 	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<p>Adventures with Alice – Language development pedagogy.</p> <p>All staff to be familiar with and utilise the training toolkits provided. This toolkit will encourage staff to upskill their knowledge and skills of language development helping to encourage meaningful interactions to support learning.</p>	<ul style="list-style-type: none"> All staff to engage with Adventures with Alice toolkits such as website and provocations. Sharing of best practice with other centres utilising Adventures with Alice. Literacy training provided for all staff both inhouse and through EDC CPD calendar. 	<ul style="list-style-type: none"> Moderation of staff to child interactions. Adventures with Alice Language development visible within practice. Weekly planning/Learning journal inputs/floor books. Professional dialogue with staff. Completion of Up Up and Away toolkits/audits. 	<p>September'25 to July'26</p> <p>In-service days</p> <p>Moderation/ quality assurance termly</p> <p>Ongoing</p>	
<p>Staff Wellbeing</p> <p>All staff should feel supported within the workplace. All support/adaptations provided as and when required for all staff.</p>	<ul style="list-style-type: none"> Staff wellbeing activities/events organised throughout the year. Staff meeting and professional dialogue discussions. Drop in sessions with SMT PDR Process and leadership roles Wellbeing discussions 	<ul style="list-style-type: none"> PDR evaluations and discussions Observations Continued discussions, evaluations through use of questionnaires. 	<p>Termly</p> <p>Ongoing</p>	

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<p>Introduction to the Up Up and Away document (Circle) to promote a universal approach to inclusion within the centre along with a literacy rich environment for all learners.</p> <p>All children will feel included and supported within the centre by a whole team approach and encouraged to access an environment that is inclusive and literacy rich.</p>	<ul style="list-style-type: none"> • Implementation lead by DHoC, Senior and NT to ensure all staff are supported to implement Up Up and Away documentation into practice. • Staff training during in-service days. • Professional dialogue discussions • Sharing best practice with other EYC centres • Up Up and Away training provided for all staff through EDC. • Maintenance of robust ASN procedures already in place. • All staff to become familiar with the document, utilising toolkits to maintain and develop an inclusive environment providing positive outcomes for all children. 	<ul style="list-style-type: none"> • Professional dialogue • Training feedback • In-service day feedback • Termly tracking • Environment walk round moderation • ASN procedures such as support plans, action plans and wellbeing assessments • Outside agency involvement • Ferre Laever Observations • EYCAT/GLG processes completed by DHoC and NT. • Pre and post staff questionnaire to assess targeted support required. 	<p>Termly Ongoing</p>	
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<p>Nurture and GIRFEC</p> <p>All staff to develop knowledge of wellbeing processes such as wellbeing assessment updates, universal/targeted support plans to ensure all learners needs are met.</p> <p>Strategies such as PATHS program and Nurture groups to continue to improve learners understanding of their own feelings/emotions and strategies to help build resilience.</p>	<ul style="list-style-type: none"> • Development of the Nurture nook and resources • Continuation of PATHS program • Staff training on GIRFEC and Nurture principles • Implementation of meet the group sessions twice yearly • Professional dialogue discussions • Sharing of best practice with other centres 	<ul style="list-style-type: none"> • Professional dialogue feedback • PDSA of Nurture nook development • Continuation of PATHS program • Training feedback • Questionnaires • GIRFEC care plan updates twice yearly • Observations • Ferre Laever observations 	<p>Aug'25 to Dec'26</p> <p>Termly</p> <p>Ongoing</p>	
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Section 2: Improvement Priority 2	
Early Years Centre	Milngavie EYC
Improvement Priority 2	Outdoor Learning – Curriculum based learning through outdoor provision
Person(s) Responsible	Head Teacher, DHoC, Senior Early Years Worker, Nursery Teacher, Early Years Workers and Early Years Support Workers.

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NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
<ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing; Improvement in skills and sustained, positive school-leaver destinations for all young people; Improvement in achievement, particularly in Literacy and Numeracy. 	<p>Teacher and Practitioner professionalism Curriculum and assessment Parent/carers engagement and family learning</p>	<p>QI 3.1 Ensuring wellbeing, equality & inclusion QI 3.2 Ensuring children's progress QI 2.2 Curriculum</p>	<p>1.3 play and learning 3.2 leadership of play and learning 4.3 staff development</p>	<p>Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education Closing the attainment gap between the most and least disadvantaged</p>

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Forest School champion Outdoor champion Outdoor training opportunities for all staff Establishing community links with Milngavie in Bloom 	<ul style="list-style-type: none"> Outdoor Resources Forest school resources Waterproof suits Forest School timetable to be created Calendar of events

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Outdoor training opportunities for all staff Sharing of best practice with other EYCs in locality. Collegiate working with outdoor and community champions. 	<ul style="list-style-type: none"> Effective communication Parent volunteers Community involvement Attendance at events/trips/visits

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<p>Forest Schools</p> <p>All children will experience the Forest Schools initiative providing breadth and balance to the curriculum provision by utilising natural community outdoor spaces.</p> <p>All children will be supported to develop confidence and social skills as well as learning about the world around us by taking care of our outdoor spaces through hands on experience based learning opportunities.</p>	<ul style="list-style-type: none"> All staff supported to attend all outdoor training courses. Forest School champion identified through PDR Sharing of best practice with other EYCs in the locality Creation of forest school calendar Outdoor resources to be sourced and purchased. 	<ul style="list-style-type: none"> Forest champion to be assigned following PDR process All staff to have attended outdoor training to ensure consistency in provision. Sharing practice evaluations complete and ideas implemented. DHoC will support whole staff team to implement forest schools through rotas, staffing and effective communication to parents. Pre and Post questionnaire to all staff showcasing an improvement in skills through CPD. 	<p>Commence Sept'26</p> <p>Ongoing</p> <p>Termly</p>	
<p>Outdoor Provision</p> <p>All children will have daily access to outdoor</p>	<ul style="list-style-type: none"> Outdoor champion identified through PDR process will lead the development 	<ul style="list-style-type: none"> Sharing best practice rota to be created PDSA led by outdoor champion 	<p>Monthly</p> <p>Termly</p>	

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<p>provision that has been developed to ensure breadth and depth of the curriculum by incorporating all areas. Children will experience hands on tactile learning, role modelled by staff through a variety of activities, helping to improve gross and fine motor skills as well as individual risk assessment.</p>	<p>of the outdoor forest garden ensuring children's voices are heard and ideas implemented helping children to take ownership of their learning.</p> <ul style="list-style-type: none"> • Sharing of best practice with other centres within the locality • Outdoor resource inventory to be created • Outdoor resources to be sourced and purchased • Area rotation of staff development areas created • Professional dialogue discussions • Outdoor training accessible to all staff • Parent gardening group to be established • All staff received CPD training on SIMOA with regular 	<ul style="list-style-type: none"> • Outdoor events such as allotment days • Resources purchased and utilised • Parental and child feedback • Staff meetings • Staff feedback • Observations • Weekly planning • Termly tracking • Outdoor champion identified 	<p>Ongoing</p>	
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	head counts and risk assessments completed			
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Section 2: Improvement Priority 3	
Early Years Centre	Milngavie EYC
Improvement Priority 3	Maintain Positive Partnership Working - increased involvement within the setting with families and community partnerships due to current decant of attached primary school.
Person(s) Responsible	Head Teacher, DHoC, Senior Early Years Worker, Nursery Teacher, Early Years Workers and Early Years Support Workers.

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
<ul style="list-style-type: none"> Improvement in skills and sustained, positive school-leaver destinations for all young people; Improvement in children and young people's health and wellbeing; Placing human rights and needs of every child and young person at the centre of education 	Parent/carer engagement and family learning School and ELC leadership School and ELC improvement	QI 2.7 Partnerships QI 2.5 Family Learning QI 3.1 Ensuring wellbeing, equality & inclusion	1.4 Family engagement 1.1 nurturing care and support 4.1 Staff skills, knowledge and values	Improvement in children and young people's mental health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people Placing the human needs and rights of every child and young person at the centre of education

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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> • Family Champion Role • Community Champion Role • All staff within EYC • Sharing of best practice with other local authority settings • Parent fundraising group 	<ul style="list-style-type: none"> • Community links (Tesco, Milngavie in Bloom) • Family champion resources • Event calendar • Time and venues (town hall etc) • Newsletter • Family notice board

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Family champion role • Community champion role • Sharing best practice • Reading and Research • CPD training opportunities for all staff. 	<ul style="list-style-type: none"> • Effective communication • Parent fundraising group • Attendance at events • Questionnaires • Learning journal input

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<p>Effective Communication</p> <p>Maintenance of effective communication between EYC and attached primary school to ensure a variety of implementation strategies keeping all</p>	<ul style="list-style-type: none"> • Calander of dates created and shared with all families at the start of the year • Termly newsletters • Settling in process and procedures 	<ul style="list-style-type: none"> • Questionnaires • Parental feedback • Attendance at events • Evaluation of learning packs • Evaluations of events • Daily discussions at drop off/pick up 	Ongoing	

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<p>families updated regularly with relevant information when required, particularly during transitions.</p> <p>This will ensure that all families play an active role in their child/ren's development in collaboration with the setting helping provide a consistent approach between EYC and home. This will help promote the holistic development of each child with a stable and supportive foundation for learning for every individual learner.</p>	<ul style="list-style-type: none"> • Creation of new welcome pack for new children • Care plan GIRFEC updates twice yearly • Website updates including yearly handbook • Expressions app utilised for all families • Maintenance of focus child reports • Curricular Evening 	<ul style="list-style-type: none"> • Learning journal and focus child comments 		
<p>Parent EYC Group</p> <p>Creation of parent group for the new academic session providing opportunity for all families to participate within the life of the setting. This encourages parental voice with members actively involved with self</p>	<ul style="list-style-type: none"> • Family Champion role • Fundraising calendar • Creation of parent groups such as focus groups and fundraising groups • Parental questionnaires on ideas of 	<ul style="list-style-type: none"> • Questionnaires • Parental feedback • Completion of self evaluation tasks • Attendance at events • Fundraising calendar completion • Focus group feedback • Daily discussions 	<p>Parent group creation by Sept'26</p> <p>Ongoing</p>	

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evaluation, moderation and fundraising.	<p>improvements within the setting</p> <ul style="list-style-type: none"> • Calendar of events within the setting • Collaboration with PTA 			
<p>Partnerships</p> <p>Effective partnerships with families will increase engagement within the setting encouraging a consistent approach between home and the EYC in promoting children's wellbeing and learning developments.</p> <p>Effective partnerships will be created within the community with whole nursery involvement with local community groups led by community champions.</p> <p>All children will have the opportunity to be involved in the community from fundraising and enterprise,</p>	<ul style="list-style-type: none"> • Family Champion role • Effective communication strategies • Parent Groups • Focus Child reports • Curricular Evening • Calendar of events • Fundraising activities • Establish links to the local community • Partake in community events such as Milngavie fun week • DHoC will support community champion to establish links with: • Tesco community champion. • Mugdock rangers. • Milngavie in Bloom. • Local Library 	<ul style="list-style-type: none"> • Minutes of Meetings • Floorbooks • Evolve rota/risk assessments for trips. • Learning journal • Planning • Events/trips • Parent engagement • Visitor of the month • Calendar of events • Stay and Play sessions • PTA events • Community events • Children's voice • Parental feedback • Parent evaluations • Questionnaires 	<p>Termly</p> <p>Ongoing</p>	

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local walks and visits learning about the world around them encouraging breadth and depth of the curriculum into a community led learning. This will help to encourage life long skills for learning for every child.	<ul style="list-style-type: none">• Mental Health foundation (parent involvement)• Local care providers.• Local businesses.			
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Centre Improvement Plans should be emailed to the link Early Years Quality Improvement Officer by Monday, 23rd June 2025