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East Dunbartonshire Council

www.eastdunbarton.gov.uk

Milngavie Early Years Centre



Standards and Quality Report 2024/25

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, and a Buildings Manager. We are registered with the Care Inspectorate reference CS2003014706.

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

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: Planning/Tracking with a focus on Literacy and Numeracy	
Care Inspectorate Quality Framework QIs	
1.3 Play and Learning.	
2.1 Quality of the setting for care, play and learning.	
3.3 Leadership and management of staff and resources	
NIF Priority <ul style="list-style-type: none">Closing the attainment gap between the most and least disadvantaged children and young people;Improvement in attainment, particularly in Literacy and Numeracy. NIF Driver <ul style="list-style-type: none">Curriculum and assessmentTeacher and Practitioner professionalismSchool and ELC Leadership	HGIOELC QIs <ul style="list-style-type: none">QI 2.3 Learning, Teaching & AssessmentQI 2.2 CurriculumQI 3.2 Ensuring children's progress
<u>Progress and impact:</u>	
<u>This is what we aimed to achieve for 2024-2025:</u>	
Milngavie EYC will develop our Literacy and Numeracy Curriculum by utilising tracking to maintain and develop attainment within literacy and numeracy for all learners.	

Staff will continue to develop their knowledge and skills through continued professional learning and sharing of best practice supported by Depute Head of Centre and NT to develop and implement successful literacy and numeracy learning and teaching.

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

Families will support their child's literacy and numeracy progression through home links such as home link bags, rhyme of the month, literacy/numeracy-based stay and play sessions and all other literacy/numeracy home links. Families have the opportunity to access literacy and numeracy activities and can replicate these at home.

This is how we have achieved this:

- Senior Management Team during August in-service day 2024 introduced the circle framework for all staff exploring the key functions of the document and supporting the development of our inclusive environment. Staff through the help of children's voice were able to utilise Plan Do Study Act to adapt the environment which provided literacy rich opportunities for learners with the focus being on support and challenge. The impact of this has shown through baseline assessments and termly tracking carried out by Nursery Teacher which shows that almost all children have made improvements within their literacy and numeracy outcomes and almost all children on track to complete early level.

Following a robust Professional Development Record process two literacy champions were identified and in collaboration with Senior Management Team completed East Dunbartonshire Council literacy audits to identify gaps and prioritise areas of improvement. Budgets were allocated and used to source and purchase literacy resources to help bridge the gap in learning. As a result, all children have access to a literacy rich environment showcased through further literacy audits. Development of literacy resources and upskilling of practitioners knowledge has shown a marked improvement in literacy outcomes for almost all children. This is showcased through termly tracking.

All staff were provided with further training opportunities throughout the year and working in collaboration with attached primary school have embedded the circle document into practice. Sharing of best practice opportunities were open to all staff with some staff visiting other centres bringing back ideas for best practice and environment improvements for literacy and numeracy. This was also a good opportunity for professional dialogue between staff encouraging further research and upskilling of practitioner skills and knowledge in both literacy and numeracy. Our outdoor environment has been adapted to include all curricular areas such as literacy and numeracy, developing continuous provision ensuring consistency of learning opportunities both indoors and out. This is evident in both weekly planning and learning journal inputs with all children receiving one quality observation of learning for literacy and numeracy per month which is shared with parents.

- Through the use of the Up Up and Away document we have focus on the development of a numeracy rich environment where every individual has access to numeracy progression through exciting provocations and resources both indoors and out. NT used baseline assessment to identify strengths and difficulties within numeracy and beyond number. As a result a whole setting approach with a numeracy focus moderated through tracking, moderation and learning journal inputs to encourage attainment in numeracy for all learners. This was achieved through continuous Continued Professional Development opportunities for all staff attending in-service day where numeracy training was delivered. Nursery Teacher provided all staff with Stages of Early Arithmetic Learning planners to ensure breadth and depth across the curriculum. Training input has upskilled

staff confidence in learn and teaching through numeracy with all children receiving numeracy input through daily provocations and support and challenge groups. This is evident within weekly planning and support/challenge groups lead by Nursery Teacher. Moderation of weekly planning and learning journals has ensured that every learner is provided with opportunities daily to develop numeracy skills showcasing progression in attainment. Through termly tracking and moderation children's numeracy skills has developed and almost all children being on track. The impact of support and challenge group has identified areas of support/challenge for each child with individualised intervention identified and provided at the earliest stage. Following a robust PDR process two numeracy champions were identified and in collaboration with Senior Management Team supported staff to identify gaps in learning, teaching and resources and prioritised areas of improvement. Budgets were allocated and used to source and purchase numeracy resources to help bridge the gap in learning and moving forward within the next academic year numeracy audits will be completed to identify gaps in the environment. This has helped to ensure that all children have access to numeracy provision daily with observations and planning showcasing that almost all children are utilising numeracy continuous provision in each area of the setting.

- Maintenance of Literacy Progression Pathways and WellComm assessments for all children has had a positive impact on learners showcased through tracking and baseline assessment. Moderation and self evaluation ensures the consistency of maintenance of above. All staff have been trained in the use of WellComm assessment and have implemented the strategies with their identified children from their key group during small daily group time. Support and challenge groups lead by Nursery Teacher have upskilled individual learners with targeted intervention for each child. This has allowed early intervention strategies to be used at the earliest point to help eliminate potential barriers in literacy and numeracy development or bridge any gaps in learning. Weekly feedback is provided for daily planning with staff receiving feedback from Nursery Team weekly. Monthly learning journal moderation alongside termly tracking ensures the continuation of regular feedback supported by Senior Management Team. All staff have the opportunity to handover important information on children's learning cascaded throughout their curricular area. This is evaluated by both staff and children with the next rotation of area taking this learning forward providing breadth and depth across the curriculum. Moderation of the environment is provided through the learning walks which include observations of the environment as a whole by Senior Management Team, Head Teacher and other Senior Management Team within the locality. This walk highlights areas of strength and developments within all curricular areas including literacy and numeracy and provides constructive feedback for all practitioners helping to improve practice. Moderation along with WellComm assessments and progression pathways will continue to be implemented well into the next academic year. As a result of all strategies implemented for literacy progression a challenge area of phonics has been identified through children's interests and planning which has led to phonetic awareness developed within the story and literacy area of the setting with some children accessing the phonic resources at present. This will develop over the next academic year.

Next Steps:

- East Dunbartonshire Council Numeracy audits to be completed to identify gaps in the provision.
- Adventures with Alice toolkits will be utilised to embed language development pedagogy.
- Up Up and Away document Staff will continue to utilise the Up Up and Away document helping to sustain an inclusive learning environment for all learners by utilising the toolkits provided.

Centre priority 2: STEAM Development	
<p>NIF Priority</p> <ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people; Placing the human rights and needs of every child and young person at the centre of education; <p>NIF Driver</p> <ul style="list-style-type: none"> Parent/carer involvement and engagement School and ELC improvement Teacher and Practitioner professionalism 	<p>HGIOELC QIs</p> <ul style="list-style-type: none"> QI 2.7 Partnerships QI 3.3 Developing creativity and skills for life and learning QI 2.5 Family Learning
<p>Care Inspectorate Quality Framework QIs</p> <ul style="list-style-type: none"> 1.4 Family engagement 1.1 Nurturing care and support 4.1 Staff skills, knowledge and values 	
<p><u>Progress and impact:</u></p> <p><u>This is what we aimed to achieve for 2024-2025:</u></p> <p>Milngavie EYC will create an environment rich in STEAM (science, technology, engineering, art and maths) experiences and opportunities accessible to all learners.</p> <p>Staff will embed STEAM learning opportunities into all areas of the curriculum through weekly planning and learning journal observations documenting progress in skill development.</p> <p>Learners will be encouraged to participate in the learning opportunities to develop their skills in numeracy, creativity and problem solving encouraging life long skills for learning.</p> <p>Families will support the EYC to continue this ethos from the EYC to home encouraging home links and parental engagement opportunities.</p> <p><u>This is how we have achieved this:</u></p> <ul style="list-style-type: none"> Development of our STEAM room and population of resources began after a staff evaluation of our overall early years environment utilising Ferre Laevers observations to identify wellbeing and involvement in all areas. This highlighted low level disturbances and lack of involvement in some children identifying gaps in continuous provision as well as STEAM activities not being readily available to all. <p>Staff used Plan Do Study Act to gather evidence through observations and interactions in preparation for the implementation which led the focus on improvement. Area changes within the Daisy room were implemented to include STEAM and resources updated in preparation of the change with children's voice being shown throughout in voting for area developments and what resources the children wanted to use.</p> <p>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. The continuous developments have</p>	

been led by two STEAM champions maintaining the ongoing positive development of the STEAM provision within the centre. All staff have had the opportunity to attend STEAM training with most staff feeling more confident in planning and implementing STEAM activities daily.

This positive change has been effective in allowing all learners access to a continuous provision of Science, Technology, Engineering, Art and Maths with further development of skills through provocations in each area observed and tracked through weekly planning and learning journal input. STEAM learning opportunities have shown through termly tracking that all children have had the opportunity to participate in STEAM learning opportunities helping to encourage skill development in numeracy, creativity and problem solving encouraging life long skills for learning.

- Maintenance of woodwork provision is ongoing and a designated area has been identified through the environment Plan Do Study Act ensuring that all learners have the opportunity to participate in woodwork learning experiences. Woodwork learning experiences, which are accessible to all, have encouraged our learners to expand on their problem solving skills, design and creative ability as well as encourage risk assessment through the use of real tools and this has been documented through weekly planning, observations and assessment through learning journals that is tracked to showcase progression in skills and attendance further emphasised in termly tracking.

All staff have had the opportunity for woodwork training with our woodwork champion leading this during in-service days. This has supported staff to provide woodwork provision daily through weekly planning and has highlighted that almost all staff are confident in implementing woodwork provocations encouraging children to participate and develop their skills. Differentiation is provided so that every learner has their experience tailored to an age and stage that is appropriate to them ensuring that woodwork is accessible to all.

Woodwork is used through our transition initiative in partnership with the attached primary school and other local authority early years centres. This is effective in promoting social communication between children who will be transitioning to the same primary school. Such transition visits have allowed staff the opportunity to get to know the children prior to their transition ensuring that all relevant information is communicated effectively including any areas of additional support requirements.

Parents/Carers during our curricular evening were able to participate in woodwork activities and ask staff questions regarding risk assessment and woodwork processes. Staff were able to confidently describe the development of skills through all curricular links via woodwork and showcase best practice of risk assessments and awareness and how our learners are encouraged to independently assess the risk. Through partnership working and open effective communication the EYC is actively supported by parents who enjoy seeing their child's creations and actively celebrate this with the child both in centre and at home.

- Community and parental STEAM involvement has been encouraged in a variety of ways within Milngavie EYC. Home link bags have been created and utilised helping to encourage skills development from the setting to home. This has also included the use of 'Chatter Boxes' helping build each child's confidence and developing their literacy skills through public speaking at group times.

Our curricular evening provided all parents with the opportunity to discuss progression through STEAM with parents able to have hands on experience of STEAM areas such as Art and woodwork. Parents utilised this evening for professional dialogue discussions with staff and through feedback were able to evaluate the impact STEAM has had on their child's confidence and skills in areas such as woodwork.

Blocks of science activities were open to all children and planned and implemented by one of our previous parents who is a qualified science teacher. This helped to spark excitement and curiosity in our learners with almost all children participating in the activities provided. This was also continued by our staff team providing the same activities on different days to ensure consistency for all children within the setting. Our learners are developing their interests and skills in science

and used this spark to influence weekly planning and continuous provision within the centre ensuring child led learning throughout.

Art lessons were provided by a local artist within the community with input for all learners with every child creating a winter wonderland on canvas that was then sold at our Christmas Fayre . Our learners through the use of the art area continuous provision and provocations have been developing their artistic skills and confidence within expressive arts.



Next Steps:

- Milngavie EYC will expand on STEAM initiatives through STEAM challenge awards.
- Maintenance of woodwork during transitions will continue as well as sharing best practice visits.
- Further community and partnership links will be established for STEAM moving forward including links to Eco Schools and Fair Trade.
- Introduction to Digital Learning.

Centre priority 3: Quality Assurance – Moderation, Monitoring and Self-Evaluation

NIF Priority

- Improvement in attainment, particularly in Literacy and Numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people.

HGIOELC QIs

- QI 1.1 Self evaluation for self improvement
- QI 1.4 Leadership and Management of practitioners
- QI 3.2 Ensuring children's progress

<p>NIF Driver</p> <p>School and ELC leadership</p> <p>School and ELC leadership</p> <p>Parent/carers involvement and engagement</p>	
<p>Care Inspectorate Quality Framework QIs</p> <p>3.1 Quality assurance and improvement are led well.</p> <p>2.2 Children experience high quality facilities.</p> <p>1.4 Family engagement.</p>	
<p><u>Progress and impact:</u></p> <p><u>This is what we aimed to achieve for 2024-2025:</u></p> <p>Milngavie EYC will utilise a variety of moderation, quality assurance and self-evaluation to evidence the high standard of learning, teaching and assessment is embedded within the EYC that is consistent and adapted to suit every individual learner within the EYC.</p> <p>Staff will utilise the moderation to ensure a consistent approach is provided with all children accessing the same high quality provision that showcases progression in skills throughout every curricular area. Staff will embed an ethos of reviewing and assessment to adapt and develop practice.</p> <p>Learners will be provided with a differentiated but consistent learning provision with a focus on development of skills progression across the curriculum. The moderation ensures that provision is consistently monitored and adapted to ensure it is of high quality.</p> <p>Families will contribute to our quality assurance and self evaluation through providing insight through the use of questionnaires and discussions sharing the impact on the moderation helping with their children's progression in learning.</p> <p><u>This is how we have achieved this:</u></p> <ul style="list-style-type: none"> • Moderation has played a huge role in ensuring that Milngavie EYC provides a high standard of learning, teaching and assessment which is consistent and adapted to suit every learner within the setting. Creating and incorporating moderation processes into the triangulation of learning has ensured that all staff have had support and feedback with weekly planning, Learning journal input, next steps and floorbooks. This has helped to embed an ethos of reviewing and assessment to adapt and develop our practice as a staff team ensuring the best possible outcome for our children as well as upskilling staff. <p>Weekly planning moderation is provided weekly to all staff with feedback given and support provided if required. Our moderation of planning has ensured a consistent approach by all staff incorporating Health and Wellbeing, Literacy and Numeracy provision for all children which in turn has helped to increase skill development and knowledge in each curricular area which is showcased through monthly tracking with almost all children on track.</p> <p>Learning journal moderation is provided monthly along with the population and support with next steps for every child. This has encouraged all staff to provide a consistent approach with all children receiving the same amount of monthly observations and inputs to share with families at home. Children's voice is captured during learning inputs and help to provide the key worker with the interest to populate provocations helping to expand learning. Each observation input is built upon with skills development linked to milestones, showcasing achievement towards obtaining next</p>	

steps. Learning journal observations and input capture all children's progress across all areas and through moderation Senior Management Team can identify gaps and strengths in learning helping to populate support and challenge groups accordingly.

Staff were provided with training during the February in-service day ready to reinstate floorbooks during the following area rotation. All staff felt confident in showcasing learning throughout their allocated area utilising children voice as the spark to creating high quality provocations helping to develop and expand knowledge and skills across all curricular areas for all learners. Moderation for floorbooks is provided after every 8 week area rotation and on completion of the area discussion and evaluation with children and the next staff member transitioning into that area. Through professional dialogue and children's voice the learning and experiences are evaluated and on area rotation a new mind map plan is created taking the learning forward structured through the children's interests. This insures all children have autonomy over their learning experiences within the setting.

- All staff received ongoing support and training inputs during in-service days as well as during staff meetings and professional dialogue discussions. This allowed Senior Management Team to provide moderation for provocations and observations providing feedback as and when required encouraging the upskilling of staff skills and knowledge to ensure a consistent approach throughout provision. Staff maintain their own continued professional development in line with Scottish Social Services Council guidelines to keep up to date with all of the legislation and guidance. All staff have the opportunity to feedback to all staff during staff meetings, in-service days and professional dialogue discussions providing further training to peers helping to develop practice across all curricular areas. Moderation has provided valuable opportunities for sharing of best practice between staff and has been further supported through visits to other local authority nurseries linking in with other staff who have the same professional development focus. Best practice and ideas are then brought back into the setting helping to develop areas identified through PDR focuses and prompting PDSA improvements and changes. Examples of this can be noted through the Environment Plan Do Study Act as well as STEAM Plan Do Study Act with changes to the environment made in collaboration with staff, parents and children creating identifiable areas within each playroom and outdoors with high quality continuous provision throughout for all children to access independently encouraging child led learning which is accessible to all children. There has been a clear increase in all staff accessing professional learning opportunities to help expand practice and this will continue into the new academic year. This has helped to embed an ethos of reviewing and assessment through moderation helping staff to adapt and develop practice and providing consistency for every learning within the setting.
- Milngavie EYC has adapted the West Partnership self evaluation tool which helps to gather evidence of the impact of the effectiveness of our provision and highlights areas that require improvement. This is collated through the collaborative working between staff, families and children providing feedback about our setting through the use of questionnaires and discussions. This collaborative approach encourages the shared responsibility of a high quality service with all stakeholders voices listened to and acted upon with improvements implemented tailored to the needs of our families. Improvements are then sustained as all parties are working together to implement changes. The self evaluation tool helps to break down the frameworks into manageable sections creating a baseline of provision with a tracker system to highlight what areas require reflection and improvements and more importantly the impact these have on our learners. Population of iAbacus (online self evaluation evidence gathering tool) has continued with all staff contributing to the evidence gathering tasks. Such practice has helped to embed an ethos of reviewing and assessment with all staff, children and families.

Next Steps:

- Maintenance of moderation and self-evaluation gathering by using iAbacus with staff, child and parental feedback will continue.
- Moderation and self-evaluation to be adapted in line with the new joint Care Inspectorate and HMIE framework launching September 2025.

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 with partnership working with Milngavie Primary School has now achieved the Silver award for Rights Respecting Schools and will be working towards the Gold Award. The rights of the child remain a huge priority within Milngavie EYC ensuring children's voice is listened to and implemented into the life of the setting with children actively utilising their rights to lead their own learning. Through collaboration with parents and staff each child has their learning tailored to them will any and all supports put in place to ensure an inclusive environment with provocations adapted to include all learners. Almost all children are independent in accessing our continuous provision with almost all children on track.
- **Improvement in children and young people's health and wellbeing;**
Our Children's Wellbeing is a huge priority within Milngavie EYC with the mental health of all children supported through a wider range of approaches. We promote a welcoming nurturing environment where all staff are highly trained in nurture principles. 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 imbed a pace of the day with quiet, calm times for children to access. Our family champion is always available to support the family unit as a whole providing advice and support tailored to the families needs.
- **Closing the gap between the most and least disadvantaged children and young people;**
Our priority this year was planning and tracking with a focus on literacy and numeracy for all children this was achieved through a robust tracking system to identify each child's progress in literacy, numeracy and health and wellbeing. This evidence was gathered through learning, teaching, assessment as well as observations, PATHS, Ferre Laevers observations and numeracy and literacy baselines. Evidence gathered by staff is reviewed regularly and any data analysed by the Senior Management Team, to identify any existing or emerging gaps in attainment and achievement with support provided when required. Data has shown that almost all children are on track with those who require support receiving targeted intervention to improve outcomes and achievements.

- **Improvement in skills and sustained, positive school-leaver destinations for all young people;**
STEAM was a firm focus throughout this academic year with the development of a STEAM area and resources to encourage all learners to participate in STEAM learning opportunities in order to develop their skills in numeracy, creativity and problem solving helping to encourage life long skills for learning. The area was adapted through children's voice with learnings helping to populate the continuous provision in order for them to lead their learning. Staff were upskilled through various training opportunities throughout the year as well as sharing of best practice with other local authority centre's to strengthen partnerships and encourage practitioners to engage in professional dialogue opportunities. This inspired practitioners to develop best practice approaches within the setting, leading developments with all staff providing STEAM provocations both indoors and out.
- **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 of Literacy and Numeracy has shown developments in the areas of numeracy and maths and reading, writing, listening and talking across the Early Level of Curriculum for Excellence shows that most children are meeting the expected levels of attainment. 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.

Summary of Centre Improvement priorities for Session 2025/2026

1. **The Circle – Up, up and away Document – Developing practice within the EYC to ensure inclusive learning for all.**
2. **Outdoor Learning – Development and maintenance of outdoor provision for all learners.**
3. **Partnership working – increased involvement within the setting with families and community partnerships.**

What is our capacity for continuous improvement?

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.