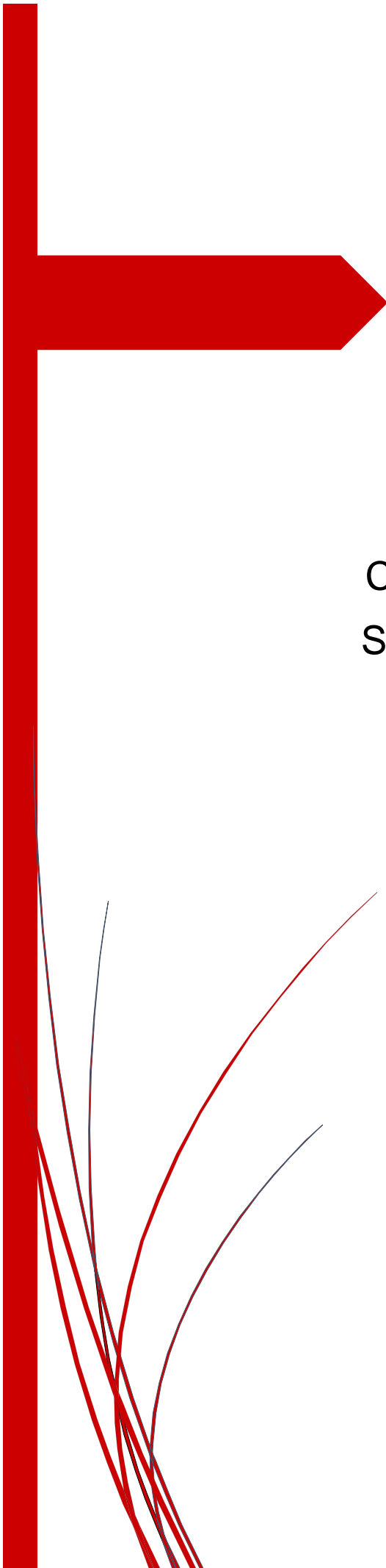




Cleddens Early Years Centre
Standards and Quality Report
2022/23



Context of the Centre

Cleddens Early Years Centre is situated within the Woodhill area of Bishopbriggs South. Although most children live nearby we do have children from other areas throughout East Dunbartonshire. 90% of families attending the centre sit within decile bands 6-10 in the Scottish Index of Multiple Deprivation. The Centre was established in 2003. In April 2017, we moved premises to a new purpose built establishment on the same campus as the Thomas Muir Primary school.

We provide care and education for children 50 weeks per year, from 8am to 6pm. We have capacity for 9 babies, 20 2-3 year olds and 114 3-5 year olds at any one time. All 3-5 years olds and eligible 2 year olds are provided with 1140 Hours of funded childcare and education and are also provided with a free meal during their session. Parent can also choose to purchase additional hours when available.

The centre has one large area for all 3-5 year olds, which includes 2 smaller partially divided areas one of which is used as nurture area and the other for block play and woodwork. There is also direct access to extensive outdoor play areas from every area of the playroom. The 2-3 room is one playroom with direct access to dedicated outdoor space and a sleep room. The baby room is one playroom with sleep room and direct access to their own outdoor space.

Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Health and Wellbeing	
Care Inspectorate Quality Framework QIs 1.1nurturing care and support	
<p>NIF Priority .Placing human rights and needs of every child and young person at the centre of education</p> <ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing <p>NIF Driver School and ELC leadership School and ELC improvement</p>	<p>HGIOELC QIs</p> <p>QI 1.3 Leadership of Change QI 2.1 Safeguarding and Child protection QI 3.1 Ensuring wellbeing, equality & inclusion</p>
<p>Progress and impact:</p> <p>All staff have completed child protection training either at August in-service days or as part of the induction process for new staff. This has ensured consistency of understanding in implementing the procedures for safeguarding children.</p> <p>Dedicated areas were set up in each playroom to support the implementation of nurture by all staff, supported by those with accredited nurture training. This has continued to benefit all children. Two additional members of staff attended nurture training, but only one was able to complete the training. Staff used the plan-do-study-act (PDSA) model to review the lunch process across the centre to ensure these where nurturing and promoted choice and independence. The 2-3 room and 3-5 room now offer rolling lunches with all 2 to 5-year-old children having increased choices of when they have lunch, who they sit with and amount of food they have. Most children are developing improved self-help skills as they serve themselves at lunch. Most children have gained confidence in making choices during lunch and this has been transferred to other areas of their learning.</p> <p>Two members of staff were identified as Health and Wellbeing champions and have attend training. A staff group was set up for staff with leadership responsibilities for nurture and health and wellbeing being to share information and collaborate. This will be further developed as a tool next session.</p> <p>Ferre Laevers observations were used for a minority of children to record levels of engagement and well-being which informed planning and next steps for learning and development. Individual needs of all children were discussed at staff meetings and this identified a minority of children who were supported through regular support for all meetings. A few children were further supported through the team around the child process with targeted support for their wellbeing and progress in learning. Local authority panels met regularly to discuss children requiring support through request for assistance from other agencies and this allowed us to provide supported places for a few children across the centre.</p>	

Aspects of PATHS (promoting alternative thinking strategies) program was implemented with children who would be transitioning to Primary 1, most developed a better understanding of their feelings and emotions and are able to express these with increasing confidence. A few children have offered support and encouragement to others when they are struggling to express themselves. We have introduced a recording system to help staff identify possible reasons and triggers for some behaviours. This has increased staff understanding of triggers, therefore allowing early intervention, reducing levels of frustration for a few children and increasing their ability to self-regulate.

We identified a further family champion and she completed various training sessions including Triple P, child poverty and attends bi-monthly locality meeting with supporting families team. Family champions held an afternoon tea to introduce themselves to parents and explain their roles and the support they can offer. A few parents attended the event and were given advice on topics such as toilet training, transitions, settling and breastfeeding. Feedback for those attending will be used to inform future events.

Other staff have referred parents to the family champions for advice and support. Initial advice was provided to a few families, with the option of further support available. Exchange boxes were introduced, these allow parents and staff to drop off items they do not need but may be useful for others. The items in the boxes regularly change therefore this is evidence that these boxes are a useful addition to our family support network. We have also introduced fruit baskets at the end of the session for children to take home. We often give families our excess milk at the end of the week and this is always well received. We now ensure additional supply of milk is available at the start of the week to ensure equity for families.

A procedure is in place to support staff well-being, including the provision of a new work area to allow separation of staff break area and working, staff 'shout out' wall that allows a celebration of staff qualities and achievements. Professional development review regularly take place to support continuous professional development and actions in the centre improvement plan. Wellbeing meetings for staff if and when required. Most staff have report increased levels of wellbeing in the work place which has had a positive impact on outcomes for children.

In line with the United Nations Convention on the Rights of the Child (UNCRC) Children rights are embedded in practice by all staff, home link bags sent home with children and parent questionnaire issued. The majority of children show awareness of their rights.

Next Steps:

Further develop the role of our health and wellbeing champions and the staff group for those with leadership responsibilities in nurture and health and wellbeing. Source Trauma informed practice training for staff. Ensure nurture areas are used to their potential to support the needs of individuals and groups of children. The environment and resources will be consistent and in line with nurture principles.

Further develop the support for all process

Further develop the Family Champion role within the centre and promote in the centre handbook and at enrolment days.

The range of items in exchange boxes will be expanded.

Support children to develop further understanding of their rights, child friendly displays of rights and wellbeing indicators.

Questionnaire to be developed to support child voice during team around the child and support for all meetings

**Centre priority 2:
Parental Involvement**

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

HGIOELC QIs
 QI 2.5 Family Learning
 QI 2.7 Partnerships
 QI 2.6 Transitions

NIF Driver engagement	Parent/carer involvement and engagement	
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Care Inspectorate Quality Framework QIs

1.4 Family engagement

Progress and impact:

A questionnaire was sent to parent asking what types of family engagement they would like and children were also consulted. This informed our family engagement calendar which was issued to all parents. Care plans were updated to ensure clear sharing of information about children. This has improved the clarity and frequency of information shared from families about all children. This has resulted in staff being able support all children in a more individual way. Parent comments on observation have increased by nearly 40% since last year which means they are more aware of their children’s progress. The number of contributions from parents has also increased by 50%, with a few sharing learning at home linked to learning in the centre.

A Christmas sing-a-long was held and almost all families attended, including parents, siblings and grandparents. Almost all children expressed excitement about having their families in nursery. The baby room held a coffee morning to allow parents to meet with staff. This supported the development of positive relationships between staff and parents. A few parents attended and commented that it was good to meet other parents as well as staff. This had a positive impact on the children as parents were more comfortable when sharing concerns with staff.

Home link’s were established in all rooms. The baby room introduced song and story bags to support the development of communication and language skills. All families were given the opportunity to participate and a few returned feedback on the bags which was all positive. This supported the development of language and communication skills for a majority of children.

‘Cook together at home’ was implemented in the under threes and a few parents shared the results on learning journals. This also resulted in more cooking activities within the playroom, allowing more children to benefit.

Kindness bears have been introduced in the 3-5 room, observations show these have increased understanding of the effect their actions can have on others for the majority of children.

A curriculum evening was held in November and the majority of parents attended. Increased understanding of the curriculum ensures parents are well informed about children’s learning and how to support this at home.

The 3-5 room offered stay and play sessions on different days each week during the Centre opening hours from 8am to 6pm. This increased the opportunities for all families to access to these sessions. The majority of children had one parent attend at least one session during the year with few having both parents or other family members attending sessions. Feedback from those attending sessions was positive with the flexibility of sessions being highlighted. The babies and 2-3 room held a week of stay and play sessions as it can be unsettling to have too many additional adults in the playroom at any time. The majority of 2-3 year old parents attended and this allowed them to engage in the child’s learning and support further development at home. Only a few parents attended the baby room sessions. Parents commented that they are well informed through learning journals and visits can be upsetting for their children.

Various family events have been planned for during the summer school holidays to support whole family engagement.

Next Steps:

Further develop care plans to strengthen information sharing at transition points within the centre in response to feedback from staff and parents. Yearly timetable of parent participation events to allow families to plan ahead to be issued in Sept 23 after consultation. Bi-monthly newsletter with detailed information for upcoming events. Update website regularly. Continue with home links and develop further.

Centre priority 3: Develop communication, language and literacy for all	
<p>NIF Priority • Closing the attainment gap between the most and least disadvantaged children and young people;</p> <p>• Improvement in attainment, particularly in Literacy and Numeracy.</p> <p>NIF Driver Curriculum and assessment School and ELC leadership</p>	<p>HGIOELC QIs</p> <p>QI 3.2 Ensuring children's progress QI 2.3 Learning, Teaching & Assessment QI 3.2 Ensuring children's progress QI 1.2 Leadership of Learning QI 2.2 Curriculum</p>
<p>Care Inspectorate Quality Framework QIs</p> <p style="text-align: center;">2.1 Quality of the setting for play and learning 2.2 Children experience high quality facilities</p>	
<p>Progress and impact:</p> <p>Through continued review of the learning environment, changes were made to promote communication, language and literacy throughout the centre. Access to resources has been improved for all children and the majority of children make regular use of the story areas in all rooms. Literacy resources such as books and writing materials are available in all areas and environmental print is evident throughout the centre.</p> <p>Planning process have been updated to support the promotion of communication, language and literacy at all stages of children's development. Focussed observations are completed termly to identify next steps for communication, language and literacy for all children. Next steps are tracked on learning journals and almost all children have made progress. A few children have targeted interventions and all are making progress.</p> <p>We have made use of the Wellcomm (speech and language) toolkit to help identified and support communication and language development needs for a few children. Links have been established with speech and language team. This has had a positive impact on all those involved, staff confidence has also increased. We have re-introduced some language and communication friendly strategies. All staff have visual cards and use these to support a minority of children. A member of staff now has level 1 Makaton training and uses Makaton regularly to support a few children and is also supporting staff and other children to use Makaton so it becomes embedded in daily practice.</p> <p>All 3-5 year old children participate in word aware sessions in conjunction with author of the month. Almost all children regularly participate in story sessions and increasing vocabulary has been observed in the majority of children. Grandparents story session were held and most children were eager to participate.</p> <p>Next Steps: Further develop language and communication friendly environment for all age groups. Develop tracking system to track learning progress for under threes. Further develop grandparent story session to include other languages and new books for children.</p>	

Progress in National Improvement Framework (NIF) priorities

Children rights are embedded in daily practice by all practitioner and we are working with parents to raise awareness.

We have introduced nurturing spaces within all playrooms and have a number of staff trained in nurture principles who work together to support all children. Mealtimes have been reviewed to ensure that they are nurturing and inclusive for all. We have implemented a number of groups to support children's wellbeing such as Paths (Promoting alternative thinking strategies) and yoga.

Family engagement has increased and this has had a positive impact on the children's well-being.

We actively promote the uptake in eligible 2 yr old places and provide supported places within the baby room and 2-3 room. This has allowed us to identified children who may require additional supports at an early stage.

We focused on improving literacy/communication for all ages groups. Children are more engaged in their learning and this can be seen in learning journals.

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

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	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	Good	Choose an item.

Summary of Centre Improvement priorities for Session 2023/2024

- 1. Outdoor learning
- 2. Improve links with local schools
- 3. Numeracy and STEM

What is our capacity for continuous improvement?

Due to the size of the centre and number of staff there are a lot of changes during the year, we have developed a keyworker system that minimised the disruption to children's learning. Parents are introduced to all keyworkers in group and shifts have been changed so parents can link with a group keyworker at all drop off and collection times. We have a joint vision, values and aims that ensure a clear direction for the Centre moving forward. We have now re-established good links with families and will be continuing to expand on these will also establishing better links with local schools to support transitions for children. Outdoor learning is key to supporting children's health and well-being and we will be working to ensure that we provide a quality outdoor environment which all children will be able to access. We have introduced woodworking and STEM (science, technology, engineering and maths) opportunities will be further developed.