



sustainable thriving achieving

**East Dunbartonshire Council**

[www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)



Cleddens Early Years Centre  
Standards and Quality Report  
2023/24

## 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 and also other local authority areas. 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 our current location in 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 a nurture area for when children require a quiet space during their time in nursery and the other is currently used as the story area which provides a second quiet space for children. There are 2 sets of toilets accessible from the playroom and a dedicated changing area located in another part of the building. The 2-3 room is one playroom and a quiet room which also doubles as a sleep room. There is also a changing area directly off the playroom and 2 toilets. The baby room is one playroom with a quiet room which also doubles as a sleep room. There is also a changing area accessed directly from the playroom.

The baby room has direct access from the playroom to dedicated outdoor space to allow the children regular access to outdoors. There is also direct access to extensive outdoor play area from the 2-3 room and 3-5 room and this space is shared between both age groups. The 2-3 & 3-5 room also have direct access to their toilet areas from the garden.

## Progress in Centre Improvement Plan (CIP) priorities

<b>Centre priority 1: Health &amp; Wellbeing - Outdoor Learning and Forest Kindergarten</b>	
Care Inspectorate Quality Framework QIs 1.3 play and learning 2.1 Quality of the setting for play and learning	
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 Curriculum and assessment	HGIOELC QIs QI 2.2 Curriculum QI 3.1 Ensuring wellbeing, equality & inclusion QI 3.3 Developing creativity and skills for life and learning
Progress and impact: In order to focus on embedding quality provision for free flow access to outdoors we will revisit forest schools at a later date.  The Outdoor area has been developed to offer free flow access to all children in the 3-5 room. The garden has been opened up to create a shared space for the 2-3 room and 3-5 room. This has supported children's transitions from the 2-3 room to 3-5 as the children are becoming familiar with the staff from an early stage.  New outdoor clothing has been purchased and a further fund raiser by staff and children has provided funds to add additional outdoor clothing for the under 3's and to purchase shared wellies for the 3-5 room. The purchase of the additional outdoor clothing has allowed most children to develop independence and better self-help skills when getting dressed before accessing the garden. The introduction of wellies with also further develop these skills outdoors. All children in both age groups have increased accessed to outdoor play and this has been observed and is recorded through learning journals, displays and floorbooks.  Most children in the baby room and some children in the 2-3 room have had the opportunity to explore the wider community on local walks. During the summer when the centre was relocated to the school the children were able to access the pitches for daily outdoor learning experiences. This helped to develop confidence when accessing new and unfamiliar environments. Young children also had increased	

opportunities to play alongside older children helping to further develop their social interactions. This also supported transitions to school for some children.

A planting and growing area has been developed by children and staff and a few parents have been involved in the setting up of this area. All children in the 3-5 room have had access to this area and some are developing their understanding of what is required to grow plants. Some children have been sharing knowledge with younger children when they have seen them digging in the planting area. As the plants have matured the children have begun to harvest the fruits and vegetables in use these tasting activities and cooking activities.

A large outdoor sand pit was introduced to ensure better access to sensory play for all children. The large size and increased space ensure all children are able to engage and explore as desired.

All unused resources have been disposed of which has resulted in more space for all children. Most children now have opportunities for physical play when outdoors.

The introduction of dedicated outdoor staff has increased the times that the garden area is opened to all children.

**Next Steps:**

Further develop the planting and growing to increase supplies of fruit and vegetable that can be used during cooking experiences and for home links

Continue to provide engage experiences to encourage all children to access outdoor learning throughout the changing seasons

Teamwork with staff to ensure free flow access is available to the garden for all for their full nursery session.

Eco Flag working group

**Centre priority 2: Family learning and partnerships with link primary schools**

NIF Priority .Placing human rights and needs of every child and young person at the centre of education  
 • Closing the attainment gap between the most and least disadvantaged children and young people;  
 NIF Driver Parent/carer engagement and family learning

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

Care Inspectorate Quality Framework QIs

1.4 Family engagement  
 1.5 effective transitions

**Progress and impact:**

The centre visions, values and aims were reviewed with staff, children and families to ensure all have a clear understanding of these and how we can work together to achieve these.

Parent's, staff and children were consulted, and a calendar of family events was created in August 23. Almost 90% of the parents who responded to the questionnaire asked for stay and play events and feedback from parents included "staff amazing with kids" and "variety of areas to play in". We also held workshops as requested by 75% of the parents who responded. After the Word Aware workshop we asked parents what they found useful and some comments included "useful to know what they do in nursery and how we can help with this at home too" and Gave good ideas".

These events supported some children to share learning experiences with their family in the setting. They also encouraged a few families to share some learning from home via Learning Journals. Some of the learning from home that was shared on Learning Journals include "my child recognised the first letter of her name while playing ", "mixing colours at home using paint", "was able to set up the chess set all by herself" and "learned some new Chinese words while visiting family"

Induction presentations were introduced for new and children and those transitioning from the 2-3 room to 3-5 room. Care plans were updated so that they were easier to complete by parents and the information gathered was easier for staff to process. These were shared with parents to completed at home and could be shared with staff during the child's first visit with parents to the playroom. This has insured all staff have increased knowledge of children needs prior to them starting and helps support the development of positive

relations for staff, children and their families. Feedback from families has been positive for induction events, with parents' comments including "very concise and informative", "it was detailed info on what to expect for new children joining the nursery", "helpful seeing all the staff team"

A new transition procedure was developed for children moving between rooms. This has helped support smoother transitions for some children.

Care plan reviews have also been developed to ensure that any changes in a child's lives are clearly recorded during update meetings. Most children now have a new style care plan and all will have these by the end of Sept 24.

We acted on feedback from parents and introduced a notice board where staff could share the experiences that they were offering children during their session. This was well received by parents and support a few children to share their nursery experiences at home with their families. Information was also shared via Learning Journals on activities children engaged in during group time and again this allowed more children to share their nursery experiences with their families.

We introduced staffing booklets for all rooms which are sent out to all parents when there are staff changes. This has supported parents to help their children understand changes and also with settling when children start or move room. To help support families with this we introduced a staff shift display at the sign in table which detailed staff in each group and who would be in that day and their shift. A few parents commented on how this support the transition for their children at drop off.

An improvement journey board was developed to share improvements made since the care Inspectorate report in January.

**Next Steps:**

New annual family engagement calendar to be implement

Family engage group to set up to support all staff in implementing family events

Better format for newsletter

Scheduled of care plan and learning updates to support staff with parent meetings

**Centre priority 3: Develop STEM and numeracy for all**

NIF Priority .Placing human rights and needs of every child and young person at the centre of education

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

NIF Driver Curriculum and assessment  
School and ELC improvement

HGIOELC QIs  
 QI 3.2 Ensuring children's progress  
 QI 3.3 Developing creativity and skills for life and learning

Care Inspectorate Quality Framework QIs

1.3 play and learning  
 2.1 Quality of the setting for play and learning

**Progress and impact:**

Due to Care Inspectorate visit and report in January 2024, we have focused on the all areas of children's learning including STEM & Numeracy.

The nursery building maintenance and repairs were carried out to ensure that all children are cared for in a safe and hygienic environment.

New furniture and resources have been purchased to improve the learning environment and experiences on offer to all children in all age groups. The organisation of the learning environment was reviewed and changes implemented which have improved access to experiences for all children.

Wall displays are now inclusive of children's rights, links to the curriculum and child's voice. This supports most children to have the opportunity to revisit their learning and will also support their understanding of their rights.

A welcome area has been developed in the 3-5 and this has created a positive transition area for some children when they are dropped off. This space is also used by parents when supporting their children during their transition from home in the morning or afternoon. This has helped to ensure setting is tailored to the individual needs of both the child and their parents ensuring they feel safe and secure in the environment.

Changes were made to the 3-5 collection procedure to allow parents who choose to enter the playroom when they collect their child. This gives some children the opportunity to share what they have been doing with their parents. Improved relationships between staff and parents results in better well-being outcomes for children.

Most staff have had an introduction to Language and Communication Friendly Establishments (LCFE) and this has supported communication for all children. Talk strategies have been used by all staff to support and extend children's learning in all areas. Resources in some areas have been labelled and are more accessible to all children.

Next steps:

Continue to ensure all maintenance and repairs are carried out on a timely basis

Further consult with parents on the introduction of in room collection for 2-3 room in future

Further training for staff in play pedagogy and provocations in learning

Develop a holistic tracker to track all children's well-being and development

## **Progress in National Improvement Framework (NIF) priorities Progress in National Improvement Framework (NIF) priorities**

- We are placing human rights and needs of every child at the centre of education by continuing to embed children's rights in daily practice by all practitioners and we will work with parents to raise awareness.
- Our nurturing spaces have been further developed and these will be used to support children's well-being needs as identified by staff and parents. Most staff have had introductory training on nurture principles and all staff will be support to further develop knowledge of these and implement them in their daily practice. This supports the improvement children and young people's health and wellbeing;
- The learning environment and resources have been improved and therefore the provision of high quality learning experiences for the children have also improved. Updates to the building have created a safe and nurturing environment for all children and this is evident in their levels of involvement and engagement. This helps with closing the attainment gap between the most and least disadvantaged children and young people and also improvement in skills and sustained, positive school-leaver destinations for all young people
- An introduction to language and communication friendly environment and strategies for all staff is helping to support Improvement in achievement, particularly in Literacy and Numeracy.

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

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Satisfactory	Satisfactory
2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Satisfactory
3.2 Securing Children's Progress	Satisfactory	Satisfactory

### Summary of Centre Improvement priorities for Session 2024/2025

- 1. Communication
- 2. Quality of learning experiences
- 3. Leadership of Learning

### What is our capacity for continuous improvement?

Further staff training in LCFE, nurture, play pedagogy to ensure positive outcomes for all learners.

Implement a holistic tracker to monitor and well-being for all children.

Schedule of parents meeting to ensure regular updates to children's care plans and personal learning plans

Continue to improve communication at all levels as the this improve relationships with staff, families and children while also ensuring needs are being met for all.

Further develop outdoor learning to ensure access throughout the year and in all season.

Increase parental involve in all aspects of the centre.

Staff training in pedagogical approaches to children's learning and development.