



Cleddens Early Years Centre
Standards and Quality Report
2024/25

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

Centre priority 1: Communication	
Care Inspectorate Quality Framework QIs <div style="text-align: right; color: red;"> 1.4 Family engagement 1.5 effective transitions </div>	
NIF Priority .Placing human rights and needs of every child and young person at the centre of education NIF Driver Parent/carer engagement and family learning School and ELC improvement	HGIOELC QIs QI 1.4 Leadership and Management of practitioners QI 2.6 Transitions QI 2.7 Partnerships
Progress and impact: Enrolment days have carried out monthly with all new 3-5 year olds and transitioning 2 year olds. This is also followed up with copies for the presentation, most recent newsletter, handbook. All new care plans are more consistent and content has improved. Some parents are now engaging more and completing reviews when asked to do so, with all most all of all care plans reviews now up to date. Feedback from all enrolment days has been positive and we have an increasing number of 2-3 parents joining enrolment days. There is a now a 0-3 enrolment presentation that can be shared with parents during the enrolment process (due to the dynamics of the 0-3 rooms a set monthly enrolment would not work). Responsibilities for allocation of under 3's and 3-5 split between deutes to ensure consistency in communication with parents and also to give a clear point of contact. Transitions reports are used when children move between rooms and next step on learning journals are updated to record progress for children. This is consistent for most children moving from 0-2 to 2-3 or starting in these rooms but only for some children moving to or starting 3-5 room. Currently evaluating	

transition processes to ensure staff are following the guidelines issued and questionnaire will be issued to parents to gather their views and suggest changes to further support positive transitions.

System in place for keyworker to share care plans with new starts and discuss with parents. Guidance on care plan content shared with all staff and SEYW monitoring care plans regularly with SLT checking termly. All care plans are in the new layout format and these are now started in an easily assessable way for all staff to access. Children with additional ASN or LACC//CP folders are marked on care plan and these are located in the Head of Centre office and are shared with the relevant staff to support children.

Whole staff meeting held monthly after work or on in-service days. The majority of staff attend all meeting either in person or via teams and minutes shared with all in staff meeting folder. Agenda sent to staff and shared in staff room prior to meeting for staff to add items for discussion. Verbal feedback from all staff has been positive and attendance levels at meeting confirm that these are valued by staff who attend out with working hours.

Zone and room meeting held monthly recorded in Zone meeting books for ease of access for all zone staff. Staff regularly use agenda section to add items for discussion. Some item taken forward to whole staff meetings. Whole staff meeting are more productive and agenda items dealt with promptly.

New newsletter format is more parent friendly and more inviting for parents. These are issued bi-monthly to all parents. We have had some positive verbal feedback from parents about these changes and e-mail comments included "It is clear a lot of thought and effort has gone in to enhancing it" and the "the layout is much more engaging". New visions values and aims created with all staff children and parents and shared with all. Star achievement awards introduced to help children's understanding of the VVA and recognise these in the daily experiences. Children comments show greater understanding of the vision, values and aims

Parent's meetings have been offered termly to discuss children's progress and next steps. Most parents have engaged either in person, by telephone or online. This has ensured all children have achievable and relevant next steps. A few parents have uploaded stories from home which link with their child's next steps

All parents were invited to join a focus group to support the development of communication strategies between the nursery and the families, 24% replied with 10% expressing in being involved in a group. These 10% were invited to join the first group and 3 parents attended.

Display board for CIP progress and family learning introduced. Floor books displayed for parents weekly. Feedback from parents for these has been very limited.

Next Steps:

- Share the feedback from parent focus group with all parents and hopefully increase engagement from other parents.
- Passport for key information from care plans to be introduced
- Website to be updated
- Further communication strategies discussed with focus group

Centre priority 2: Quality of learning experience

NIF Priority
 • Improvement in children and young people's health and wellbeing;
 • 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 1.2 Leadership of Learning
 QI 2.3 Learning, Teaching & Assessment
 QI 3.1 Ensuring wellbeing, equality & inclusion
 QI 3.2 Ensuring children's progress

Care Inspectorate Quality Framework QIs

1.3 play and learning

2.1 Quality of the setting for play and learning

2.2 Children experience high quality facilities

Progress and impact:

Over the summer of 2024 we were decanted into the school while repairs were carried out within the centre. Repairs are now complete and outstanding repairs are recorded and monitored by our newly appointed health and safety representative who liaises with the building manager.

Cleaning schedules are in place and monitored by the senior management team to ensure that the nursery is maintained to a high standard.

We moved back in to the centre in August 24 and all staff began to re organise and resource the playroom for the new intake of children. Through staff discussion and feedback, we established 3 zones within the 3-5 playroom, Nurture, Creative and Imaginative.

Most staff took inspiration from online research and professional reading as well as Adventures with Alice training that was available to all staff through videos. Some staff benefited from visiting other centres to see how they set up their areas and this inspired them to come back and work to improve their areas. Other centre staff have also visited our centre to view good practice that they can use in their centres. Resource audits were carried out for each area and staff identified what they felt were important resources for their area. Children were consulted through mind mapping and discussions. This allowed most children to take ownership and participate in leading their own learning and levels of engagement increased.

Staff reported that they felt more involved and had ownership of their area and almost all staff asked to stay in their area for longer. This had a positive impact on all of the children as it ensured consistency in planning and allowed for experiences to be continued and developed to suit the children's interests.

Areas were labelled to create a communication friendly environment and a range of experiences are on offer to support and challenge children. Visual timetables and daily routines are displayed to support children with ASN. Talk strategies are used to aid communication and we have speech and language input for some children. Our link speech and language therapist is able to advice on universal strategies as well as more specific input for a few children. Having a shared approach has made communication more consistent for all children.

Resource audits allow for continuous provision to be maintained. SLT learning walks and observations were used to monitor progress alongside floor books, planning and e journal monitoring.

Some children have individual action plans that are created during TAC meetings with parents, key workers and other professionals. These are reviewed termly and used to inform next steps.

With well-being, equity and inclusion being at the heart of our improvement plan we set up a welcome area within the nurture zone. This area gave children a base to go to first thing in the morning with a consistent member of staff. Children were able to check in and talk about how they were feeling. As the year progressed children started to explore the colour monster stories and almost all children can now select an appropriate monster for how they are feeling. Some children can now give an explanation as to why they chose a particular monster.

Children's voice has also been displayed through floor books with most children contributing to at least 1 floor book. Wall displays have examples of children's voice, some of which has been written by the children. We have continued on with the Promoting Alternative thinking strategies programme (PATHS) which has enabled children to talk about their feelings. Well-being assessments and observations were used to determine which children would benefit. Pre and post assessments were used to measure the impact on children's progress

Staff have had more opportunities for training this year and through the PDR process have highlighted areas of training that they would like to further develop.

Parents were encouraged to bring in things from home that their children could use in areas such as home corner and water play. Parents were invited in regularly for stay and play sessions and this allowed them to participate in their child's learning. This has helped parents feel like they are more involved in the centre and has positively impacted on almost all children as they have been excited to show their families around and has encouraged discussions at home about the nursery day. We received positive feedback from almost all parents with many comments about how the new layout made the room feel much calmer and engaging for the children.

Parent helpers have been involved in tidying up our garden and children have had the opportunity to take part in and successfully achieve a Green trees school gold award in May 25.

In our under 3s staff are continuously adapting the playroom environment and the experiences on offer to reflect the changes in development needs of the children.

Being Me Under 3 document has been fully rolled out across both age groups after a successful trial and has been welcomed by both staff and parents. Progress is now tracked online using e journals and parents can add contributions from home.

In the under 3s we have moved away from rolling lunches and gone back to all children sitting together. This has been as a result of observations of children during lunch and feedback from staff and parents. Evidence has shown that sitting together at lunch is a much more positive experience for our younger children.

Next Steps:

- Continue to implement further staff training from Alice Sharp
- Ongoing visit to other and from other Centres to share practice
- Continue to audit resources and environment regularly
- Increase the use we make of our local community

Centre priority 3: Leadership of 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 Teacher and Practitioner professionalism

School and ELC improvement

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

Care Inspectorate Quality Framework QIs

2.1 Quality of the setting for play and learning

3.1 Quality assurance and improvement are well led

3.3 Leadership and management of staff and resources

Progress and impact:

Children's wellbeing and development has been supported by well trained staff, using and upskilling their knowledge. We have used the mentor process for all new staff and a few staff who have required this in centre. Throughout the year most staff have taken part in a peer observation, they took this time to self-evaluate each other's practice looking at what we do well and what can be improved upon. SLT learning walks have been completed for all staff, highlighting the strengths and weaknesses in the play room, this

offers staff the opportunity to talk with senior management to improve their practice and celebrate achievements. All staff have received a PDR process with a member of SLT. Most staff have been on training to further their development this academic year and have completed post training feedback.

Children's learning and progress has been recorded and any concerns have been identified and addressed. A holistic tracker has been created for all children in our centre, this allows keyworkers to document information on the children to have a holistic view of the child's key information. All parents have been offered a termly keyworker catch up and a review and update next steps individual to the child. All children's care plans have been updated 6 monthly in line with care inspectorate guidance. Children have been discussed at a monthly support for all with permission from parents. This is a professional discussion with other agencies to support children developmentally and with targets set. Action plans and wellbeing assessments have been created for some children who require them, appropriate team around the child meeting have been had with SLT, other agencies, keyworker and parents. Most children have had a ferre laevers observations and scored on their wellbeing and involvement, plans were made for children who did not score highly for wellbeing or involvement. This was observed for a second time with most children assessed were observed to have made improvements in their score.

Children have been offered high quality learning opportunities within their time in the EYC. Within the academic term we monthly self-evaluate against HGIOELC to ensure we know what we do well and what we need to do next to ensure the highest quality learning opportunities for our young people. We have had monthly events for parents to have involvement in the centre; this included stay and play, chess workshop.

Improvement have been displayed in the reception area, where we put the points of our improvement journey and what we have done to achieve these. We have regular questionnaires with parents, communication groups and feedback for events. We reflect this by completing a you said, we did, to show parents they journey of improvement we have been on.

Management have supported staff to increase their knowledge and experience to allow for high quality learning for all children in our care. Some staff have had visits to other centres to see things that they would like to improve in our centre or enhance the environment that we already have. Some staff from other centres have visited to view good practice within Cleddens. Staff complete a weekly floor book of all the experiences they have created for our children. This is shared fortnightly with parents and staff can display and share this at staff meetings and in service days. Management and seniors have attended LPGs and leadership working parties, the information gained from this is shared with staff to ensure children and staff in the centre reach their full potential.

Children learning has been enhanced by the pace of the day and daily routines. A visual daily routine has been displayed in the playroom for children to view and see what part of the day they are at. This has supported all children follow the nursery routine. Staff have had questionnaires based on group time and lunch time to hear their opinion of how they feel times are working to ensure to interruption within the children's play. Children have the opportunity to free play to access indoor and outdoor opportunities. When in considering the routine we take into consideration feedback from parents, observations of children and the play space and children's voice.

Next Steps:

- Further develop tracking in 3 -5 room linking to Learning Journals
- Annual procedure update schedule
- Stream induction in line with EDC changes
- Returning families summer open day and information session.
- Enhance staff skills and knowledge in providing numeracy experiences for children

Progress in National Improvement Framework (NIF) priorities

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Children rights have been further imbedded in the daily life of the Centre and the children's knowledge and understanding of these has increased through the year. The environment in the Centre has been improved and these has had a positive impact on the children's well-being with quieter environment and more opportunities for children to use quiet spaces when needed. New tracking has allowed us identify any gaps and the children's learning and provide supports when required. The quality of interactions and experiences provide has increased the children's engagement and excitement in the learning. Some progress has been made in literacy and we have recognized a need for staff development to support the provision of more and better numeracy experiences.

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	Satisfactory
2.3 Learning, teaching and assessment	Good	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Good	Satisfactory
3.2 Securing Children's Progress	Good	Satisfactory

Summary of Centre Improvement priorities for Session 2025/2026

- 1. Up, up and away
- 2. Community links
- 3. Enhance staff skills and knowledge in providing numeracy experiences for children

What is our capacity for continuous improvement?

The leadership team will continue to provide support and guidance to staff to ensure all children have access to quality learning experiences and environment at all times. Monitoring and self-evaluation will be used to identify what is working well and where we can make improvements. Staff will be encouraged to lead in recognise and further develop their confidence when supporting children.

We have developed good family links and will now would like to make more use of the local environment and build better links with the local community.

Standards and Quality report should be emailed to the link Early Years Quality Improvement Officer by **Friday, 13th June 2024**