



Standards and Quality Report – 2018/2019

Cleddens Early Learning and Childcare Centre

Centre Information

Cleddens Early Learning and Childcare Centre established in 2004. In April 2017 we moved premises to a new purpose built establishment on the same campus as the new Thomas Muir Primary school.

Our Centre provides care and education for children 50 weeks per year, from 8am to 6pm. We are able to take in 9 babies, 20 2-3 year olds and 114 3-5 aged children. Over the last year we have increased our capacity in the 3-5 room and are now at our full compliment. In April 2019 we established our new staffing model in preparation for the move to 1140 hours in August 2020.

Cleddens EL&CC sits within the Woodhill area of Bishopbriggs South and we allocate 30 term time places for children aged 3-5 years from this area and can offer extended day places year round to children throughout East Dunbartonshire. The majority of our children attend on an extended day and year basis and only a small minority fall into the lowest SIMD rank.

Centre Improvements

Over the past year the Centre has continued to develop its literacy programme through our literacy champion and practitioner enquiry. This has resulted in more staff adapting the Word Aware initiative and the 3 reads programme to support the development of early literacy and to increase vocabulary. In order to raise attainment in Numeracy we have been rolling out the Maths Recovery Programme. Staff training to support the programme has continued throughout the year and this year a group of children was identified who would benefit from challenge in Numeracy; children from the lowest SIMD were taken account of. This year we have further developed our outdoor space with the addition of a Lead Outdoor Educator and an Outdoor Champion. We have developed the physical landscape to give it definition, offering challenge, enjoyment and to develop curiosity. Almost all children choose to access the outdoor environment daily. Through arts based project with the University of Strathclyde we are continually reflecting our practice to ensure that children are choosing to access all areas and have identified ways through a risk/benefit assessment to provide some free flow to the outdoor areas for children.

Assessing Children's Progress

We have a tracking system in place that follows the children in their experiences through a skills learning journey to ensure that children are making good progress throughout the early level. As a staff team we regularly discuss progress with the children and parents. We invite parents to open evenings and parents nights to discuss progress. Where necessary we input support through local interventions, with involvement from parents, key worker, nursery teacher and support assistants. For further interventions

involving other educational partners or outside agencies, we support children through wellbeing indicators and in deciding what level of support may be required. A small number of our children require targeted support. We have opportunities to discuss children with our partners during Support for All Groups. Our staff team observe children throughout their play to plan and form next steps and consider interventions required, using Ferre Laevers observations of wellbeing and involvement and observations based on experiences and outcomes from Curriculum for Excellence. As a Senior Management team we meet together to track children's learning through their journals monthly and each term to track progress to ensure best outcomes. At times of transition we pass on information to our cluster primary schools reporting on the progress children are making, information is contained in strength and difficulties questionnaire and transition documents. Enhanced transition is in place for children who require. Within our under 3's we have developed our tracking and monitoring to take account of the teaching talking assessment toolkit. This has given us scope to fully take account of a variety of milestones across a wider range with a stronger emphasis on communication and language.

Centre Priorities

Moving forward the Centre is making good progress in preparing for 1140 hours for 3 and 4 year olds and entitled 2 year olds from August 2020. Our priorities will include ensuring our new staffing model is embedded within the Centre and any staff changes throughout the Centre to be in place from August 2019. We will also be working towards practical arrangements for a meal provision for every child, ensuring a nurturing and supportive environment during meal times. We will follow guidelines within Setting the Table.

We will also be fully engaging with the PATHS training programme for all staff in August and implementing throughout the Centre. In this changing design of delivery it is vital that all our children are supported through change and delivering programme that promotes emotional understanding, social problem solving and develops peer relations and self esteem with provide an encouraging system to assist children and staff through this time of transformation.

We will continue to embed Literacy through our skilled practitioners; delivering programmes in Word Aware and Three Reads to promote reading opportunities for children within the nursery and extending to home, through homelink materials.

We are fortunate to have 3 staff members who are trained in offering triple P sessions and now have a family champion who will deliver drop in sessions for parents. We currently have 3 staff studying for the BA in Childhood Practice at the University of Strathclyde plus 1 qualifying this June and 1 member of staff studying Froebel in Childhood Practice with the University of Edinburgh. We also have 2 further staff members reaching the final phase of studying a SVQ level 4 in Early Education. We also have Early Years Support Workers who are beginning their Level 2 and 3 in Social Services, Children and Young People. Staff undertaking study will be enhancing opportunities for children's learning through workplace initiatives to develop areas of the nursery and in observing children to develop next steps for learning.. We will be supported by our link Educational Psychologist and East Dunbartonshire Council to implement the PATHS programme which will assist our Early Years Practitioners in enhancing the environment to help our young children develop self-esteem, emotional awareness, problem solving and social skills to support in making friendships. This will complement our existing initiatives in providing for children's individual needs and offer opportunities for leadership opportunities at all levels.