

# Oakburn Early Years Centre



## Standards and Quality Report 2021/22

## **Context of the Centre**

Oakburn Early Years Centre is a purpose-built, extended day and year nursery provision which is a new resource for the Milngavie community. The centre opened in Spring 2021 and can accommodate 86 children aged 3-5 years and 15 children age 2-3 years. The centre is open 48 weeks of the year from 8am-6pm.

The centre has two indoor areas, one for 2-3 year olds and another open plan area for 3-5 year olds. There is a covered outdoor area with mezzanine level and a garden that is open every day, in all weathers for children to explore. The centre has a lot of surrounding green space and the location is central to all the local schools. We are developing our links with associated Primary Schools in East Dunbartonshire, specifically within the Milngavie area.

We have a Family Room to have family learning, parenting events and meetings. This also gives a quiet space that staff can access with small groups of children.

At Oakburn Early Years Centre we ensure that the children's wellbeing is at the heart of all we do. Staff have embedded The Rights of the Child and nurturing principles in their practice. They are supportive and caring to all of the children in their care and value the importance of developing positive relationships with parents and families and the contributions they make to the daily life of the Centre.

The staffing model consists of a Head of Centre, Depute Head of Centre, two Senior Early Years workers, one Early Years Teacher, 20 Early Years Workers, one Early Years Support Worker, one House Keeper, one Clerical Assistant, one Facilities Manager and one Facilities Assistant.

### **Our Vision is underpinned by the belief that:**

- Positive relationships should be at the heart of everything we do.
- Our team will be committed and skilled in order to deliver high quality education and childcare.
- Supporting children's wellbeing is essential for them to learn.
- Child centred play is the core of our work and the best way to support children to achieve their potential.
- Outdoor play has lasting benefits for children and allows them to engage with nature in an ever changing environment.
- Children's voices and views should be listened to, respected and acted upon.
- Parents play the key role as their child's first educators, and we recognise the significance of their role in children's early education and the life of the centre.
- A sense of community and engaging with the wider locality is important within our centre.
- In order for us to get it Right for Every Child and family, we must promote equity and equality.

### **We Value:**

- Fun
- Relationships
- Open communication
- Respect
- Inclusion

### **Our Aims and Objectives are to provide:**

- An ethos of community that promotes respect, care and kindness for all.
- A skilled staff team that will nurture and support our children and families and build positive relationships with the wider community.
- An environment that is safe, inclusive and secure with rich and stimulating opportunities indoors and outdoors.
- A curriculum that will provide fun, play based learning that is developmentally appropriate and enables all children to develop independence, confidence and achieve their potential.

## Progress in National Improvement Framework (NIF) priorities

Insert a brief description of progress and achievements in the following national priorities:

- **Improvement in attainment, particularly in literacy and numeracy;**

Achievement 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. Throughout the year staff have developed their areas to ensure that Literacy and Numeracy opportunities are consistently available and this is evident through the recording of the Centre's planning and triangulation with floor books and individual children's Learning Journals. Training through CLPL and the cascading of information from the Literacy and Numeracy Champion has supported staff to develop their areas and to increase their knowledge and skills of the Early Level Curriculum.

- **Closing the attainment gap between the most and least disadvantaged children and young people;**

The Senior Leadership Team worked in collaboration with the Early Years Teacher to develop and implement a robust tracking system to identify how children were progressing in all areas of the Early Level Curriculum. Termly snapshots supported staff to identify any of their key children who required support. These children would then receive targeted support from the YET to improve outcomes and achievements.

- **Improvement in children and young people's health and wellbeing;**

The mental health of all children was supported by a wide range of approaches. Children were welcomed to participate in PAThS groups led by the EYT and an early years worker. Ferre Laevers observations were carried out twice during the year to assess individual children's wellbeing and additional supports put in place if required. The Family Champion was available to support the family unit and home link bears to support children who were finding the transitions to and in the Centre challenging. Monthly Support for All meetings took place, including input from the link Educational Psychologist and Health Visitor for the Centre, ensuring that any progress or concerns were discussed in a timely fashion and any strategies or supports put in place. Freeflow access to the outdoor area from early in the morning to the evening, in any weather, is available to all children with Forest Schools commencing in the next term.

## Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Learning, Teaching and Assessment	
<p><b><u>NIF Priority</u></b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap</li> </ul> <p><b><u>NIF Driver</u></b></p> <ul style="list-style-type: none"> <li>• assessment of children's progress</li> </ul> <p>Choose an item.</p>	<p><b><u>HGIOELC QIs</u></b></p> <p>QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI 2.2 Curriculum QI 3.2 Securing children's progress</p>
<p><b>Progress and impact:</b></p> <p><b>Oakburn will:</b> ensure a highly skilled workforce that are supported and monitored to deliver high quality practice with effective planning, recording and tracking procedures embedded in practice.</p> <p><b>Staff will:</b> All staff will deliver high quality learning opportunities for children and tracking their progress effectively.</p> <p><b>Learners will:</b> receive individual support to help them achieve their potential. Children will be supported to make progress across the curriculum and have a curriculum based on their interests and appropriate to their stage of development.</p>	

**Families will:** receive information about their child's progress from their child's keyworker. Parents have the opportunity to participate in curriculum evenings, events and parent meetings.

- Backdrop curriculum plan was drafted, agreed and implemented in August 21 for the forthcoming year. It will conclude at the end of July 22. Staff referred to this plan when considering their experiences/activities to ensure all areas of the curriculum were available and being accessed by the children. This plan supports the implementation of daily experiences and routines and supports pace of the day, coverage of skills and experiences across the curriculum and supports children's independence. Progress across the back drop plan has been very good and the impact is that all staff have excellent knowledge of routines, structured programmes and balance of adult led experiences.

The Rights of the Child have been embedded into practice and is visible in adult: child interactions. A UNCRC wall was developed in our cosy corner and has been incorporated into the weekly planning sheet. Children developed a children's charter with staff to develop children's understanding of their rights, risk awareness and promoting our values and aims. This increased staffs awareness of these rights and seamlessly embed this into their practice.

A lending library was developed to support children's language and literacy. Many parents access this at the end of their child's session, supporting them to choose a story to read at home.

A Family Champion was selected from members of the staff team who displayed a keen interest in adopting this role and promptly organised weekly drop in sessions to share information on the ways in which she could offer help and support to parents and families. Throughout this year a total of 9 parents have accessed support from our Family Champion, ranging from advice on sleep routines, behaviour challenges and changes in family circumstances. There have been many positive comments from the parents.

'Thankyou Shirleyann for organising – I learned so much!'

'Thanks so much. Was a really interesting session'

'Thank you so much for doing this and for all you shared yourself'

Home link bears were created for each individual group to support the development of parental engagement. The bears are all curriculum themed with feedback sheets that children can complete with their parents. All children and parents engage with this experience with some parents uploading photographs to their child's learning journals. Due to the success of these bears, the Family Champion utilised them to support individual children who were finding transitions in their daily lives challenging. Parents gave positive feedback in the use of this approach and it was highly successful in supporting their child's health and wellbeing. Our Family Champion has also developed links with the Supporting Families Team to help parents who require more in depth, maintained support.

Children who required support and challenge were identified through the use of observations by the Early Years Teacher (EYT) and Early Years staff. The EYT began structured adult led programmes on 4<sup>th</sup> October 22'. Of the 22 children that were highlighted as needing Health and Wellbeing support throughout this year, 11 have been removed as they have made progress. The children were involved in small group activities to develop friendships and turn taking and to build their confidence. The PAThs programme has provided opportunities to develop emotional skills and friendships. To support emotional development home link packs, including a colour monster story and associated props, were offered to children. This resource is also used within the setting to support children at group times and as a targeted approach. Staff continue to support children using this approach, particularly in the afternoon. Children requiring support or challenge in Literacy and Numeracy were identified through assessment and observations by EYT and EYW. Focus child observations and the ongoing completion of planning sheets also supports to identify children. 19 children requiring support with pencil grip and scissor control, 7 of these children continue to need support at this time. Children requiring challenge focused on rhyme and initial sounds, story writing and adding details to their drawings. Children requiring support in numeracy were targeted with number recognition and 1:1 recognition. Of the 11 children identified, 5 of them have been focusing on numbers 7-9 recognition. Challenge has been given in the form of developing their skills in simple addition and subtraction, counting in 2's and pattern. This has had a positive impact on our learners as all children received appropriate support and individualised experiences suited to their stage of development. Almost all children have made good progress across the early level and pre-birth to 3 curriculums.

- Ferre Laevers wellbeing and involvement observations assist staff in identifying key children who may require additional support to increase their wellbeing and encouragement to become fully involved in the varied opportunities available to them. The first assessments took place in June with a second in late September. The feedback from these observations helped staff to identify which children would benefit from extra support. Small groups were created which focused on aspects of engagement and social skills development.

Weekly PATHs programme sessions were implemented in October 21' which provided further support in these key areas of development led by the Early Years Teacher and an Early Years Worker.

Monthly Support for All meetings took place this session and included input from the link Educational Psychologist and Health Visitor for the Centre. This ensured that any progress or concerns were discussed in a timely fashion and any strategies or supports put in place.
- Before the opening of the Centre to children and families, staff were issued with planning and e-journal guidance. This ensured that all staff were given sufficient time to familiarise themselves with all aspects of the planning process.

Once established staff members had access to weekly drop in sessions with the Early Years Teacher if they required further guidance or support. Monitoring of planning was conducted every fortnight and e-journals bi-monthly by the Senior Management Team. Feedback was given to all members of staff highlighting strengths and if required, areas of development.

As a newly established team which consisted of a range of practical experience and knowledge, all staff were provided with a mentor on joining the team and this support would be available to them for 6 months (longer if required). Mentors had monthly meetings with their mentees, discussing all aspects of their role and any additional assistance they may need. Staff developed their skills in planning, presenting floor books with meaningful information, establishing displays in their curricular area, using e-journals to record and track individual children's progress and to develop relationships with parents and carers, by sharing meaningful information about their child's time in the Centre and next steps of learning. Through consultation, all staff reported that they felt supported and that their confidence in planning for children's learning had increased. This is evident in the quality of observations recorded and staff knowledge of their key children.
- Through the PDR process, and identifying staffs strengths, structured programmes were allocated to specific individuals who would take the lead and implement these programmes into the Centre. These began in October and consisted of the PATHs programme, Wake and Shake, Forest School and a Woodworking Transition Programme. Training for five members of staff to implement the woodwork programme took place on 8<sup>th</sup> October 21'. Following this training, the Centre liaised with feeder schools also delivering the programme, and scheduled visits for the children that would be transitioning in August 22'. The STEM Woodwork Programme was continual throughout the year and supported transitions between local schools and centres. The programme has been highly beneficial to the children transitioning to Primary School. Staff accompanying children on these visits have reported an increase in confidence and independence in their new environment during each visit. All programmes will continue into the next session.
- Monitoring of the environment, adult/child interactions and learning, teaching and assessment was completed bimonthly by the Senior Management Team (SMT) to ensure quality assurance within the Centre. Feedback from these monitoring periods was shared with staff at staff meetings, individually or when moving into a new area to assist planning.
- Effective tracking systems were implemented for children to allow staff to record and monitor progress. Initial trackers were completed after the first 6 weeks of attending the Centre. This provides the child's keyworker and staff opportunities to get to know the child, building a foundation of knowledge to record accurate information that informs initial trackers. Parent contributions through the use of care plans and informal discussions also informed these trackers. Snapshots of each individual child's trackers are completed on a termly basis. These snapshots support staff in identifying if their key children are progressing well or require support or challenge. For children in these categories, of support or challenge, the EYT created specific trackers to identify any gaps in learning.

- Self-evaluation tasks and questionnaires have been key throughout this session in establishing a service that provides high quality care, a varied curriculum that supports the needs of all individual children and a highly skilled workforce that is supported to deliver this. Ongoing training on in-service days, through the authority professional calendar and accessing outside provider training has supported staff to continue to develop on their knowledge and skills. In-service days has also provided time to evaluate core quality indicators and how this is delivered within the Centre. Staff also reflect on their own practice and continuous professional development. Questionnaires were distributed to staff regarding their own wellbeing, as we remained in the Covid-19 recovery period, highlighted that almost all staff felt supported and suggestions to improve was acted upon by SMT. Time for team building activities was incorporated into in-service days with some staff commenting that this impacted positively on their relationships with colleagues and building trusting relationships with the new members of SMT.

Child friendly questionnaires were issued to all parents, kindly requesting them to support their child to give their feedback on the Centre. Almost all children enjoyed coming to the Centre and could identify key members of staff who were available to help and support them. Children gave their likes and dislikes and what improvements they would like to see. As we are focussing on our outdoor area and encouraging all children to access this daily, questions were asked on their thoughts and opinions of the area. All responses from the children can be found at the end of this report.

In the early stages of the Centre opening parent questionnaires were distributed to gain their views on how information was communicated to them. From the responses collated, most parents commented that there was a wide variety of methods used to communicate and these were utilised effectively. Any additional information parents required was easily accessible and they particularly liked the use of the centre's blog and online group time drop in where they could join their child virtually. E-Journals informed them of what activities and experiences their child had participated in and the "Wow moments from home" section of the Learning Journals gave parents the opportunity for children's achievements to be shared and celebrated both in the centre and at home. In June parents were asked to complete a survey on whether the aims of this Improvement were met. From the 41 responses under this improvement, parents agree that they receive information on their child's progress from their keyworker and that they have the opportunity to participate in curriculum evenings, events and parent meetings. The responses for all improvements can be found at the end of this report.

#### **Next Steps:**

- To maintain an audit, monitoring and mentoring process to support Quality Assurance within the Centre.
- All programmes implemented to support the Health and Wellbeing of children and those requiring support or challenge to continue.
- Liaise with feeder schools in the area to continue to deliver the woodwork transition programme and provide in-house training for staff who wish to increase their knowledge and skills in this area.
- Families Connect Programme to be delivered, in collaboration with Family Champion, to parents to increase engagement and build further on existing relationships.
- Full access for parents and families into the Centre and re-establish Stay and Play and other parental engagement initiatives.
- Increase our profile within the local community and develop positive links.
- Further develop tracking systems.

<p><b><u>NIF Priority</u></b>  •Improvement in children and young people's health and wellbeing  Choose an item.</p> <p><b><u>NIF Driver</u></b>  • school improvement  Choose an item.</p>	<p><b><u>HGIOELC QIs</u></b>  QI 1.2 Leadership of Learning  QI 1.3 Leadership of Change  QI 1.5 Management of resources that promote equity  QI 3.3 Developing creativity and skills for life and learning</p>
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### Progress and impact:

**Oakburn will:** use Realising the Ambition, My World Outdoors, Play Strategy, LCFE and enabling environments framework to support high quality practice and development of stimulating play spaces that support children's wellbeing and development.

**Staff will:** participate in leadership roles to drive forward the development of spaces and resources in the centre. Staff will have dedicated spaces to rest and complete paperwork.

**Learners will:** be welcomed into an inclusive, nurturing environment, where they be supported to make choices and progress across early experiences and outcomes.

**Families will:** have the opportunity to engage with events & planned improvements, receive information, photographs and videos on the development of the environment and learning opportunities.

- At the time of Professional Development Reviews (PDR) all individual staff members discussed and agreed on a leadership role which would be evaluated throughout the PDR process. To allow staff to develop and resource areas that provide high quality learning experiences that positively impact learning and development, staff were allocated time during in-service days. To review impact and progress, staff gathered evidence throughout the year to be added to the Centre website to give an insight into their individual leadership roles. The majority of staff made very good progress with their leadership area and could evidence development of quality learning experiences for children.
- Literacy and numeracy audits were scheduled throughout the year and any action required issued to staff. Audits supported staff in identifying any gaps in literacy and numeracy opportunities in their designated area and for SMT to recognise and acknowledge individual progress that had been made.
- Quality Assurance audits entailed the monitoring and evaluation of the environment, provocations and learning experiences provided for the children and the quality of interactions between staff and children. These were completed bi-monthly and recorded by SMT. Feedback was given to all staff with areas of strength highlighted and areas for improvement. Any areas of support required for staff throughout the audits was supported through mentoring system, SMT/Nursery teacher drop-ins as well as training from the CLPL.
- Development of the garden has been an ongoing project throughout the year. Fundraising by the Centre supported our Outdoor Champion in procuring a poly tunnel and an outdoor storage shed. The outdoor space has designated zones, offering a range of experiences utilising natural resources that are available. Literacy and numeracy are clearly visible throughout the area and the large space accommodates the interests of many of the children. Suitable outdoor clothing and footwear is easily accessible and children are confident in completing this task independently. This has impacted on the number of children accessing the outdoors regularly on a daily basis. An area in the local community has been identified to use as a Forest School space and regular visits will commence in the new term with additional support from parent assistance.
- Evaluation of the current Vision, Value and Aims is currently ongoing. Parents, staff and children will all be consulted to inform if any additions or changes require to be made.

### Next Steps:

- Forest School will be implemented and children will have the opportunity to experience this activity on a regular basis.
- The continuous development of the garden will focus on sustainability.

- Through the PDR process staff will discuss and agree on leadership roles that will have a positive impact on the Centre and children's learning and development.
- Triangulation of staff planning, floor books and e-journals will continue, to ensure staff feel confident and supported with these tasks and recognise progress and achievements.
- Share feedback from evaluation of current Vision, Value and Aims with staff, parents and children.

### Centre priority 3: Building a Team

#### NIF Priority

- Improvement in attainment, particularly in literacy and numeracy

Choose an item.

#### NIF Driver

teacher professionalism

Choose an item.

#### HGIOELC QIs

QI 1.3 Leadership of Change

QI 1.4 Leadership and Management of practitioners

### Progress and impact:

**Oakburn will:** ensure a highly skilled workforce that are supported and monitored to deliver high quality practice.

**Staff will:** All staff will participate in training to support their understanding of the curriculum, planning, providing high quality learning opportunities for children and tracking their progress effectively. Staff will feel supported and kept updated with current information from SLT.

**Learners will:** receive consistent care from a key worker and other staff who know them well and care for their individual needs and interests.

**Families will:** receive information about staff and their child's keyworker. Parents will be kept up to date by the staff team on developments within the centre and specifically their child's progress.

- All new members of staff in the Centre would receive an induction and be allocated a mentor to support them in all aspects of their role for an initial 6 month period. SMT will provide support and mentoring to the Early Years Worker mentors. On completion of the mentoring process staff will be requested to finalise the process with a questionnaire. The process has been highly effective and supportive of staff and some mentees have moved forward in becoming a mentor.
- PDR's identified leadership roles and any training available to support progression was shared with staff. Professional learning calendar was made available to staff and places available on training sessions linked to individual PDR's or development needs were requested for attendance. This has been extremely effective in inspiring staff to reflect on their current skills and knowledge and explore training opportunities to further their own professional development. Our staff member identified to introduce and embed the use of Makaton into the Centre, would share 2 common signs per week with staff and children use in their everyday activities. This led to children and staff incorporating signs during their song and rhyme time. Through attendance at meetings and training our Literacy Champion was confident in supporting staff to incorporate this into all areas of the Centre. Literacy and numeracy being visible and available at all times has supported children to develop their skills in these areas. From initial assessments, 19 children were identified as requiring support and challenge in literacy and numeracy. In the final stages of the academic year 37% continue in support. All staff within the Centre have been increasing awareness of the UNCRC. All children have opportunities for play, rest, learning and staff ensure they feel safe and secure. Staff promote their rights and children sing along to a song they have created about The Rights of the Child.
- A collegiate calendar was drafted for the new term with scheduled staff meetings once per fortnight. The meeting agenda is distributed prior to the meeting to give staff opportunities to contribute and



minutes available afterwards to keep members of staff absent informed. This has proven to be an effective way to ensure staff are consulted and up to date with current information.

- To support staff in their champion roles meetings were scheduled with the EYT. To record their progress, staff would record minutes from any meetings they had with parents or colleagues, develop floor books and share positive feedback with all.
- To support the newly established team in developing positive working relationships with their colleagues, time was given during in-service days for team building activities. A social committee was established to celebrate staff achievements, birthdays and special events. Feedback from a staff questionnaire issued in February 22' was positive, with staff commenting that they felt supported and any concerns addressed and discussed as a team at staff meetings.
- To support staff in continually reflecting on their practice the team engaged in peer observations. These observations included strengths and areas for development and shared with individual members in a constructive, supportive and respectful way.

#### Next Steps:

- Staff will continue to receive an induction and 6 month mentoring period to support their transition into the Centre.
- Leadership roles will be discussed with individual staff and contribute to the positive ethos of the Centre and have a positive impact on the learning and development of all children.
- Termly one to one meetings with staff will be scheduled to ensure effective pathways for communication. Fortnightly staff meetings will continue to take place with the HoC or DHoC in attendance. Champion roles will be supported by the EYT and SEYW to build on the positive impact these roles have had on the children and families and that they are fully resourced to do so.
- Team building activities on in-service days will be distributed between all staff to allow individual members the opportunity to take the lead in this task.

#### Centre priority 4: Family Engagement

##### NIF Priority

- Improvement in children and young people's health and wellbeing

Choose an item.

##### NIF Driver

parental engagement

Choose an item.

##### HGIOELC QIs

QI 2.5 Family Learning  
QI 2.7 Partnerships  
QI 3.1 Wellbeing, equity and inclusion

#### Progress and impact:

**Oakburn will:** continue to develop excellent communication and strong relationships and engagement with all families in the life of the centre.

**Staff will:** develop positive relationships with families and engage in and promote parent events.

**Families will:** have opportunities to regularly engage with the life of the centre and feel included in the developments in the centre and supported through the Covid recovery period.

- During Covid-19 recovery period parental engagement was primarily through the use of technology. Monthly newsletters distributed via email and available on the Centre website, individual children's e-journals updated regularly and a fortnightly blog of experiences and opportunities available were uploaded to the website to keep parents and families informed.

- Monthly meetings via Microsoft Teams were arranged for parents to meet with the Senior Management Team. The meetings focused on various themes, from the role of our Family Champion to the different aspects of the curriculum and school transitions. Attendance has varied throughout with between 5 to 8 parents at each meeting. Before every meeting the parents are consulted on the content, with opportunities to contribute and meeting minutes distributed to all parents via email.
- Families were introduced to the Centres Family Champion in June 21' and following parent feedback a planned session on bedtime routines was scheduled. Unfortunately parents did not attend and drop in sessions, where parents could attend who were looking for specific supports or advice was arranged. Our Family Champion has supported 9 families on a 1:1 basis and feedback has been very positive.
- Family learning and home links were introduced to parents and families in the form of cheeky challenges via e-journals, a self-service lending library and curriculum bears. Bears were also used to support individual children who were finding transitions during their day challenging. Feedback from parents and children has shown that this approach has been extremely supportive to their child.
- Following an initial settling period of 4-6 weeks, a child's parent will receive a telephone call by the keyworker to discuss how their child has settled into their new environment. All staff have been issued with guidance on what should be covered in this call following feedback from a parent. This has been supportive for parents in those initial weeks and given them opportunities to discuss any concerns they may have. This also supports the staff to build on their relationship with the parent.
- To continue to build on staff/parent relationships and keep parents informed of their child's progress Focus Child observations carried out in the Centre to support next steps were recorded and shared with parents. Staff would arrange a suitable time to have a discussion via telephone with parents to share the information collated. As parents were not permitted to enter the Centre for parents' evenings, parents found these calls very helpful and allowed them time to ask any questions they may have about their child's learning or time spent in the Centre.
- Consultation with parents to evaluate the Centre's Vision, Value and Aims is currently underway. At the SMT parent drop in meeting in May 22' our improvement priorities for 22-23 were discussed and parents consulted on what they would like to be included. Parents were also requested to complete a short survey, distributed via email, giving their views on whether our aims have been met.

#### **Next Steps:**

- Invite parents and families into the Centre environment and build on existing relationships.
- Establish Stay and Play sessions, Families Connect Programme and continue to schedule drop in sessions for parents with the Family Champion.
- Focus child observation feedback to be offered via telephone or face to face meetings.
- Focus group consisting of identified staff and parents to be established and first meeting to take place in September.
- Consultation with parents on how they would like to be involved in the daily life of the Centre.
- Establish Big Bedtime Read with children and their families.

## Centre priority 5: Transition & Partnerships

### NIF Priority

- Improvement in children and young people's health and wellbeing

Choose an item.

### NIF Driver

school improvement

Choose an item.

### HGIOELC QIs

QI 1.3 Leadership of Change

QI 2.6 Transitions

QI 2.7 Partnerships

## Progress and impact:

**Oakburn will:** develop positive partnerships with locality centres and schools to support transitions.

**Staff will:** engage in STEM training and partner with other centres to plan and implement transition programmes throughout the year.

**Learners will:** have equity in opportunities to engage with locality school /centres in transition programmes and a seamless transition to their feeder school.

**Families will:** be informed of transition programmes in place, transition reports and records of visits. They will also have opportunities to engage with the school/parent transition programme.

- To enhance the transition for children to Primary School the Centre applied for a STEM grant through Education Scotland to provide training and implement woodwork as a transition tool and into the daily opportunities available to all children.

A draft plan was created and sent to schools and Early Years Centres requesting feedback on the STEM woodwork transition programme. Consultation with Education Scotland took place in September 21'. An action plan was issued setting out how the programme would be implemented and they were invited to join meetings.

Three schools and three early years centres wishing to participate, nominated staff and details of the programme, along with scheduled meetings for the forthcoming year were issued.

The EYT collated a list of children who were in their pre-school year and which school they would be attending and visits to these schools organised.

Resources were purchased to 5 members of staff completed training to implement the programme.

This training will be cascaded to other members of the staff team who express interest in developing their knowledge and skills in this area. Risk assessments were compiled and the transition visits commenced in November 21'. The programme concluded in June 22'

Questionnaires, a test of change, evaluations and meetings were conducted to review the success of the STEM woodwork transition programme in June 22' by all of those involved.

All staff reported increased confidence in the children participating and woodwork opportunities.

Due to the success of the programme, 2 centres and two schools, Craigdhu & Milngavie, have requested that the transition programme continues next session as it has been so beneficial to transitions and sharing learning.

- Feeder schools in the area were contacted and requested to share their transition plans for parents and their children. At the beginning of 2022 this information was not available and schools had to be contacted again in May to share this information. Many schools contacted parents directly with dates and times of visits. Once this was received by the Centre all information was displayed for parents. Children were escorted to their visits by parents and have been successfully completed. Transition reports have been compiled by children's keyworkers and EYT and parent contributions have been added. These will be transferred to the relevant Primary School as well as the results of the children's strengths and difficulties questionnaire.

## Next Steps:

- More staff to be offered training in woodwork and continue with the transition programme for 22-23.
- Source more tools and materials.
- Develop stronger links with feeder schools, receiving information to support parents with the transition process.

## 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	Good	Choose an item.
3.2 Securing Children's Progress	Good	Choose an item.

## Summary of Centre Improvement priorities for Session 2022/23

- 1. Sustainability – seed to table, recycling, development of garden.
- 2. LCFE – work towards and gain accreditation.
- 3. Parental engagement – increase involvement in life of the Centre.
- 4. Quality Assurance – audits, monitoring, mentoring and effective communication.

## What is our capacity for continuous improvement?

All staff at Oakburn Early Years Centre are committed to providing the highest level of care and learning to all of our children. We pride ourselves in being a welcoming, nurturing Centre and in the positive relationships we have with all stakeholders.

Our highly motivated, enthusiastic and experienced staff team are confident that we can continue to make improvements using the self-evaluation process and improve outcomes for all children.

A clear VVA, ethos and play and learning approaches that are well led supports the ongoing improvements and achievements that achieve best outcomes for children and families.

A sound knowledge of the staff team, their qualifications, skills, attributes and long term goals allows for management to ensure that the systems to support staff to flourish, communicate and influence change and improvement. Leadership at all levels and CLPL provides opportunities for staff to develop knowledge, understanding and develop their career and aspirations.

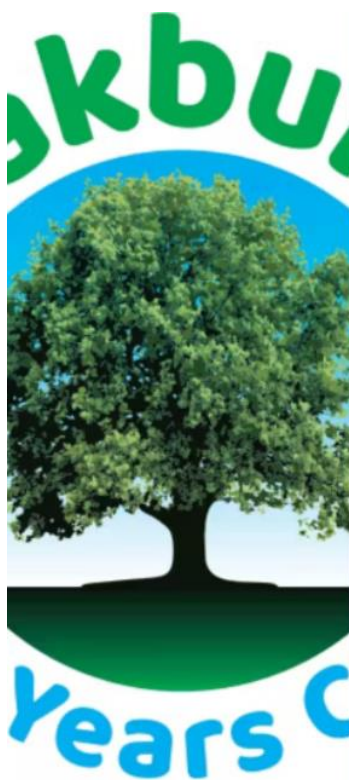
Clear procedures, policies and routines supports the smooth running of the service ensuring the care and safety of staff and service users.

An environment that is safe, enabling and well-resourced with clear curriculum approaches and monitoring procedures, provides opportunities for children to play, learn and achieve within the environment.

Consultation, communication and an earnest approach to family engagement provides opportunities for service users to be supported, included, heard and involved in the life of the centre.

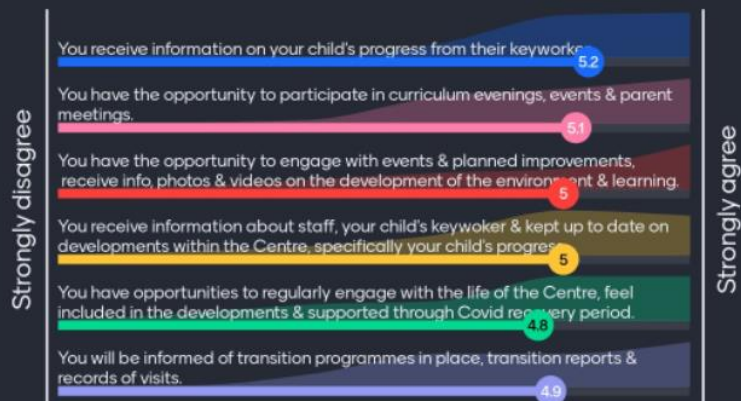
A rights based approach that underpins our practice ensures the wellbeing, respect and implementation for our VVA for all.

We have a strong understanding of our centre, our care and learning approaches and a commitment to continuous improvement.



## Do you agree that we have met the aims set out in our Centre Improvement Plan?

Mentimeter



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- 1 – Strongly Disagree
- 2 – Disagree
- 3 – Somewhat Disagree
- 4 – Somewhat Agree
- 5 – Agree
- 6 – Strongly Agree