

Oakburn Early Years Centre



Standards and Quality Report 2024/25



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 aged 2-3 years. The centre is open 48 weeks of the year from 8am-6pm. We provide care to children living in areas with a Scottish Index of Multiple Deprivation (SIMD) ranging from decile 3 to 10.

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 a mezzanine level and a garden that is open every day, in all weathers for children to explore. The centre is in an area which has surrounding green space and the location is central to all the local schools. We have strong 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. In addition to this space we have a Nurture Room that children can visit for a quieter space, staff can support softer starts for identified children and where nurture groups can take place.

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, 2 Senior Early Years workers, an Early Years Teacher, 25 Early Years Workers, 1 Early Years Support Workers, a Housekeeper, 1 Clerical Assistant, Facilities Manager and a Facilities Assistant.

Our Vision is underpinned by the belief that:

- Positive relationships are at the heart of everything we do.
- Our team are 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 will be listened to, their rights 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 involving them and their family in 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
- Wellbeing
- Inclusion for All
- Children's Rights

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 continue to 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 Centre Improvement Plan (CIP) priorities

Centre priority 1: Sustainability	
<p style="text-align: center;">Care Inspectorate Quality Framework QIs</p> <p style="text-align: center;">1.3 Play and learning 2.1 Quality of the setting for play and learning 3.2 Leadership of play and learning</p>	
<p style="text-align: center;"><u>NIF Priority</u></p> <ul style="list-style-type: none"> • Improvement in children and young people's health and wellbeing; • Improvement in achievement, particularly in Literacy and Numeracy. <p style="text-align: center;"><u>NIF Driver</u></p> <p style="text-align: center;">School and ELC leadership Teacher and Practitioner professionalism School and ELC improvement</p>	<p style="text-align: center;"><u>HGIOELC QIs</u></p> <p style="text-align: center;">QI 2.2 Curriculum QI 3.1 Ensuring wellbeing, equality & inclusion QI 3.3 Developing creativity and skills for life and learning</p>
<p>Progress and Impact</p> <p>Children in the Centre are regularly building upon their knowledge and awareness around sustainability practices with a huge focus on seed to table. Thus far they have been learning about the importance of growing our own food, creating habitats for insects and mini beasts, expanding the wild flower gardens, recycling and litter picking. These practices are having a positive and lasting impact on the children as they have been observed caring for the plants fostering a sense of responsibility, their need to care for the environment is shared with adults daily and the promotion of developing lifelong positive habits is being transferred to their home environment. To continue to nourish this interest, staff looked beyond the experiences offered in the allotment, and linked ECO practices, to the vast amount of literature relating to the 17 Sustainable Development Goals, adopted by the United Nations in 2015, and how we could incorporate these into our daily routines and learning. Individual staff, showing a passion for the outdoors and sustainable living, were identified through personal development reviews and encouraged to continue to drive forward the Centre's aspiration for all children to develop the foundations to help create a more sustainable future for all.</p> <p>Biodiversity has increased within the Centre extending learners' knowledge on a wide range of practices to support and promote wildlife in the garden.</p> <p>To increase the biodiversity within our garden, children first explored all the different animals and insects that would often visit our garden. They learned that bees are amazing pollinators and it is very important that we have many different plants and flowers for them to visit.</p> <p>"The bees get pollen"</p> <p>"They drink the flower and make honey. I put honey on my pancakes, yummy"</p> <p>"If a bee stings you it will die. That's not good, we need to keep the bees"</p> <p>Children chose different areas of the large garden to sow wildflower seeds in the hope of attracting more bees and butterflies. They discussed the different sizes, colours and appearance of the seeds and what they thought they would grow into. When planting the seeds, the children spoke about what the seeds needed to grow and stay healthy.</p>	

“Sun, water. Rain from the clouds”

“Rain and the morning. Then pick them and give it to mummy”

“I have a flower that looks like a sheep in my garden with lots of petals”

In other areas of the garden the seedlings would not be protected. Children used their problem solving skills and suggested they build a fence. After some very careful research, children began practicing weaving with bamboo in order to make their fence.

The children were very proud of their achievements and were keen to show off their hard work to parents. Parents were invited to join the children in building a second fence to protect the seedlings and to share their new skills.



The children wanted to develop the front garden to make it more welcoming for visitors to our Centre and ‘to give all the insects and bees more flowers to eat’. Parents were asked to come along and join their child in developing and expanding the small area and donate any flower pots with their child’s name on it. Parents were given opportunities throughout the year to be involved in their children’s learning in the garden, promoting engagement of parents and carers in the life of the Centre.

Children have become very well versed on what is needed to prepare your garden for planting and what they need to grow and remain healthy. The garden presents a vast amount of learning opportunities, teaching children invaluable lessons whilst developing all areas of their development. Gardening in particular, encourages healthy eating habits, promotes physical activity, enhances sensory development, and fosters a connection with nature. This has been recognised by parents in their feedback.

“He loves flowers and the garden and watching his flower grow”.

“Really inspiring to see that health and wellbeing is installed throughout, giving our children a strong foundation for future learning and life”.

“So nice to see all the activities for the kids, especially the harvest and planting”.

To further entice insects and bugs into the garden, children were supported to create and develop a new Nature Area. Children discussed what they would need to build a bug hotel and searched the garden for useful materials. They used different sizes of wood to build the structure, putting the ‘big’ pieces at the bottom, and a piece of guttering as a drawer for easy viewing of what came to visit the hotel. As well as learning about how to care for the environment, children also talked about what animals need to live and grow, different shapes, sizes and textures, and having the opportunity to share their own experiences and knowledge.

Other children were showing a great interest in the different birds that frequented the garden and some even noticed that a Robin had babies. This ignited a conversation around what the babies could eat and what else they would need to help them grow. One child suggested that birds “love to eat seeds” and another child agreed that “the birds need this to fill their tummies”. Children then made their own bird feeders to hang from the many trees in the garden. They developed their awareness of the needs of others and to take turns, follow instructions and number sequencing.

This year the children have observed that there are not as many butterflies in the garden as in previous years. To truly appreciate the life cycle of the butterfly and learn about all the changes that happen to the caterpillar, a live caterpillar kit was sourced for the children. Children took turns to look closely at the caterpillars and explore different experiences that increased their knowledge and understanding of the life cycle of a butterfly.

“The caterpillar makes a cocoon”

“And then turns into a butterfly. The wings are symmetric”

Children observed the caterpillars daily and noted any changes in their appearance. One child reminded her friends “we must be gentle” when looking through the mesh of their temporary habitat. Once the butterflies had hatched, some children were aware that they would need some food to give them energy before they were released. Another child commented “we need to feed them fruit”. Children were amazed how long their tongues were when feeding from the oranges. When it came to set our butterflies free, the children discussed the most appropriate place from their learning.

“In a sunny place, in a flowery sunny place”

“In the mud area. They like lettuce and dandelion”



Allotment extended providing a greater variety of produce and plants increasing learners' knowledge and understanding of seed to table practices.

Children have been participating in various activities for over 2 years as the allotment has been developing and growing, with many being able to recall what tasks are required at different times of the year to ensure maximum growth. Groups of children cleared the area of fallen leaves, old flowers, and weeds and prepared the soil in the raised planters and vegetable patch using old cabbage leaves from the previous harvest. Children developed their fine motor skills and safety awareness using secateurs to trim back the herbs and collect seeds from dying plants for next year's planting.



Children were consulted on which different types of vegetables they would like to grow this year, extending their knowledge on the many different foods that can be grown from seeds and harvested for eating. Potatoes, leeks and broad beans were planted directly into the raised beds but the sweetcorn and runner beans had to be grown first in pots inside the Centre. This increased children's learning in numeracy as they measured the height of the sweetcorn, recognised numbers and were able to deduce how much they had grown.

Children also learned that by putting coffee around the plants, slugs wouldn't be able to eat them and that plants really like seaweed. One child was keen to share his knowledge with adults and his peers that “seaweed helps the plants to grow”. He also stated that “it really was quite stinky but it helped the potatoes and beans”. Children grew a large number of strawberry plants, therefore decided to send some home with the children for them to take care of. Another child was so excited to take her strawberry plant home telling staff “it is going to grow soooooo big”.



As part of our home links, children planted their own radishes in the Centre to continue to grow at home. Home links increased the level of parental engagement as parents shared WoW moments with us on their child's Learning Journal, letting us know how they were getting on.

One child's mum told us that "A is enjoying looking after his radish seeds and was pleased to discover that it Has started to grow today"
"I cannot wait to see them grow!"

To continue our seed to table practices throughout the year, the children and staff held fundraising events to help us purchase a greenhouse. With lots of adult support the children built a base for the greenhouse to sit on, then constructed the frame with adult support.

When it was time for harvesting, the children were keen to pick the different fruits, vegetables and herbs and use them for making different foods and recipes.



The impact on the children, whilst focussing on these objectives, of our improvement is vast. As well as supporting health and wellbeing, children have developed a positive attitude to being in the outdoors, regardless of the weather, and attending to the flowers, plants, fruit and vegetables. They understand what is needed to prepare the ground for planting and how to care for various living things in the garden. Their skills in numeracy have been utilised when tracking growth, counting items as well as addition and subtraction. Children's understanding of the need to grow our own food and how this can be used and then recycled for other purposes, continues to increase.

Eco experiences and activities informed learners of the different ways in which we can help protect our world.

The member of staff leading the Eco improvement in previous years wished to continue to lead the team in gaining our first Eco flag and to keep promoting the practices already implemented in the Centre. The Eco Committee, from all ages of children in the Centre was re-established. 8 children from the 3-5 room and 2 from the 2 year old room would share positive practices with their peers and consult with adults on how we could improve.



The aim of this committee is:

'to ensure we keep Oakburn green and clean, protect our environment and save our planet earth'.

The staff and children have continued to carry out practices they began learning about last year, such as paper, food and clothing recycling, as well as new ways in how we can help our world.

This year children have participated in several eco walks in the local community, taking bin bags and litter pickers with them to help save the planet. They discussed the negative impact litter has on the environment and the harm it could cause many different animals. "Litter is bad because you might hurt yourself on it". The children demonstrated great team working skills and took turns of who held the bin bag and who picked the litter. Children spoke about what they could do to encourage other boys and girls to pick up litter. One child suggested that they "could make posters about putting rubbish in the bin". Children used their creative skills to design their own posters and displayed them in the local community. Children learned about being responsible citizens and how

their positive actions could have a greater impact on their community and their world, whilst strengthening the Centre's place in the community.

Children have continued to reduce, reuse and recycle as many items during their day to day activities in the Centre. Unclaimed clothing that can be used again is taken to the local charity shop and items that have been well worn are placed in the recycle bin that we have sourced for the Centre. Any paper that no longer has an alternative use, or packaging from deliveries, is taken to the bin shed and put in the appropriate bin. Christmas decorations were made from old packaging and items from junk modelling. To reuse everyday plastic we use at home, staff and children involved families in our Eco practices and asked them to bring in their old plastic bottles in the hope of making a miniature greenhouse. Sewing was also a focus this year, with children using old material to make puppets for their imaginative play. One child was so proud of the dog that he made and told staff "I done it all by myself". Other children made characters or bags. "I made a bag for my sister too". Staff spoke with children about how we can use old clothes to make new ones, or blankets or outfits for your toys. This would save lots of rubbish going to landfill that can take hundreds of years to decompose and release dangerous gases. This gave the children further information and explanations on the why behind our actions and to increase their knowledge further.



The main activity that children have been enjoying this year that not only supports Eco practices in the Centre, but develops important life skills, is woodwork. The area is very popular and is accessed by both boys and girls of varying ages every day. The rich learning environment provides enjoyment, whilst developing their imagination, creativity and critical thinking skills. The impact of woodwork is not in one area of children's development or specific theme of learning. Children in the Centre have been observed spending extended periods of time, designing, creating and problem solving. They have learned to assess risks in a safe and supervised environment, developing their ability to make informed decision. Using all types and sizes of recycled wood has introduced children to a natural material, fostering an appreciation for its properties and potential. They have developed their fine and gross motor skills, hand-eye co-ordination, spatial reasoning, concentration and focus. Increased confidence, self-esteem and social interactions have been clearly visible in specific children and the benefits of this area is evident when monitoring the tracking system of individual children.

Following on from last year and the children's desire to explore self-generated power, children linked their learning and newly developed skills in woodwork with activities and experiences in STEM. Members of the Eco Committee were invited to participate in a learning experience which incorporated both skills they had developed in woodwork and STEM outcomes. Children used their problem solving and creative skills to design a boat that when made could also float in the water. Children discussed size, weight and what materials would be best to use when considering floating and sinking. Children tested how well they had built their boat, made their predictions on whether each boat would float or sink, and developed numeracy recognition by numbering their boats. Discussions occurred around appropriate risks and personal safety as children were near the water.



As a result of this improvement we have observed increased parental involvement with opportunities to participate in garden experiences and Wow moments, including the garden and Eco home links, logged on Learning Journals.

The majority of children in the Centre access the outdoors daily and observations and assessment have shown an increase in children's emotional and physical wellbeing, appropriate risk taking, and improved independence skills. Almost all staff are confident in delivering the curriculum outdoors, providing high quality experiences for all children and this is evident in the planning and floor books. Staff members involved in driving forward improvement in this area, have done so in line with our current pedagogy, legislation and guidance such as Out to Play, My World Outdoors and Setting the Table.

Next Steps:

- 🌱 Continue to develop allotment and flower gardens with different flowers, plants, herbs, fruits and vegetables, increasing children's knowledge of sustainability goals.
- 🌱 Source a shed for additional resources to allow a greater number of children to participate in activities and experiences offered in the allotment and garden.
- 🌱 Design and build a pond to increase the level of biodiversity in the garden.
- 🌱 Follow objectives set out in the Action Plan for ECO award.

Centre priority 2: LCFE

Care Inspectorate Quality Framework QIs

- 1.1 nurturing care and support
- 1.2 Children are safe and protected
- 4.1 Staff skills, knowledge and values

NIF Priority

- Improvement in children and young people's health and wellbeing;
- Improvement in achievement, particularly in Literacy and Numeracy.

NIF Driver

Teacher and Practitioner professionalism
Curriculum and assessment
School and ELC improvement

HGIOELC QIs

QI 1.2 Leadership of Learning
QI 1.3 Leadership of Change
QI 2.3 Learning, Teaching & Assessment

Progress and Impact

An environment rich in language and communication that supports children in making their own choices, to become independent and lead their own learning, is fundamental for children in developing essential life skills. A coherent approach in continuing to support the development of a learning environment that prioritises the development of communication and language is a high priority in our establishment.

Practitioners continued to develop their knowledge to implement LCFE practices, focussing on Key Indicators 4 & 5, which supported learners with transitions, routines and communication.

To continue to take forward our vision of becoming a Language and Communication Friendly Environment (LCFE), a working group was identified through the PDR process to support the lead in overseeing the implementation and progress of the key indicators. The initial task for the group this year, was to deliver a learning session around our focus of key indicators 4 'the use of supportive learning strategies to develop language and communication skills' and 5 'the establishment can demonstrate a strong commitment to staff training and development to meet the speech, language and communication needs of all children', to the whole staff team. This took place in October in-service day and allowed for in-depth conversation and personal reflection around these two indicators. The

session was delivered by our communication lead and her aim was for staff to genuinely reflect on how they encourage and support children with varying levels of language and different communication styles, to be fully involved in the life of the Centre and lead their own learning. Through self-evaluation tasks, practitioners were able to identify their strengths under the 2 key indicators and consider next steps that would support and encourage their own learning and skill development. As a consequence of this training, staff requiring additional support in these key areas were identified. Therefore, the Senior Management Team (SMT) were able to provide further training, improving their knowledge and understanding, positively impacting their interactions with all children and building confidence in using augmentative and alternative communication systems.

Effective monitoring and auditing practices, assist accreditation and ensures learners are supported in their communication whilst developing their language skills.

Monitoring and support is a key component in establishing and maintaining an environment that enhances and promotes opportunities for speech, language and communication for all of our children. To continually evaluate progress within the setting, the lead member developed an annual timetable to ensure that effective monitoring and auditing practices were in place and that staff continued to practice and implement previous key indicators. Audits of the environment were carried out by staff members when moving to a new area of the Centre and peer observations were also introduced. Learning Walks by the Senior Management Team were carried out termly which focussed on the quality of the environment, resources available and the interactions between staff and children. This ensured continued maintenance, evaluation and development of all play areas in the Centre. Monitoring staff practices in their interactions and engagement with the children was supported by utilising 'TALK' strategies, which had been previously introduced and made available to all staff. The communication lead and Senior Management Team carried out mentoring observations on the quality of interactions shared between the adult and the child. Following these observations, almost all staff positively demonstrated the key strategies highlighted, with only a few requiring minor suggestions on how they could develop their approaches and practice.



To continue to develop capacity within this priority and ensure full implementation, the communication lead and working group continued to receive mentoring and assistance from the authorities' Quality Improvement Officers and attend meetings with a cohort of Early Years Practitioners. The communication lead continues to utilise the Plan, Do, Study, Act Cycle to measure progress and the success of change within the establishment. Through evaluations of the action plan, the communication lead identified that the sharing of literacy and language activities and home links with parents and families was at times limited and could be improved. Parents were consulted on preferred times for Book Bug sessions and additional home link bags centred on language and literacy were created. Book Bug sessions were added to the collegiate calendar and dates distributed to parents, welcoming grandparents to attend also. Feedback from those attending was very positive.

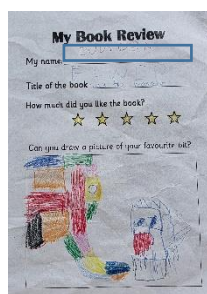
"Very entertaining, staff lovely"

"Thoroughly enjoyed my visit. The staff are so friendly and atmosphere in the nursery is very welcoming"

Big Bedtime Read was established and implemented which encouraged reading at home, increasing learners' skills in literacy.

To raise parents' awareness on the importance of reading to children and how this develops their understanding and use of language and writing, the communication lead explored the number of resources previously purchased to implement the 'Big Bedtime Read' and issued a Glow Form to all parents asking them their views and opinions on this home link. From a total of 87 forms issued there was a 40% return (35 forms). Parents were asked if they would engage with a home link focussed on literacy with 89% responding yes. They were then requested to record how often they read to their child at night and how confident they felt undertaking this with their child. 94% of parents stated they read to their child every night with 89% remarking that they felt extremely confident doing this. The results from this questionnaire gave an indication that implementing the Big Bedtime Read would be very successful.

To introduce the initiative, children were issued with their own bag, teddy bear, a book review to complete and opportunities to choose their own book to take home. The feedback from the book reviews were very positive and the majority of the children gave their story 4 or 5 stars.



The majority of children attending the Centre are excited to take their book and bag home, however following an evaluation, it has been noted that not a great deal of books are returned and changed for a different story. A member of the literacy working group commented that:

“The Big Bedtime Read has been going well. The children enjoy choosing their books to take home and get excited when they see the book shelf with the large selection of stories. Children have commented that they enjoy having their personalised bear at home to read stories. Parents have also commented that it has been nice the children to have books to take home that are different from what they already have”.

Increased use of Makaton by staff and children supported language and communication ensuring all learners feel included and listened to.

In the Centre, staff know our children very well and are aware of those who use signs or other communication systems to interact with others. To ensure all children are progressing in their learning, positive partnerships with other agencies is essential. Staff work with allocated Speech and Language Therapists on a regular basis to promote a consistent approach and ensure strategies are practiced by all staff. Makaton signs are introduced on a fortnightly basis and displayed throughout the Centre. Staff share these with the children during group times and incorporate them when possible during their day. All signs that the staff and children have been learning throughout this academic year have been added to an existing Makaton folder which can be revisited at any time. Children identified as having communication difficulties are currently having their needs met by using visuals or Now and Next boards. As only some of the children are able to use basic signs for communication and rhymes, work will continue to fully embed Makaton into the daily routines of the Centre.

Portfolio of evidence and action plan displays our journey and allows learners to revisit experiences.

Evidence of our journey is recorded in a portfolio and this allows the communication lead and Senior Management Team to evaluate the progress of the action plan and identify any tasks that require further support or attention. These steps have had a positive impact on LCFE approaches within the Centre. All staff members are aware of their responsibility to contribute to the portfolio, continually evaluate their immediate environment ensuring resources are labelled and to implement the 'TALK' strategies when interacting with children. The consistent labelling of resources has benefited most children due to increased confidence in leading their own learning as they knew where to locate resources.

Positive impact of LCFE journey on learners is evident in the Centre.

The ability to be able to communicate is a fundamental life skill for all children. Language develops naturally over the first five years of a child's life and developing strong oral language is essential for developing literacy skills in word decoding, reading comprehension and writing skills. In the previous three years staff have worked endlessly to provide a rich and stimulating environment in which children are immersed in oral language, the world of print and encourage a love of stories, rhymes and writing. Due to this dedication, it has been observed there is an increase in children accessing the book area, with some having the ability to retell stories. Some children are now engaging in the early stages of writing, who previously displayed minimum interest, and others are continually developing their language to communicate and interact with their peers.

Next Steps:

- 👉 Continue to implement quality assurance calendars yearly to ensure LCFE strategies are maintained, audits are carried out and all children are included in the daily life of the Centre.
- 👉 Maintain high level of parental engagement and partnership.
- 👉 Consultation with parents and children on effective processes for changing stories for Big Bedtime Read.
- 👉 Staff will continue to be supported in implementing LCFE throughout the Centre at all times.

Centre priority 3: Quality Assurance

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

NIF Priority

- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in achievement, particularly in Literacy and Numeracy.

NIF Driver

School and ELC leadership
Teacher and Practitioner professionalism
School and ELC improvement

HGIOELC QIs

- QI 1.1 Self evaluation for self improvement
- QI 1.2 Leadership of Learning
- QI 1.3 Leadership of Change
- QI 1.4 Leadership and Management of practitioners

Progress and impact

Quality assurance processes within the Centre offers numerous benefits including ensuring consistent, high quality provision, facilitating improvements and promoting accountability among staff.

Quality assurance calendars ensure learners are receiving the highest quality of care and learning opportunities.

Quality assurance calendars were developed and implemented in August that has supported management to deliver a well-managed service and improvements. These calendars, a collegiate, monitoring, 3-year self-evaluation and annual planner, were all shared with the whole staff team. This increased confidence in individual staff members to initiate well informed change and share responsibility for the process. Staff felt informed of all meetings and events occurring within the Centre and any ad hoc meetings were shared in a timely fashion. Staff commented that:

“Calendar helps for planning for the upcoming events, is accessible, feel it is beneficial to know what is happening”

“Calendars are helpful to let you know what’s happening and be prepared, such as team around the child meetings”

Monitoring of improvements within the Centre ensure learners are receiving the highest quality of care and opportunities that promote all aspects of their development, learning and wellbeing.

Monitoring of improvements helps ensure that the Centre continues to provide high-quality learning care and learning, meeting statutory requirements and promoting positive outcomes for all. Through personal development reviews (PDR), individuals were identified to take the lead role in supporting implementation of Centre improvements. They would be responsible for gathering information and providing evidence on the progress of

improvements and highlight tasks still to be completed. Due to improvements being implemented across the Centre, lead staff were supported by colleagues who expressed an interest to be involved in a particular improvement. Groups met to discuss progress and this was conveyed to management and then colleagues at staff meetings. Monitoring progress provided information to share with parents, fostering open communication and collaboration in the life of the setting. Parent feedback is highly valued and actions the Centre has performed in response to their opinions and views, is displayed in the form of 'You said, we done'. By regularly reviewing and evaluating practice, staff have identified areas that require further consideration when referring to the objectives outlined in improvement priorities. Involving all staff in the Centre improvements has given them a sense of 'ownership' and 'feel that they are contributing to children reaching their full potential'.

Monitoring of the quality of service ensure learners are supported in a high-quality environment with staff who empower them to lead their own learning.

Monitoring the quality of service in the Centre is crucial for ensuring progress in individual children's development and effective and engaging learning experiences are provided daily. It supports the identification of improvements required, staff development, and ultimately leads to better outcomes for children in our care. The environment is evaluated, adult child interactions observed, continuous provision offered and quality of the provocations available. Audits are also performed on the children's Learning Journals where their learning and development is recorded, in addition to the tracking of their progress in the curriculum. This supports all staff to ensure children are receiving the appropriate intervention at the right time and allows parents to be involved in their child's learning. Monthly monitoring of curriculum delivery involves the triangulation of planning sheets, Learning Journal uploads and floor book evidence. Feedback from these audits is distributed to all staff to support them in evaluating their practice and to make informed changes. All staff have demonstrated positive improvements in the recording of children's progress due to regular monitoring. Through observation and assessment, children participate in adult led activities that support or challenge the individual child, dependant on their stage of development. This positively impacts the children as they are receiving the appropriate support that helps them to learn and develop to their full potential. To ensure staff are continually developing their practice, updating knowledge and building capacity in their role, they are given opportunities to attend relevant training through Career-Long Professional Learning (CLPL) offered by the authority and to attend Local Partnership Groups (LPG) to support implementation of authority initiatives and frameworks. This ensures we continue to produce a highly skilled workforce and staff feel valued for their contributions to the delivery of high quality service.

Child passports have been developed, as advised by Care Inspectorate, which reflects the holistic needs of the individual learner ensuring they are supported in all aspects of their development and learning needs.

Child passports support staff in building positive relationships with children by demonstrating an understanding of their individual needs and preferences. They are used to promote inclusion by ensuring all children in the Centre have access to the support they need to reach their full potential. To ensure these documents continue to be accurate it is important that passports are updated regularly to reflect a child's changing needs and development. A schedule was produced to ensure that all children's passports are updated every 6 months or when any changes or information occur, to keep information current and relevant to the child. Staff also ensure any new information is recorded in the child's care plans. Sharing information about a child's routines, preferences and any specific needs, passports help ensure consistence in care across the Centre. Passports are extremely beneficial to any staff member from other establishments who temporarily support the service and lead a keyworker group. Staff feedback regarding the introduction of child passports has been very encouraging.

"The child passports allow staff to access information quickly on the floor and is especially useful when supporting children from other keyworker groups".

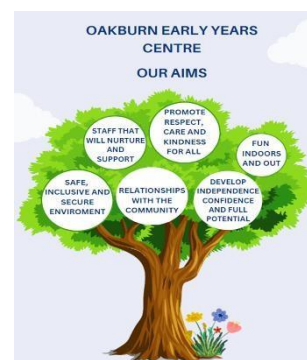
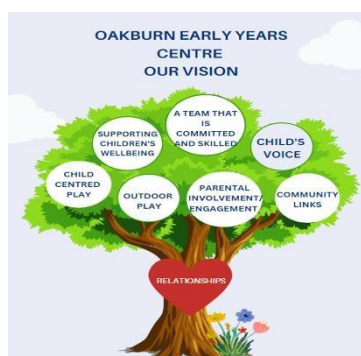
"We have now attached individual GIRFEC plans to the relevant child's passports, which gives additional information to support their needs. This can be short or long term supports or strategies. This allows all staff to follow the same actions to upkeep plan for continuous support".

Review of VVA supports learners to feel listened to, included and valued.

A well-defined vision, values and aims creates a shared ethos that guides interactions, relationships, and the overall atmosphere within the Centre. This shared understanding promotes a sense of belonging, a purpose for everyone involved and helps to build trust and strong relationships. Staff, parents and children were invited to review the Centre's current vision, value and aims. Staff and parents commented that our VVA's continue to reflect the service we deliver and the positive ethos experienced. Staff commented that:

"I feel that we uphold our VVA's. All staff work well together to create an inclusive and nurturing environment. Staff set up exciting provocations to create stimulating environments for the children to learn through play".
 "Staff promote our VVA's everyday throughout the nursery providing a nurturing environment that is inclusive to all. Staff work with children and families to provide learning opportunities at nursery, home and in the community".

To gather children's views we asked them what they thought a nursery should be. There were several answers of 'fun' and 'have lots of toys to play with' as well as 'to play with my friends' and 'have people's to help me'. On reviewing the responses, staff believe these are currently reflected in our VVA's.



Curriculum Rationale continues to be developed to outline our goals, aspirations and vision for the future, ensuring we are meeting the needs of all learners.

Developing a curriculum rationale supports staff to make adaptations in the delivery of the curriculum to ensure they are meeting the diverse needs and interests of individual children, and that provision is inclusive and accessible for all, regardless of background, abilities or learning styles. The Management Team discussed what makes Oakburn unique, whilst considering our approach to learning, teaching and assessment, the rights of the child and the frameworks that underpin curriculum delivery. The staff team are key in continuing to embed our vision, value and aims and as this informs our rationale it was important for them to contribute and share their views. It was agreed by all that our rationale should be direct, aesthetically inviting, with engaging visuals. Staff recorded words that described the qualities an Early Years Worker should hold when considering a child's wellbeing and supporting them to reach their full potential. Conversations with children captured their voice and what made Oakburn special to them. The views from staff and children were considered, with common themes extracted and documented to share with parents. Staff and children have been researching visuals that represent our uniqueness and best describes the Centre. Subsequently, once the visuals have been chosen, these along with the text, will be distributed to parents for consultation and suggestions of a design. We have fostered a whole centre approach to produce our Curriculum Rationale and hope to have a design finalised and ready to be printed by the end of 2025.

Next Steps

- 👉 Continue to implement Quality Assurance calendars to ensure learners are receiving the highest level of care and learning opportunities.
- 👉 Continue to monitor improvements and quality of the service, involving all staff, to ensure delivery of a high-quality service.
- 👉 Visuals are chosen to represent Oakburn EYC.
- 👉 Consultation with parents.
- 👉 Final design formalised and ready for printing December 2025

Progress in National Improvement Framework (NIF) priorities

- Placing the human rights and needs of every child and young person at the centre of education;

Throughout this academic year staff have focused on developing children's awareness of their rights. Literature and the 54 articles of the UNCRC were displayed around the Centre and children and their families encouraged to consider how their rights are promoted throughout the Centre and local community. Opportunities to learn about children's rights were offered across all curriculum areas through the provision of exciting and engaging experiences. Each child is viewed as an individual, with staff taking a holistic view of their learning, development and needs, both within and out with the Centre. Placing their rights at the heart of all approaches, is crucial in regards to GIRFEC. SHANARRI is promoted through the use of Wellbeing Buddies, introduced by Play Scotland, to help children understand these characteristics and how they can support their own wellbeing and that of others.

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

The mental health of all children is supported by a wide range of approaches. Children were welcomed to participate in PATHS groups led by the Early Years Teacher (EYT) and Early Years Workers (EYW). This group supports children to build on their emotional skills and friendships. Through the use of Ferre Laevers and keyworker observations, 19 pre-school children were identified as requiring support and were encouraged to participate in small group activities to develop friendships, turn taking and to build their confidence. This quickly decreased in term one and again in term 2 with all children developing at least one friendship by the end of the academic year. Home link packs have also been used to support their emotional development in the form of the colour monster story and associated props. This resource has also been used within the setting to support children at group times and as a targeted approach. The Nurture Room was also utilised for children to offer a softer start approach and allow them to join their peers at their own pace. The Family Champion was available to support the family unit with any challenges their child presented, shared Triple P strategies and made a referral to EDC Supporting Families Team if additional help was required. Bimonthly Support for All meetings took place, including input from the link Educational Psychologist, ensuring that any progress or concerns were discussed in a timely fashion and any strategies or supports put in place. Free flow access to the outdoor area from early in the morning to the evening, in any weather, is available to all children.

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

The Senior Leadership Team work 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. Staff continually participate in self-evaluation to ensure all children have access to high quality learning experiences that supports development in all areas of the curriculum. The introduction of progression pathways onto the children's Learning Journals has proven to provide a holistic image of the individual child and their current levels of learning and development. All staff reported that whilst working with the newly developed tracking system, they developed a greater understanding of progression and skill development. The breakdown of skills into Emergent, Phase 1 and Phase 2 across all areas of the curriculum has provided clearer information of where children are in their learning. This allowed staff to identify gaps, and next steps were more specific and meaningful. The breakdown of skills also provided staff with better knowledge of the wide range of skills that children work on in different areas of the curriculum. Ferre Laevers observations, PATHS and Nurture groups, as well as Numeracy and Literacy baseline assessments, also supported the staff team to provide the right support at the right time. Termly snapshots supported staff in identifying children, in their key group, who may require support or challenge. Evidence gathered by staff is reviewed regularly and any data analysed by the SMT, to identify any existing or emerging gaps in attainment and achievement. These children would then receive targeted support from the EYT to improve outcomes and achievements.

- **Improvement in achievement, 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. Children requiring support and challenge were identified through daily observations, assessments and focus child observations. 19 pre-school children were identified in August as requiring support in aspects of numeracy and shape recognition. Of those 19, 8 were still being supported at the end of the school term.

A number of children were identified as requiring additional encouragement to partake in reading stories. Those children were invited to engage in structured reading experiences to develop their interest in engaging with different types of book and to listen to and discuss stories. Of the 10 children identified, staff noted that 5 had shown an increase in their engagement in the story corner and looking at and listening to stories. The remaining children continue to be encouraged to partake in activities and experiences that develop their literacy skills. Throughout the year staff have continually 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.

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	Good
2.3 Learning, teaching and assessment	Very good	Very good
3.1 Ensuring wellbeing, equity and inclusion	Very good	Very good
3.2 Securing Children's Progress	Very good	Choose an item.

Summary of Centre Improvement priorities for Session 2025/2026

- 1. Up, Up and Away Initiative
- 2. Learning for Sustainability
- 3. Additional Support Needs

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 attain 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 systems in place 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 progress in 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.