

Establishment Context

Cairns Early Childhood Centre is a standalone ECC, delivering 1140 hours to entitled 2-year-olds and 3-5-year-olds over a full year service. The ECC also provides provision on a needs-based assessment for children aged 0-2. The centre can accommodate 154 full-time equivalent children from aged birth to age not yet at primary school. At any one time, no more than 9 children are aged under 2 years; no more than 145 are aged 2 years to those not yet attending primary school full time; no more than 25 aged 2 to under 3.

Within our ECC, we have a 0-2 room, a 2-3 room and a 3-5 room, allowing us to provide learning environments appropriate to the age and stage of development of each individual child in our care. We have worked closely with our Educational Psychologist, and built upon our understanding of the Nurture Principles to begin to embed a Whole Centre Approach to Nurture. This is reflected within our refreshed Vision, Values and Aims. Our children have access to a safe and stimulating outdoor environment where there are many opportunities to build on knowledge of caring for our environment and developing our green space too.

Cairns ECC shares grounds with Hillhead Primary School; the ECC and school have formed a close working partnership which allows us to promote a sense of belonging within the community, and continuity in children's learning journey. This has also enabled us to continue to provide an enhanced transition program for our children who will be attending Primary 1 at Hillhead PS. We are a feeder ECC for a number of Primary Schools in the Kilmarnock area and we work closely with the ECCs, Primary schools and Secondary schools within the Grange Education Group.

We work closely with our partner agencies such as Speech and Language, Occupational Therapy and our Health Visiting Team. Through a multi-agency approach, we have successfully worked in partnership with services to offer support to children and families within the familiarity of the ECC which has helped to build relationships and confidence in the services we aim to deliver.

Establishment Vision, Values and Aims

Our vision

Our vision for Cairns ECC is for our children to grow up safe, cared for and respected. Our children and families will experience a warm, welcoming approach with nurture at the forefront of our ethos. We will ensure our children are supported to reach their full potential through collaborative working with our families and our partner agencies. Inclusivity is promoted by putting the child and their family at the centre, and by having relationships at the heart of everything we do, we build knowledge of our children and families' individual circumstances, allowing us to plan to meet their individual needs in a way that is right for them. Children are respected through their rights to be safe, to be cared for and to play, all facilitated to their right to an education which is right for them.

Our values

As a staff team we uphold the values of TEAM CAIRNS:

Trust
Empathy
Approachable
Mindful
Caring
Achieving
Inclusive
Respectful
Nurturing
Safe

Our aims

At Cairns ECC we will fulfil our vision statement through the following aims:

- Ensure all children feel safe, welcomed and cared for throughout their time at Cairns ECC
- Provide a fully inclusive, welcoming environment which is nurturing, stimulating and accessible to all, promoting high quality learning experiences both indoors and outdoors
- Build positive, respectful relationships and work collaboratively with children, families and the wider community in order to improve outcomes for all
- Provide stimulating and challenging learning experiences which will support children's learning and development in a way that is right for their individual needs and circumstances
- Uphold children's rights and support children and their families to understand what this means for them

Improvement Priority 1.

To Support Health and Wellbeing for all; Children, families, and our community

Rationale for improvement priority based on evidence

Action Plan for improvements from Care Inspectorate Inspection – 1.12.2022 for Personal Plans and a stimulating environment.
Staff self-evaluation and views on further training and support on Nurture practices including managing children’s behaviours. Vision, Values and Aims continuation from last SIP. Health and Wellbeing for all linking to NIF priorities supporting high quality experiences in closing the attainment gap.

NIF Priorities

Improvement in children and young people’s health and wellbeing

NIF Driver

Assessment of Children’s progress
Early Childhood Centre Improvement

HGIOELC QI’s for Self-Evaluation

1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.7, 3.1

C.I Quality Framework

1.1, 1.3, 1.5, 2.2, 3.1, 3.2, 4.1

Progress and Impact

To support us to embed a Whole Centre Approach to Nurture, we made very good use of the Education Scotland framework to support the self-evaluation of nurturing approaches in Early Learning and Childcare (ELC): Applying Nurture a Whole School Approach. It was important to identify where we felt our strengths and areas of development were around the Nurture Principles. We completed self-evaluation as a staff team by looking in, looking out and looking forward at each Nurture Principle and how we demonstrated our understanding of applying these in our practice. From there, we arranged for our Educational Psychologist to deliver Nurture training over 2 sessions; one on October 23rd 2023 and one on 28th May 2024. We used Appendix 4 (a): Teacher and Early Years Practitioner to measure our knowledge, understanding and skills. This was completed by the full staff team; the results were collated and helped us to identify where we felt most confident and where we needed to focus. These were as follows:

Question	NP1	NP2	NP3	NP4	NP5	NP6
FINAL SCORE	393	417	393	449	407	419

Overall areas of strength
Staff appear to have an overall good understanding of the practical elements Nurture Principle 4

Nurture Principle 6
Nurture Principle 2

Overall areas of development

Staff appear to need support on understanding theory of nurture
Nurture Principle 5
Nurture Principle 1
Nurture Principle 3

Next steps

Brain development and developmental stages of learning – milestones
Building on knowledge of trauma, ACEs and attachment
Develop staff understanding of why nurture is important
Create a nurture policy to support this being embedded in practice

This information was shared with our Educational Psychologist and used to inform the second session of nurture training at May 28th in-service day.

We used Appendix 5 (b): Children's Focus Group in ELC Settings discussion prompts to identify a small group of children (8) to take part in the questionnaire. Our ECO/Rights Committee took on the task of identifying the focus group and gathered the following from the children:

- Almost all of the children were able to talk about what they like in the ECC, making links to areas or resources they liked
- Some children were able to talk about how they feel in the ECC and what makes them feel that way
- 4 of the children were able to relate the feeling of happy to their response
- 2 children were able to express feelings in relation to environmental factors within the ECC, for example, it being too loud made them feel angry
- Almost all of the children were able to identify that staff were there to help them in response to asking what makes them feel safe in the ECC
- 1 child said the golden rules helped them feel safe

- Some children identified environmental factors within the ECC, for example, having quiet areas they can go to helped them feel safe

To gain the view of our parents/carers, we created a questionnaire based on Appendix 6 from the Education Scotland Self-evaluation framework. This was shared via our social media, the Safer Schools APP, on Learning Journals and via QR code, visible in the ECC. We promoted the questionnaire during our children's progress meetings and through our stay and play events. Out of a possible 121 parents/carers, 19 answered the questionnaire (23%). The following data was collated:

17/19 gave a 5-star rating on how welcoming they found Cairns ECC

15/19 gave a 5-star rating on how involved they feel in Cairns ECC

17/19 gave a 5-star rating on how well they feel they and their child are supported

16/19 gave a 5-star rating on how well they feel the ECC supports the children to understand their feelings and emotions

15/19 gave a 5-star rating on the overall approach to nurture in the ECC

Professional agency questionnaire received 5 responses: 3/5 gave a 4-star rating and 2/5 gave a 5-star rating on how nurturing they found the ECC.

During October in-service, the full staff team took part in creating a refreshed vision and aims, and identified our values under the acronym TEAM CAIRNS. Our vision, values and aims were shared with our Centre in November 2023 and we have started to work on identifying where our staff team display our values within practice through observations.

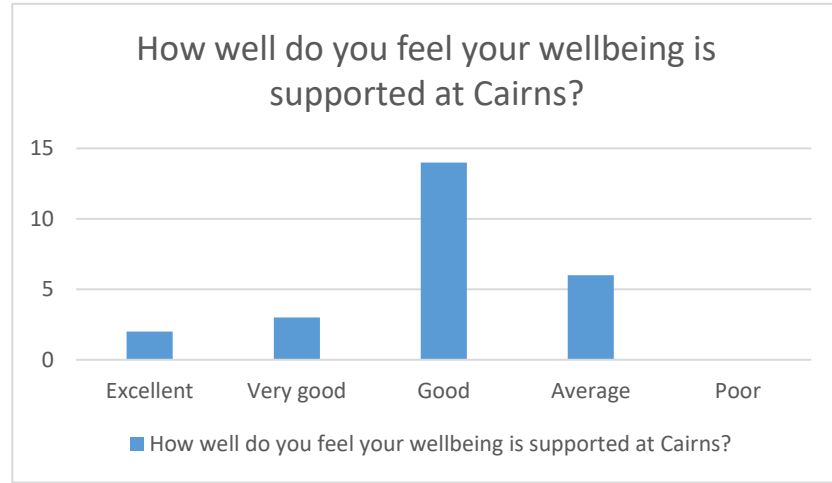
Quality Assurance Calendar refreshed following the action plan from Care Inspectorate and to fit with the new planning, tracking and monitoring paperwork. The Leadership Team monitor their mentee's Personal Plans and Learning Journal content weekly/monthly, including reviews of any actions, and ensuring feedback is delivered to staff in a timely manner and highlighting areas of strengths and areas for development. During May in-service, staff moderated sample Personal Plans to build their knowledge and confidence in peer-monitoring. HoC also moderated the Personal Plans and identified out of 14 plans, 9 of these did not fully identify how we would meet the children's individual health, welfare and safety needs.

The ECERS audit tool was used throughout the summer break to focus on developing the environment within the 3-5 playroom. Feedback from staff and from informal observations completed by the Leadership Team lead to a full re-vamp of the 3-5 playroom. Learning Environment Feedback was presented during August in-service day. Key messages were to be focusing on enhancing the provocations within

the learning environments whilst creating a desirable and predictable ECC to support safe, secure and engaged children. New planning, tracking and monitoring requirements were introduced in August by the ELC Development Officers for Improvement.

Tracking and attainment data from August 2023 to January 2024 highlighted key strengths in children’s emotional regulation, their relationships with staff and each other, with almost all children making positive progress in Health and Wellbeing outcomes. Alongside the ECERS, the “Self-Evaluation Framework and Accreditation Assessment Tool” has been used to support improvements to the environment using Section One of the tool to allow the ECC to develop a communication friendly environment. These evaluative tools have been useful however staff absence has impacted on the ability to complete reviews as frequently as we would like.

Staff wellbeing and team building continues to be a huge priority within the ECC. To ensure consistency in approach, 3 members of the Leadership Team have completed the Leader as Coach programme through EAC Organisational Development, whilst a further member has accessed Caring Conversations training. Two members of the Leadership Team have completed the Mental Health First Aid qualification. Staff have been supported through 6-weekly check-ins (or more frequently if required) with an identified member of the Leadership Team known as their Mentor. This is also an opportunity for support and supervision. All staff have been signposted to the Wellbeing modules on Learnpro and have been signposted to the EAC Wellbeing supports including VIVUP and the Wellbeing Action Plan. Team building activities have included team games during in-service days and working with different playrooms to complete self-evaluation. 25 members of staff provided feedback on how they felt their wellbeing was supported at Cairns. 20 staff completed the improvement plan consultation and identified health and wellbeing as 9th in a list of 10 key priorities for the ECC.



	<p>In January 2024, there was a refresh of the Champion Roles as staff had felt this had been very “stop-start” due to several different factors. Champion Roles were renamed Leadership Roles to promote the sense of leadership at all levels: “leadership is the capacity to influence others through inspiration motivated through passion, generated by vision, produced by conviction, ignited by a purpose” (Myles Monroe. Date unknown). The idea of the Leadership Role is to offer staff the opportunity to enhance their skills, knowledge and experience within a curricular or topically area in which they are passionate. Staff had the opportunity to pick a Leadership Role in January 2024. Some were already established from previous expressions of interest. The roles fit within current policy context of Early Learning and Childcare and take into account the practice documents we use in our daily practice. They all link to our Improvement Plan priorities. Using Quality Improvement processes, they will look at the following key themes:</p> <ul style="list-style-type: none"> • Consultation • Practice documents, research, and guidance • Resources, training and time <p>It is hoped this will ensure the Leadership Roles can be embedded within practice in the ECC to become an established way to support children’s learning and development whilst offering staff the opportunity to build on their leadership experience and/or their professional knowledge, skills and experience as well as building on their opportunities to work collaboratively with all of our partners.</p>
<p>Next Steps</p>	<ul style="list-style-type: none"> • Whole Centre Approach to Nurture to continue to be embedded in practice: this will be supported through creating our Nurture Policy, continuous self-evaluation, training on trauma and child development, and further supported by working towards our RRSA Bronze, with achievement in 2025. • Use our TEAM CAIRNS values as part of an aim to re-introduce the Excellent Experience which will ensure a consistent approach to carrying out observations of practice and evidence how we uphold our values in the ECC. • Exemplar Personal Plans to be reviewed as a staff team to create a Personal Plan which ensures staff can capture the relevant and specific information within the plan to ensure we are supporting children’s individual health, welfare and safety needs at a very good standard and staff have clear expectations on how Personal Plans should be completed. EAC working on an authority Personal Plan to ensure the consistency in information to be captured.

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| | <ul style="list-style-type: none">• ECERS and the “Self-Evaluation Framework and Accreditation Assessment Tool” will continue to be used in the ECC to facilitate quality environments, with staff having opportunities to use these tools within their Leadership Roles.
ITERS audit tool will be utilised within the 0-2 and 2-3 playroom to identify what we are doing well and what we need to change to facilitate quality environments for our youngest learners.• Through the Leadership Roles, staff will be empowered to lead these areas effectively, staff will be supported to attend training which will build on their knowledge and skills, whilst inspiring creativity, confidence and passion in supporting children’s learning and development.• The requirements of the Health and Care (Staffing) Act 2019 will be met through FACE reviews, wellbeing check-ins, staff meetings, and support and supervision. Staff wellbeing will continue to be a high priority within the ECC. |
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<p><u>Improvement Priority 2.</u></p>	<p>To enhance Parent and Carer Involvement and engagement within the life of the Centre</p>	<p><u>Rationale for improvement priority based on evidence</u></p> <p>Parent and Carer feedback from Improvement Plan Questionnaire and feedback collated from stay and play sessions. Families have also verbally shared their views on this improvement with enhanced parental stay and play, outdoor play and overall communication on what their child is learning each day in the Centre. Staff views collated showed passion and drive in developing parent placement sessions extending experiences linked to family needs and the community.</p>
<p><u>NIF Priorities</u></p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p><u>NIF Driver</u></p> <p>Parental Engagement</p> <p>Early Childhood Centre Improvement</p>	<p><u>HGIOELC QI's for self-evaluation</u></p> <p>1.1, 1.2, 2.2, 2.3, 2.5, 2.7, 3.1, 3.3</p> <p><u>C.I Quality Framework</u></p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.2, 4.1.</p>
<p><u>Progress and Impact</u></p>	<p>A questionnaire was created and shared with parents/carers in September 2023 to support us to plan events in the ECC to ensure maximum attendance and the right services being utilised, for example, drop-in sessions with professionals. We collated the following data from the responses:</p> <p>14 responses out of an approx. 101 parents/carers at Sept 2023 (13.8%). We identified the morning would be the most popular time for events in the family room (50%). We responded to this by offering drop-in sessions with our Community Practitioner on a Wednesday morning to link in with Cairns Bairns as childcare was the second biggest barrier to attending events.</p> <p>Bookbug sessions were offered regularly on a Tuesday afternoon. The average attendance to these sessions was 2 adults with up to 3 on the busiest session. This group of 3 parents/carers continued to attend almost every week. Children joined from the 3-5 playroom, alongside the child of the adult attending, and often their siblings attended too, supporting them to become familiar with the ECC. We offered a Bookbug session on World Book Day where we had 17 parents/carers attend.</p> <p>Stay and Play sessions offered to 2-3 and 3-5 parent/carers in October with Halloween activities focusing on Literacy and Numeracy as the theme. Parents/Carers could choose to attend an AM or PM session (which were offered after feedback from Questionnaire and Parent/Carer committee meeting) over the week. We issued a feedback form to all parents/carers who attended the sessions a few days later. Of the 38 questionnaires issued, we received 8 back (21%). The 2 suggestions for improvement were to have a focus on Outdoor Play and some form of visual timetable for</p>	

parents/carers to see what the children do in a day. The main aim of the feedback form was to find out if parents/carers felt they had gained a better understanding of how their child learns in the ECC. All 8 responded yes.

We collated the following data for Halloween Stay and Play:

2-3: 11/23 parents/carers attended (47%)

3-5: 27/65 parents/carers attended (41%)

2-3: AM on Tuesday was most well attended (4)

3-5: PM on Wednesday was most well attended (9)

In December we held 2 Stay and Play sessions for our 2-3 families; one for the AM and one for the PM on separate days. The theme was Christmas activities with a Christmas Bookbug session to support literacy and language. For our 3-5 families, we held a Christmas Carol Concert to show off the hard work the children had done to learn their Christmas Carols. This was hosted in Hillhead Primary School which offered parents/carers the opportunity to visit the school ahead of P1 registration.

For the December Stay and Play:

2-3: 10/23 parents/carers attended (43%) and the AM was most well attended (7)

Christmas Carol Concert:

84 out of a possible 154 (54%) (2 parents/carers per family)

In March we held Easter-themed Stay and Play sessions where a family member could join their child in the ECC to make an Easter bonnet for our Easter bonnet parade. During this, we asked parents/carers to complete our Nurture questionnaire with information collated under improvement priority 1 heading. We collated the following data:

2-3 = 8 out 21 parents/carers attended (38%)

3-5 = 29 out 84 parents/carers attended (34%)

We held our Easter bonnet parade the following week and invited all of our 2-5 parents/carers to attend the community walk. Out of a possible 105 parents/carers, we had 24 attend (23%).

During our improvement plan consultation, almost all parents/carers wanted to see more Stay and Play sessions with a focus on a particular area of the curriculum, for example, outdoor learning. This appears to be supported by our level of attendance at Stay and Play sessions where we saw more parents/carers attending the Halloween Literacy and Numeracy focused activities. Data on our Outdoor Stay and Play is contained within improvement priority 3. 20 staff completed the improvement plan consultation and identified family engagement in the life of the ECC as 6th and community engagement as 8th in a list of 10 key priorities for the ECC.

We offered drop-in sessions with our Community Practitioner and with a Speech and Language Therapist. The Community Practitioner was in the ECC for our November parent/carer meetings, between 3pm and 4pm on Mon, Wed and Fri of the week. The Speech and Language drop-in took place in the Family Room, with parents/carers being able to speak with the therapist regarding any concerns with their child's speech, language and communication. Our Community Practitioner spoke with 3 parents/carers who took up support at Network level. We had 4 parents/carers attend the SLT drop-in which led to all 4 of the children receiving input from SLT in the ECC and/or in clinic and/or at home. 20 staff completed the improvement plan consultation and identified speech, language and communication as the most important priority for the ECC.

A 6-week block of Community Practitioner support was offered to our families, and ran alongside our parent/carer placement group for 0-3s, Cairns Bairns. This block of support ran from September 27th through to 15th November. We identified a Practitioner within the 0-2 playroom to work alongside the Community Practitioner to build on their experience on planning and leading focus groups through engagement with partner agencies. The average attendance was 3 parents/carers, who attended every session. Sessions offered families the opportunity to learn more about weaning, children's language development, mental health, sensory experiences and financial inclusion. We have continued to provide sessions every Wednesday morning, where 3 parents/carers attend regularly.

Through our ASN project, we held drop-in sessions in the ECC with a focus on supporting children with ASD and/or speech, language and communication difficulties. These were offered termly, facilitated by our Equity and Excellence Lead, and supported by a Speech and Language Therapist, an Occupational Therapist and a Health Visitor. Attendance to these sessions ranged from 2 to 5 parents/carers. We collated the following feedback from 3 parents/carers:

- All 3 found the drop-in sessions beneficial
- They had rated themselves as a 3 or above in terms of how anxious they felt before the drop-in
- They had rated themselves as a 3 or below in terms of how anxious they felt after the session

We collated the following feedback from 5 of our partner agencies involved in the project:

- All of the partner agencies agreed they found it easy to work in partnership with the ECC
- The average rating for how successful they felt the drop-in sessions were = 4/5

	<ul style="list-style-type: none"> • They all agreed the drop-in sessions were beneficial as they reduced wait times for services and they reduced parent/carer anxiety as they were able to speak with someone face-to-face in a safe environment <p>Parents and carers have had the opportunity to attend progress meetings with their child’s keyworker in November and in May. Parents/carers were able to select an appointment time to discuss their child’s learning and review their child’s targets. In November, a total of 51 parents/carers attended a progress meeting with their child’s keyworker. In May, a total of 56 parent/carers attended a progress meeting with their child’s keyworker. We will consult parents/carers on when they feel the best time to have progress meetings are to maximise attendance to these meetings.</p> <p>All children in the ECC have a Learning Journal which parents/carers can log in to via their electronic devices. Practitioners update these on a weekly basis with what their child has been learning in the ECC. Out of 140 children in the ECC, only 18 parents/carers have never logged in to their child’s Learning Journal. Parents/carers regularly share comments or a “like” to any uploads from staff. In the last year (as of 21.06.2024), we have had 90 parent/carer contributions from home. This is where the family can upload a photo and comment on what they have been getting up to. We have used this to make links with home and share children’s achievements during group times.</p>
<p>Next Steps</p>	<ul style="list-style-type: none"> • Questionnaire to parents/carers in the new term to identify the best times to facilitate family engagement in the ECC, including progress meetings and Stay and Plays. • Bookbug sessions blocks provided at a minimum of 2 per month with a focus on supporting children’s literacy and language skills, alongside family engagement and parent/carer confidence in the benefits of reading to build upon children’s early literacy and language skills. Further staff to be supported to attend Bookbug training. • Family engagement to support children’s learning will be promoted through Stay and Play sessions through our Leadership Roles, ensuring these are relevant to Realising the Ambition, Curriculum for Excellence, and through consultation of what families feel they need. We will link with partner agencies to support these sessions to be informative which should help reduce the need for intervention/wait times for services, for example, drop-in sessions with Speech and Language therapist. • Promoting the positive impact regular family engagement can have on children’s wellbeing, learning and development. Regular newsletters, sharing of learning on Learning Journals and social media platforms, highlighting good practice, sharing events, and building our presence within the community by engaging families through their interests/hobbies and/or work.

<p><u>Improvement Priority 3.</u></p>	<p>To develop Outdoor Play pedagogy across the curriculum within all age ranges</p>	<p><u>Rationale for improvement priority based on evidence</u></p> <p>Outdoor learning has been identified from views of the children and staff team and in conjunction with views from parents and carers identifying improvements as a priority. The children have shared a variety of resources they would like to improve their outdoor play and the improved play experiences they could experience from this. Literacy and Numeracy play based experiences outdoors will develop children’s skills through active learning</p>
<p><u>NIF Priorities</u></p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in children and young people’s health and wellbeing</p>	<p><u>NIF Driver</u></p> <p>School and ELC Improvement</p> <p>Curriculum and assessment</p>	<p><u>HGIOELC QI’s for self-evaluation</u></p> <p>1.1, 1.3, 2.2, 2.3,</p> <p><u>C.I Quality Framework</u></p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.2, 4.1.</p>
<p><u>Progress and Impact</u></p>	<p>New planning processes implemented by EAC to support consistency across 0-3 and 3-5 age ranges were introduced in August 2023. For 0-3, staff focused on providing opportunities to develop children’s wellbeing, movement and coordination, and confidence, creativity and curiosity in both the indoor and outdoor setting. For the 3-5 age range, staff planned learning experiences for the children, both indoors and outdoors, from their observations of children, informed by their actions, emotions and words. Initially outdoor learning largely focused on routines and keeping themselves safe; once children felt confident in the routine of getting ready for outdoor learning, and had a clearer understanding of the rules and boundaries of the outdoor area, they were able to explore more opportunities to extend on their literacy and numeracy skills. From monitoring of floor books, most children were able to explore the mathematical concepts of positional language, measure and capacity. This was further supported through community walks which also allowed most of the children to extend their knowledge of keeping themselves safe in a wider context. Within the 2-3 playroom, children were observed over time to become more confident in their gross motor skills through regular access to outdoor play, particularly evident through the use of different resources to create obstacle courses, and the varying terrains in the garden. In the 0-2 room, the opportunity to be outdoors allowed for some of the children to build on their gross motor skills as well as using this space to feel calm and regulated.</p> <p>Caring for our outdoor areas has become a clear focus through our observations; almost all children had the opportunity to engage in planting and were eager to use the skills they had developed through exploring measure and capacity to fill up plant pots with soil. Most of the children were keen to find</p>	

insects and could confidently talk about the different creatures they found in the garden. The 2-3 children explored the full life cycle of the butterfly, and observations of some of the children showed an increased confidence in engaging with these types of experiences, for example, some started off not wanting to be near the insects, to then looking at them through the magnifying pots, to then holding them in their hand. We now need to focus on instilling the skills of caring for our natural environment; some children were able to talk about caring for the garden whilst other children would start to dig up the plants or walk through the planters during play.

To ensure we can embed high quality outdoor learning experiences, and drawing on the work we had completed in relation to our indoor environments, we felt it was important to gauge staff understanding of outdoor learning and play. Our measure for success was for 70% of staff to have a clear knowledge of play pedagogy within outdoor learning. Almost all staff attended an Outdoor Safety training session to ensure staff were clear on the expectations of keeping the area safe and free from risks that could seriously harm the children or themselves. During the February 2024 in-service, we focused on developing our understanding of embedding play pedagogy in the outdoor area and used the Learning through Landscapes audit tool across all of the ECC outdoor areas. This allowed us to look at what we feel we do well and what we feel we need to improve upon. Almost all staff felt they did the best they can with the resources and spaces available however the weather, resources (in particular outdoor suits) and feeling the spaces are too large, therefore they felt they had more of a supervisory role were some of the barriers they identified. Staff listed outdoor learning as 7th in a list of 10 key priorities for improvement in the ECC.

The Leadership Team completed observations of practice in outdoor play, focusing on HGIOELC 2.2, QI 1.3 and QI 2.1 from the Quality Framework. The scrutiny question we focused on was “how do we ensure we are confident in promoting outdoor play experiences?” Practitioners were asked to rate their confidence on a scale of 1-10 (1 being the lowest and 10 being the highest) in promoting outdoor play experiences. The average score rating was 7 / 10 and almost all practitioners identified two areas which would help their confidence level increase: more training on how to extend outdoor play experiences and more resources to support outdoor learning.

We offered outdoor stay and play sessions in May. These took place on Wednesday 15th and Wednesday 22nd May across one hour slots in the morning and afternoon. We focused these on activities to support children’s health and wellbeing. In our 2-3 playroom, across the 4 sessions we had a total of 12/25 parents/carers attend (48%). In our 3-5 playroom, across the 4 sessions we had a total of 36/84 parents/carers attend (43%). During these sessions, we asked parents/carers to complete our nurture questionnaire as well as consultation for our improvement plan priorities. Almost all parents/carers wanted to see more opportunities for outdoor learning, including within the wider community. To further support our Stay and Play data collated in improvement plan priority 2, we can see an increase in family engagement in Stay and Play sessions where there is a clear focus on an aspect of the curriculum.

Next Steps

- In-service day training on August 20th will focus on Literacy and Numeracy to support staff confidence in delivering play and learning experiences in the ECC.

- Outdoor Leaders will use the SHANARRI lens linking to My World Outdoors to support children’s wellbeing through outdoor play pedagogy. Outdoor Learning and Play pedagogy will be further developed to support children’s learning through their natural environment and wider community by embedding learning for sustainability through the use of the practice document: Out to Play: Caring for our Outdoor Spaces, alongside Out to Play and My World Outdoors. Our garden will be developed to allow children the opportunity to care for their natural environment by planting and growing different fruit and vegetable produce. Practitioner confidence will be supported through professional reading and links with Ayrshire College to build knowledge on delivering Forest School sessions.
- We aim for almost all children spending at least 50% of their session within the outdoor environment, which will be facilitated through our room planning as well as through opportunities to engage in the wider community, for example, daily walks, trips to the local park and engagement in caring for our garden area.

Quality Indicator 1.3 Leadership of Change

How well are we doing?

The ECC aims to build positive, respectful relationships and work collaboratively with children, families and the wider community in order to improve outcomes for all.

We have been committed to creating a shared vision for our ECC to ensure everyone is clear on the values and aims of our setting, which is enabling us to build a consistent approach to working with our children and families. The Leadership team have been committed to supporting the strategic direction of the ECC alongside supporting staff through the pace of change to ensure we can deliver on our commitment to improved outcomes for our children and families. The Leadership team have engaged in coaching and mentoring training to provide a consistent approach to leading the staff team. Practitioners have the opportunity to reflect and develop their practice through our self-evaluation processes. We are committed to leading change through self-evaluation which is informed by research, theory, practice and guidance, and driven by specific, clear, and measurable targets to ensure we can make a real and meaningful difference for our ECC. We have started to embed leadership at all levels through our Leadership Roles, enabling staff to build on their skills and knowledge in areas for which they are passionate about leading learning, developing a more empowered workforce. We recognise the challenges 1140 delivery over a full year provision can bring in terms of time-management, quality of experiences for all children, and clear communication, and we have actively looked for ways to overcome these challenges through consultation and discussion.

How do we know? Evidence of Impact?

We refreshed our Vision, Values and Aims through consultation and collaboration with all of our stakeholders. This has ensured our community has a clear understanding of the shared vision to support improved outcomes for all. We continue to consult our stakeholders regularly to ensure they have the opportunity to be involved in the day-to-day running of the ECC. Practitioners have embraced changes to planning, tracking and monitoring of

children's learning and have actively engaged with monitoring and feedback to further develop their skills, knowledge and experience. We have used our environmental rating tools to support us to provide safe and nurturing spaces whilst also using our layouts creatively to support seamless transitions and routines. Where changes have been needed, either through observations or stakeholder feedback, staff have responded to this in a reflective way, demonstrating an open mind to doing things to ensure we provide equality and equity for all of our children. One example of this was from feedback from staff around group time being in a consistent area for their key children. Initially we planned for children, in their key groups, to spend time with their keyworker in different areas of the playroom, allowing staff to provide a wide range of curricular activities and encourage children to access experiences they may not ordinarily access during free-play. This was based on monitoring of group time planners whereby, when these were in a consistent area, the experiences offered were limited/restricted based on the resources available. This area changed on a daily basis and then a full change to the rota occurred every 4 weeks in line with the planning cycle. Staff found children were becoming confused and in the time it took them to gather up the children for group time, the time to engage in experiences had run out. We trialled the children coming to set areas for the full planning cycle and staff felt this was better as the children became more familiar with the routine. On reflection, where we wanted to build a consistent approach and routine for the children in the playroom, our initial plan for group time wasn't instilling this vision. Moving forward, we will continue to monitor group times and support staff confidence in providing experiences which offer children opportunities to develop a wide range of skills regardless of the environment in which the group time is facilitated.

Next steps:

As Cairns ECC moves to term-time model of delivery, it is felt most of the challenges we currently face will no longer be relevant. As a staff team, we now need to focus on establishing clear and consistent strategies to support our children to feel safe and secure in their new routine, as well as a confident and consistent approach from all staff. We feel this will be achieved through the Whole Centre Approach to Nurture.

Establishment self-evaluation (using 1-6 scale): 4 – Good

Quality Indicator 2.3 Learning, Teaching and Assessment

How well are we doing?

The ECC aims to ensure all children feel safe, welcomed and cared for throughout their time in the ECC. In doing so, the ECC will be able to provide stimulating and challenging learning experiences which will support children's learning and development in a way that is right for their individual needs and circumstances due to the relationships we build with our children and families. Through self-evaluation of our environment, facilitated through our environmental rating tools and our communication friendly environment tool, we aim to provide safe and engaging learning environments, both indoors and outdoors.

We have a strong commitment to our children's rights, demonstrated in our practice of child-centred play pedagogy, and through creating an ECO/Rights

committee to help us to work towards our RRSA Bronze award. Practitioners are developing their skills of observing children through their actions, emotions and words to find the learning threads and plan exciting and engaging play experiences to support children's learning and development. Through nurture training, and through some staff accessing playful pedagogy training, we have a good understanding of children's development and use this knowledge and experience to plan developmentally appropriate experiences which are tailored to meet children's individual learning needs. Through Personal Plans, we ensure families are supported and encouraged to be involved in their children's learning and development. Family engagement in children's learning is also facilitated through termly Stay and Play sessions.

How do we know? Evidence of Impact?

The introduction of new planning practice documents alongside the EAC tracking and monitoring tools has ensured all staff are clear on the expectations for children's learning, teaching and assessment. To support staff knowledge and experience of using the planning documents effectively, regular monitoring has been completed by the Leadership team and feedback provided in both group and 1:1 settings. Within our 0-3 playrooms, children's learning is recorded on their individual Learning Journal with a monthly observation or narrative. This observation provides a holistic overview of the child, identifying skills that have been supported and evidencing how this was achieved. Practitioners are using this information to identify next steps for children's learning, and families are able to comment on their child's achievements. A room planner facilitates professional discussion between practitioners, allowing them to share ideas and plan experiences for the room using Realising the Ambition. The planner allows for staff to record their observations of children and identify what they need to develop in relation to the interactions, experiences and spaces to further promote children's learning. Within the 3-5 playroom, planning, learning and evaluations/next steps are recorded within floor books. This offers the children the opportunity to be fully involved in leading their learning by gathering their comments, contributions, as well as supporting children to be reflective and evaluate their learning. Practitioners observe children and identify their learning interests and skills development through the children's actions, emotions and words. Sharing this information through evaluations allows practitioners to extend learning to provide a breadth and depth of curriculum. This is something we are continuing to develop through planning meetings and through monitoring of the floor books. Children in the 3-5 playroom also have a Learning Journal where practitioners will upload a weekly observation of their learning. This observation identifies the skills the children have been developing and allows practitioners to identify next steps for children's learning. Families are also able to comment on their child's achievements. Children are becoming more familiar with the use of Learning Journals as staff use the language throughout the playroom, and some children are able to talk about content they have added to their Learning Journal from home. We have provided termly opportunities for families to engage in learning in the ECC through Stay and Play sessions, and our data evidences more family engagement in sessions which offer a focus on a particular area of the curriculum.

Next steps:

Embedding our Leadership Roles, ensuring staff have accessed training to further support their knowledge and skills in leading learning in their roles. Literacy and Numeracy training will be provided on 20th August 2024 with our Central Early Years' Team, with a focus on how to use the data from tracking and monitoring to support and challenge children.

Family engagement will be promoted through newsletters, Learning Journals, Parent/Carer committee, Bookbug, and through Stay and Plays linking into key areas of the curriculum whilst being supported by our partner agencies in Speech and Language, Health and Educational Psychology. Tracking and monitoring data will be collated to measure the impact of family engagement on children's learning.

Establishment self-evaluation (using 1-6 scale): 4 – Good

Quality Indicator 3.1 Ensuring wellbeing, equity and inclusion

How well are we doing?

The ECC aims to uphold children's rights and support children and their families to understand what this means for them. We do this by building relationships with our families, and putting them at the centre of everything we do. Through stakeholder consultation, we have identified the key values we all feel are important to demonstrate in order to achieve this: Trust, Empathy, Approachable, Mindful, Caring, Achieving, Inclusive, Respect, Nurturing, and Safe. Wellbeing is at the heart of what we do, and is actively promoted within the ECC. We show sensitivity, care, and are responsive to the needs of individual children and their families by actively checking-in with children and families on a regular basis, and taking the time to get to know them. The Leadership team have engaged with training opportunities to enhance their knowledge on supporting wellbeing in the workplace, facilitating regular check-ins and feedback opportunities with practitioners, and almost all staff have found this has been supportive to improving their wellbeing at work. Children are supported to explore their thoughts and feelings by using the language of emotions throughout our practice. This is facilitated through visuals, objects of reference, Makaton, and through the spoken word.

We comply with and actively engage in the statutory requirements and our codes of practice. All staff have a clear understanding and demonstrate confidence in fulfilling their statutory duties. We ensure families receive open communication to promote their shared understanding of how we will support children and families through our statutory duties. We actively promote inclusion and equity, embedding the principles of GIRFEC within our practice. This allows us to be responsive, to plan for and to meet the individual needs of our children, ensuring everyone has the opportunity to realise their potential in a way that is right for them. Where there is an additional support need, our children are supported through Team with the Family meetings. Collaborative working ensures a "My Plan" is created and implemented to meet the individual needs of the child through targeted support and adaptations to the learning environment and/or curriculum. To develop practitioner confidence and consistency in approach to embedding the strategies in place to support our children with additional support needs, our Equity and Excellence Lead offers guidance and role-modelling to all staff as well as working in close partnership with families, and alongside partner agencies, to complete intervention work.

How do we know? Evidence of Impact?

At Cairns ECC, we have varying levels of practitioner experience and knowledge, with a wide range of skill sets. This has often meant a difference in approach to practice and pedagogy, as practitioners draw on their own knowledge and experience and share their ideas and opinions. We felt it was important to have a shared vision for the ECC, and in turn, a shared approach to our practice, which also coincided with a change in Head of Centre and the Leadership Team. Cairns ECC is ranked within SIMD area 1, and yet we serve a diverse community. Through consultation, and drawing from current research and practice, we felt we needed to have a Whole Centre Approach to Nurture as we understand when children feel safe and secure, and their wellbeing is supported, they are more likely to engage in learning. Our Educational Psychologist facilitated Nurture training for all staff where we explored the nurture principles, the impact trauma can have on childhood development and the Neurosequential model in Education (NME). Some of this content was a refresher for some staff whilst other staff had very little training on nurture; it was important to ensure all staff received the same information at the same time. We started to make links with NME, using the approach of Reason, Relate, Regulate to support children's behaviour. In doing so, we started to develop a more consistent approach to supporting all children in the ECC in a way that was right for them. Our Equity and Excellence Lead further supported our Whole Centre Approach to Nurture by leading an additional support needs test of change with some of our staff. By exploring the theory behind practice to support children with additional support needs and role modelling the strategies to support speech, language and communication, we started to see staff confidence grow and the children were making positive progress. Our Whole Centre Approach to Nurture is still within its infancy, albeit this isn't new practice; we are working towards developing our Nurture policy to ensure our children, families and staff are clear and confident in how we will support children's wellbeing, equality and inclusion.

Next steps:

As an ECC, we want to expand our knowledge of being trauma-informed as well as further embedding the Whole Centre Approach to Nurture. We feel this is important to ensure we have a clear understanding of the nurture principles, in particular the theory behind nurture, and a shared understanding of all behaviour is communication, building on our knowledge of how different experiences in childhood can impact on a child's ability to regulate and engage in learning. We also want to build on our knowledge and confidence in using the strategies to support children with additional support needs to promote consistency and inclusion for those children so their early learning and childcare experience is a positive one. This will be achieved through focused work led by our Equity and Excellence Lead, supported by our partner agencies, and through the creation of our Nurture policy. Our Health and Wellbeing Leaders will focus on Nurture groups using the Leuven Scale to evidence children's emotional wellbeing through play. We also want to achieve our RRSa Bronze award.

Establishment self-evaluation (using 1-6 scale): 4 - Good

Quality Indicator 3.2 Raising attainment and achievement / Securing Children's Progress

How well are we doing?

The ECC aims to provide stimulating and challenging learning experiences which will support children's learning and development in a way that is right for their individual needs and circumstances. All staff demonstrate excellent knowledge of their children during Round the Table tracking meetings, which has been gained through relationship building with the children and their families, as well as their professional knowledge of children's development. Our practice is underpinned by GIRFEC and we facilitate learning experiences which are age and stage appropriate using Realising the Ambition and Curriculum for Excellence. To support speech, language and communication, every child in the ECC has access to a Communication Champion. We are passionate about supporting children's health and wellbeing, which has been evidenced through observations, stakeholder feedback and through children's tracking and monitoring. It is also evident in the progression children are making across the ECC: almost all children are secure and confident to explore their environment and they seek adult comfort in times of need. We celebrate our children's achievements through praise and recognition, and we are committed to supporting children to realise their full potential. We use assessments, tracking, and monitoring to support and challenge children's learning, and work collaboratively with our partner agencies to ensure we get the right support, from the right people, at the right time for our children and families.

How do we know? Evidence of Impact?

Practitioners have been developing their confidence in using the EAC tracking and monitoring tool to evidence children's learning through the curriculum, traffic-lighting the children under red, amber and green with the language of "beginning of the level, working in the level, and achievement of the level". We introduced bi-annual tracking and monitoring meetings with the Head of Centre and practitioners, and used the tracking data from Learning Journals to help inform support and challenge within their individual groups as well as throughout the playroom. The data collated supported the Leadership team's observations of practice, for example, we observed most children within the 3-5 playroom were showing increased confidence in talking about their emotions and feelings and this was reflected in the children's tracking data. We also observed almost all children feeling confident in routines across all playrooms however the 3-5 children needed support to care for their environment in a respectful way. This was supported by tracking under Health and Wellbeing where most children were beginning to work at the level. Our Equity and Excellence Lead provides more targeted support for children, families and staff in relation to Individual Learning Plans (ILPs). In our 0-3 playrooms, our data showed almost all children were working within the level for the wellbeing outcomes, particularly around routines. Almost all children were making progress with their gross motor skills at the expected developmental milestones for their age and stage, for example, we noted some children became more confident in climbing and balancing through the use of obstacle courses and different terrains in the garden.

Next steps:

As the EAC tracking and monitoring tool is able to provide us with 100% robust data, we feel we need to build on our confidence in using the data from tracking and monitoring, and from our assessments, to facilitate small group intervention, to both support and challenge the children. This will be achieved through bi-annual tracking and monitoring meetings, Round the Table tracking meetings, practitioner judgement, Personal Plans, observations

and further assessment tools such as iCan trackers and Teaching Talking. Staff are becoming more confident in completing assessments such as Teaching Talking, iCan trackers, and Boxall Profiles however we would like to strengthen our knowledge on how we use this data to help inform practice within the playroom to support children to make progress through the child-centred learning experiences we provide.

Establishment self-evaluation (using 1-6 scale): 4 – Good

Care Inspectorate Inspection

Date:
01 December 2022

QUALITY THEME	GRADE	KEY STRENGTHS	REQUIREMENTS or RECOMMENDATIONS	IMPROVEMENT ACTION
How good is our care, play and learning?	4		<p>Recommendations for Improvement</p> <ol style="list-style-type: none"> 1. The senior management and staff should review children’s personal plans to ensure they identify children’s next steps in learning and outline how the service plans to meet individual children’s health, welfare, and safety needs. Plans should be reviewed with children and parents within a six-month period or sooner if required. 2. Children should have access to a range of rich stimulating play resources to support their development. The manager and staff should ensure that areas within the playrooms are developmentally appropriate and resourced to meet individual needs of children. 	<p><i>Yes</i></p> <p><i>Completed August 2023</i></p>
Good How good is our setting?	4		N/A	N/A
Good How good is our leadership?	4		N/A	N/A

Good How good is our staff team?	4		None	None
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Inspection Reports published during the period 1 April 2021 to 31 August 2022

Care Inspectorate Inspection				
Date: 02 October 2019				
QUALITY THEME	GRADE	KEY STRENGTHS	REQUIREMENTS or RECOMMENDATIONS	IMPROVEMENT ACTION
Care & Support	5		None	None
Environment	Not assessed	N/A	N/A	N/A
Staffing	Not assessed	N/A	N/A	N/A
Management & Leadership	5		None	None

(If no inspection during this period then please note date of last inspection)

Education Scotland Inspection**Date:**

No report available to view on Education Scotland website (indicates there has been no Education Scotland inspection of Cairns ECC in the last 5 years).

QUALITY INDICATOR	EVALUATION	KEY STRENGTHS	AREAS FOR IMPROVEMENT	IMPROVEMENT ACTION
Leadership of Change	N/A	N/A	N/A	N/A
Learning , Teaching & Assessment	N/A	N/A	N/A	N/A
Ensuring Wellbeing, Equality & Inclusion	N/A	N/A	N/A	N/A
Securing Children's Progress	N/A	N/A	N/A	N/A


Establishment Capacity for Improvement

We have continually explored ways to build on our capacity for improvement and ensure we can fulfil our commitment to improve outcomes for our whole ECC community: the children, families and staff. An ambitious but clear Improvement Plan is in place and is audited to ensure we have opportunities to reflect on our journey for continuous improvement. A Quality Assurance calendar ensures we meet the requirements for registration with the Care Inspectorate. A self-evaluation calendar is in place with clear links to how we can evidence areas of practice in relation to the frameworks: HGIOELC, Care Inspectorate Quality Framework and the Health and Social Care Standards. All staff have engaged in self-evaluation to support improvements within the ECC and, as a result, staff are developing their knowledge of planning, implementing, evaluating and reflecting on self-evaluation for self-improvement.

The Leadership team have actively engaged in moderation of practitioner feedback to ensure consistency and clear expectations are in place to support staff. Practitioners are supported through wellbeing check-ins and regular feedback on their practice. Staff have demonstrated flexibility in regards to change, engaging in consultation and feedback to support more reflective practice.

The Head of Centre has a clear vision in relation to equity: this is the ethos of doing the very best for everyone, understanding this doesn't mean we do the same for everyone. This approach is being instilled within our refreshed vision, values and aims and staff are actively engaging with the direction of the ECC. All staff have shown a commitment to improve outcomes for our children and families by actively engaging in training to strengthen their knowledge, skills and experience. Through Leadership Roles, staff will be empowered to develop their skills in areas for which they are passionate about, inspiring creative and innovative ways to lead children's learning and development to secure progress.

As our ECC moves to a term-time model of delivery, our commitment to the care and learning we offer will not change; we will continue to embed practice which is informed through legislation, theory, policies and procedures, and research, and supported by specific and measurable data. More importantly, we will continue to play to our strengths in building excellent relationships with children and families to ensure individual needs are considered, responded to and planned for in our commitment to improve outcomes for all.

Signed: 

Date: 28.06.2024