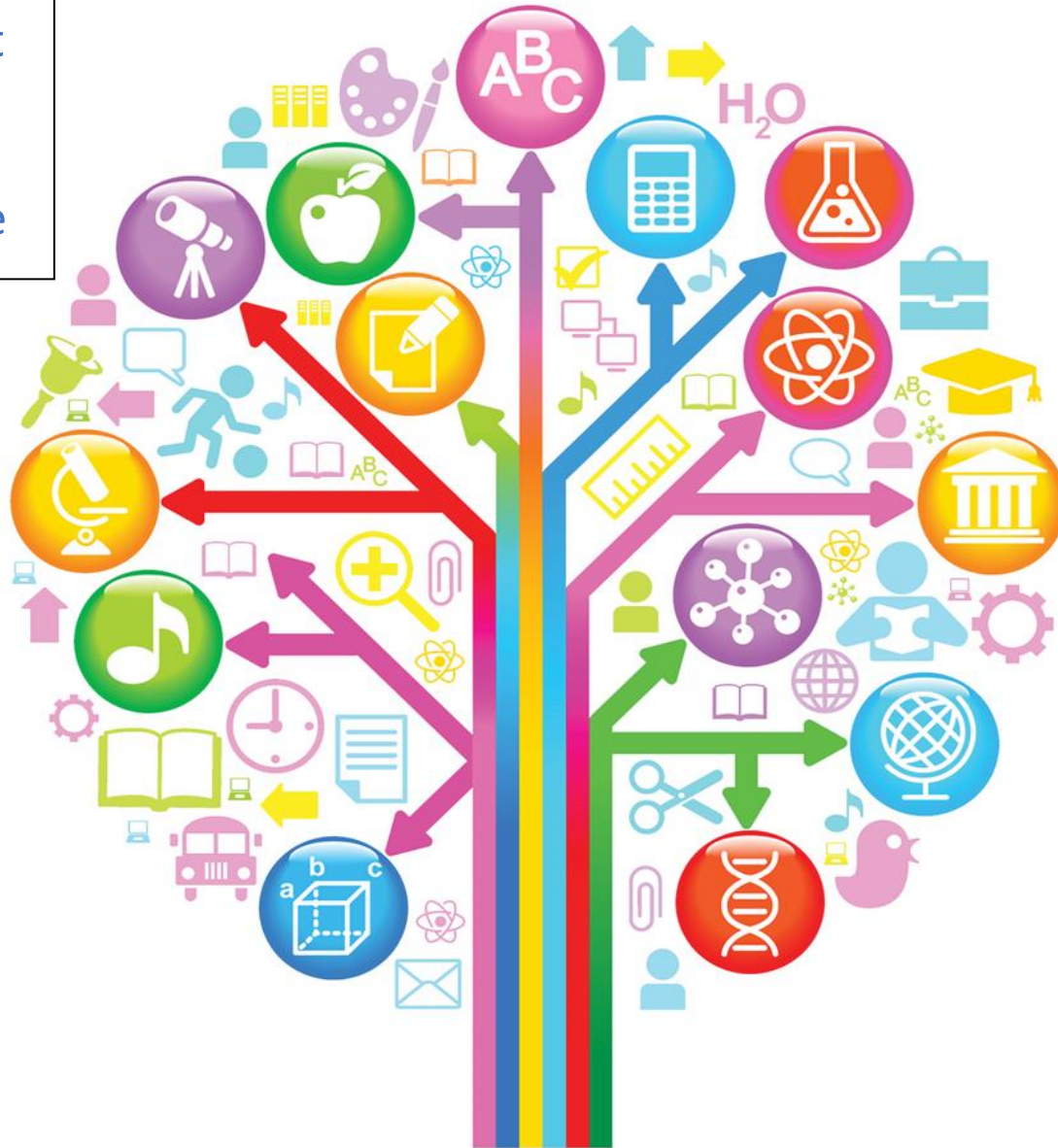


Cairns Early Childhood Centre



Establishment Context

Cairns Early Childhood Centre is a standalone term-time Early Childhood Centre (ECC), delivering 1140 hours of Early Learning and Childcare (ELC) to entitled 2-year-olds and children aged 3 to not yet at primary school. The ECC also provides provision on a needs-based assessment for children aged 0-2. The Centre is registered with the Care Inspectorate and 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. Our current centre role is 156.

Within our ECC, we have 3 playrooms: the Farm, the Ocean and the Jungle. This allows 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, embedding a Whole Centre Approach to Nurture. This is reflected within our 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. More recently, our work within our community is beginning to have a positive impact 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. This has helped to build relationships and confidence in the services we aim to deliver, as well as supporting effective early intervention to promote improved outcomes.

Key strengths and achievements session 2024-2025

Family engagement has been a real strength for the Centre this academic session. A steady increase in attendance to Stay and Play sessions has enabled us to build upon our relationships with families and promote children's learning and development through effective partnerships with their caregivers. We have hosted a number of parent/carer coffee mornings which has enabled parents/carers to build relationships with each other and supported attendance at other events, such as PEEP and a Makaton taster session. One coffee morning raised £76 for Crosshouse Children's Fund, allowing us to give back to a charity in our local community.

Presence in the local community has been a key achievement for the ECC. The introduction of a Community Pantry, as well as partnerships with local supermarkets, who provide the ECC with food items and clothing, has enabled us to give back to our families. Community walks have been well attended, and to support our work to becoming Rights Respecting School Award Bronze, community litter picks were introduced in March 2025. A total of 20 parent/carer helpers joined the first litter pick with one parent saying, "you really notice the difference when you walk into the grounds – it's really clean!"

In May 2025, the Centre welcomed 18 new children and 2 members of staff following the closure of The Avenue Childcare Services in April 2025. An additional Equity and Excellence Lead was allocated to the ECC to support the increase in numbers and provide training to the new staff members. Through a bespoke transition programme, we successfully welcomed our new families and observed the children to settle into their new environment quickly and confidently. More importantly, this ensured the children could continue to receive access to early learning and childcare provision within their local community.

Factors impacting on progress

Throughout the session, we have had periods of staff absence alongside recruitment for several vacancies and temporary posts. This has meant a number of changes within the staff team, impacting on aspects of our Improvement Plan being delivered. From August 2023, the Depute Manager took on the role of Acting Head of Centre and was appointed as permanent Head of Centre in March 2025, followed by the successful recruitment of a new permanent Depute Manager. A permanent Senior Early Learning and Childcare Practitioner was also appointed at the beginning of 2025. We are confident the appointment of permanent members of the Senior Leadership Team will promote stability and consistency for the Centre to make very good progress.

Identified priorities for 2025-2026

- To improve monitoring and self-evaluation processes across the centre to promote consistency in approach to high-quality provision
- Staff Leadership Roles will continue to extend staff knowledge, skills and practice in delivering play and learning experience for children and families
- To ensure all children have the opportunity to achieve the highest possible standards in Literacy and Numeracy
- Families will have the opportunity to be involved in family learning on a regular basis through Stay and Play sessions, home-links and workshops
- To ensure a clear, shared understanding of how children's wellbeing and behaviour will be supported by all
- Families will have the opportunity to learn more about the Colour Monster and Children's Rights
- To improve the quality and consistency of targeted intervention in the ECC to ensure all children can achieve their potential
- The ECC will achieve Rights Respecting School Award – Silver

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

<p>Improvement Priority</p> <p>Support staff professional development to improve experiences and outcomes for children</p>	<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p> <ul style="list-style-type: none"> • All children will make progress in their learning and development supported by staff who have built on their knowledge and skills, through training and their Leadership Roles, and the use of environmental audit tools to enhance the quality of the environment. • Children’s communication would be supported through a full centre approach to using Makaton. This would be achieved through role-modelling from Makaton trained staff, as Makaton Level 1 trained staff achieving at least Level 2. • Children are supported to be leaders of their own learning through play pedagogy, facilitated by staff who are confident in delivering learning experiences through pedagogical leadership. All staff will understand pedagogical leadership, supported through the Education Scotland resource “Pedagogical Leadership in Early Learning and Childcare”. 	<p>Education Service Improvement Plan 1: Our Leadership</p> <p>We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.</p>
<p>Our Leadership</p>		
<p>Progress and Impact</p>	<p>To promote pedagogical leadership, we were focusing on staff leading learning in areas they felt passionate and motivated to achieve in. Leadership Roles offer staff the ownership and accountability to improve learning outcomes for children. Through their Leadership Roles, staff identified key areas of the curriculum and improvement plan to develop within the setting. Staff identified training through CLPL would support their confidence in their Leadership Roles, alongside opportunities to work with colleagues with shared interests. Our measure was to achieve 5 hours of CLPL and for staff confidence levels to increase by 1 point, averaging between 4 and 5 on a scale of 1-6. Training was delivered at in-service day (August 2024) which focused on using pedagogical leadership to support learning. The aim of this training was to ensure all staff understood pedagogical leadership, supported through the Education Scotland resource “Pedagogical Leadership in Early Learning and Childcare”. This also ensured children were supported to be leaders of their own learning through play pedagogy, facilitated by staff who are confident in delivering learning experiences through pedagogical leadership. We gathered baseline data on staff knowledge of play pedagogy: the average rating was 4.13 at the start of the session, and this has now increased to average 4.2 at June 2025.</p> <p>To support staff to become confident using UNCRC within all the work we do with children, we introduced an ECO/Rights Committee, working towards our RRSa Bronze award.</p> <p>The ECERS and ITES were used at the start of the academic session to create environments rich in resources to support children’s learning across the curriculum. ECERS were used again to evaluate the environment in February 2025 when an increase in the number of children in the Jungle Room required us to look at how we used the spaces to promote engagement in play and learning, alongside creating nurturing spaces for</p>	

mealtimes. We wanted staff to make use of environmental audit tools and build on the work already undertaken to enhance the quality of environment and started to look at ways to incorporate this into our monthly planning.

Through FACE reviews, most staff identified Makaton training as a key skill they wanted to achieve. Opportunities to attend training were offered to all staff, with 2 staff accessing Level 2 training, and 1 staff member completing Level 3 training. The introduction of monthly Makaton signs enabled us to role model Makaton signs through Makaton trained staff.

Progress

- Leadership Role meetings took place for every group at least once every six weeks during protected time on a Wednesday – this became more difficult to facilitate in term 3 due to staffing however staff found this beneficial and enabled us to begin to embed Leadership Roles in the Centre
- As a result, all staff confidence levels have increased by 1 point, averaging between 4 and 5 – 1 staff member rated themselves as a 6
- Most staff have completed more than 5 hours CLPL, which included training, learning visits and professional reading
- Our Outdoor Leaders visited Craighead Nursery; a centre recognised for excellence in outdoor learning and colleagues from Craighead also visited Cairns which gave staff the opportunity to share their knowledge
- Outdoor Leaders were responsible for leading the learning in our outdoor spaces for the full academic year, after asking if they could do so, which empowered the Outdoor Leaders with the confidence to drive forward our improvement priorities
- Our Health and Wellbeing Leaders gained confidence in using the Leuven scale to measure wellbeing, engagement/involvement of 5 children across the Jungle Room and 3 children across the Ocean room
- One of our Health and Wellbeing Leaders joined a working party for the authority alongside colleagues from other ECCs and NHS, and they also attended Solihull training
- One of our Health and Wellbeing Leaders attended Therapeutic Play training
- The Colour Monster has been successfully embedded in the ECC across all playrooms, in an age and stage appropriate way
- Out of 42 parents/carers who were asked what they know about the Colour Monster, 28 of them would like more information on using the Colour Monster at home
- Our STEAM Leaders led Math week, planning activities to support understanding of numbers representing quantities for 6 children across the Jungle Room and 6 children across the Ocean Room
- Our Literacy Leaders led a home-link of rhyme bags to promote 5 children's attention and listening and knowledge of rhyme
- Our Literacy Leaders asked Jungle Room staff about their confidence levels in using Literacy activities to support improved outcomes for children – the average score was 4 out of 5, with further training identified to increase confidence levels

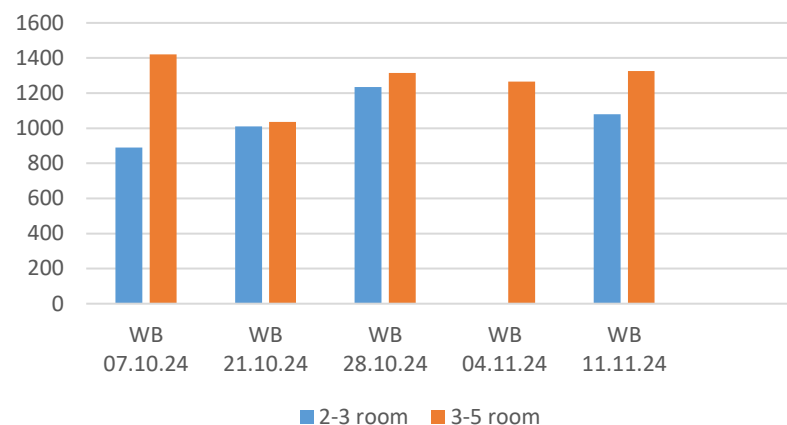
- These opportunities enabled staff to develop an understanding of using Improvement Science Methodology and strengthen their understanding of using data to support children to make progress
- We focused on 5 Makaton signs each month, sharing these via our social media platforms for parents/carers to use at home, as well as continually using these signs throughout the session
- Our ECO/Rights Leaders have started to embed Learning for Sustainability by creating recycling areas within playrooms and staff rooms
- Our ECO/Rights Leaders have focused on an Article of the UNCRC each month, sharing this with children, families and staff
- Staff worked within their Leadership Role groups to complete an environmental and resource audit linked to all the curricular areas of Curriculum for Excellence, and resources were purchased from completing this task

Impact to children

- Leadership Roles are having a positive impact to children: this was observed by our Improvement Officer in respect of Outdoor Learning, and staff are sharing that they are learning from each other with one member of staff saying “I would never have thought I would enjoy being outdoors but working with the Outdoor Leaders has changed my opinion and now I love being outdoors”
- Having staff based in an area for the year had a positive impact to children in respect of their access to outdoors – our outdoor areas were open more than 50% of the session (3 hours) almost all the time, and children built strong relationships with those staff which benefited their wellbeing, and in turn, their learning and development

A sample of time outdoor area was open from WB 07.10.24 to WB 11.11.24

Total time outdoors across the week in minutes



- Using the Leuven scale in the Ocean Room enabled staff to reflect on transition times and consistency of staff which led to the identified children feeling more settled and secure in the routine of the day, particularly around lunch time
- Using the Leuven scale in the Jungle Room enabled staff to reflect on transition times, particularly around times of separating from parents/carers, lunch time and home time routines and will help inform our daily routine for August 2025 onwards
- Most of the children in the Jungle Room can talk about the Colour Monster and relate the colour to the emotion, further supported by using the Makaton signs and the Colour Monster lanyards, leading to most children being able to effectively communicate how they are feeling
- In the Ocean Room, most of the children were able to talk about feeling happy or sad, using the Makaton signs and the Colour Monster lanyards
- Out of the 6 children in the Jungle Room who were identified to be supported/challenged in numeracy, 2 children went on to achieve a skill within MNU 0-02a and MNU 0-20b, and our data evidenced children making progress in MNU 0-02a
- Out of the 6 children in the Ocean Room who were identified to be supported/challenged in numeracy, all children had input to CCC06 which enabled staff to plan for how best to support/challenge the children as they transitioned through to the Jungle Room in January 2025

	<ul style="list-style-type: none"> • Input from our Literacy Leaders had a positive impact on 5 children, as they demonstrated progression in learning over this period; we noted improvements in attention and listening, as well as children being able to recite more complex rhymes independently • Some of the children across the Ocean Room and Jungle Room are consistently using Makaton when communicating with their peers or staff – for some this is their preferred method of communication and is supporting them to feel more included within the Centre, particularly through staff who have attended Level 3 training • Some children in the Jungle Room are beginning to use the language of having rights which is contributing to children achieving the four capacities • Some children in the Jungle Room are beginning to talk about caring more for the environment and why it is important to recycle/reuse where we can which is contributing to children achieving the four capacities
Next Steps	<ul style="list-style-type: none"> • More frequent Leadership Role meetings built into the staff meeting calendar to ensure staff continue to have protected time to build on the good work started • Staff Leadership Roles will continue to extend staff knowledge, skills and experience in delivering play and learning experience for children and families • Developing a programme of family learning, with staff delivering high quality learning experiences through their Leadership Roles, which will include introducing all parents/carers to Colour Monster and how we use this in the ECC to support children's wellbeing through a Bookbug session • CLPL opportunities for all staff linked to our training analysis which identifies more staff require training around speech, language and communication, literacy and numeracy, children's rights, being trauma informed and more in-depth child protection training • Achieving ECO awards which support sustainability and caring for our environment • Achieving RRSA Silver • Further training for staff on embedding play pedagogy: building on knowledge of continuous provision, provocations and invitations to play • High quality provision and experiences will be monitored through a robust Quality Assurance and Self-Evaluation calendar using the new Quality Improvement Framework from Education Scotland and Care Inspectorate, which will enable us to improve monitoring and self-evaluation processes across the centre to promote consistency in approach • 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

Improvement Priority Children's learning is promoted by embedding high quality play pedagogy and family engagement	Improvement Priority <i>(Expressed as outcomes for learners)</i> <ul style="list-style-type: none"> Children's developing literacy, language and early numeracy skills will have been supported and challenged through staff having confidence to use professional judgement alongside the EAC tracking and monitoring tool, with training to support staff to embed these skills through play. Children will have had the opportunity to learn through their natural environment and wider community by embedding learning for sustainability. Children will have had the opportunity to contribute to caring for our green space, planting and growing fruit, vegetables and flowers. Children's learning through family engagement will have been promoted through Stay and Play sessions. Children and families will have been supported through partner agencies, for example, Speech and Language therapists. All children will have a Learning Journal and could contribute and share their learning via this platform. 	Education Service Improvement Plan Priority 2: Teaching and Learning Together Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.
Teaching and Learning Together		
Progress and Impact	<p>Through consultation, children's literacy, language and early numeracy skills were highlighted as a key priority for improvement. To achieve this, all staff attended Literacy and Numeracy training (August 2024) to enhance their understanding of embedding these skills through play, as well as how to confidently judge where children are within the EAC tracking and monitoring milestones tool, allowing them to effectively plan to support and challenge children's developing literacy, language and early numeracy skills. Almost all staff found this session beneficial, alongside the training on pedagogical leadership (see Our Leadership). We recognise and value the positive impact of promoting family engagement to support children's learning and offered several Stay and Play sessions throughout the session. We linked in with partner agencies, such as Speech and Language and Health Visitors, to offer drop-in sessions to support parents/carers, with a view to reducing or even removing the need for referrals into agencies. Some staff attended training around provocations and invitations to play during the May in-service. Staff found this training beneficial and are keen to take some of this learning forward, for example, opportunities for children to sew and bake.</p> <p>We wanted to further develop how we would support children's learning through their natural environment and wider community, drawing on the practice guidance Out to Play: Caring for our Outdoor Spaces, alongside Out to Play and My World Outdoors. We wanted to develop our garden to allow children the opportunity to care for their natural environment by planting and growing different fruit and vegetable produce, and then use</p>	

this within their play or for cooking/baking. Outdoor staff were supported by one of our TAP teachers, who provided opportunities for the children to use real tools, and care for living things by learning more about how recycling can help keep wild animals safe. One staff member attended a professional learning visit to Spateston Early Years Centre, a Centre recognised for excellence in outdoor learning. The staff member found this visit inspiring and is keen to bring this learning to the garden area from August 2025.

Children's learning has been documented to evidence progress through our monthly planners, our social media platforms and children's individual Learning Journals.

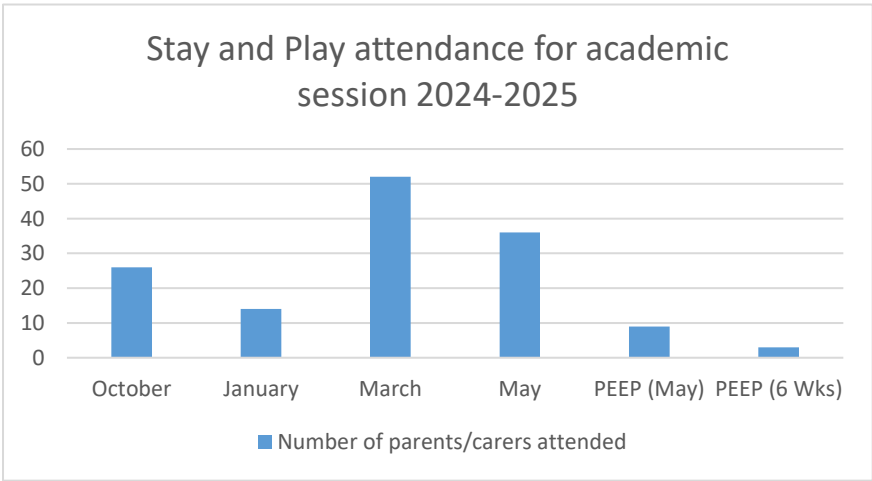
Progress

- Planning meetings took place monthly to ensure children's learning was clearly planned for, implemented, and evaluated
- Planners were monitored by Head of Centre and feedback provided, with clear actions and areas of good practice identified
- For 0-3, there were clear links from the learning documented on the planners to the children's individual learning journals
- For the Jungle Room, there were some links from the learning documented on the planners to the children's individual learning journals however this wasn't always consistent
- Play and Learning was identified as an area for improvement in our 2024 Care Inspectorate inspection and the ECC has engaged with our Improvement Officers at least twice per term
- Input from our Improvement Officer, including monitoring and observations of practice to evidence the improvements made to the service, with several improvements noted and clear actions identified to take forward
- Playroom observations took place termly, where the Head of Centre monitored Nurturing Care and Support and Play and Learning
- For the Farm Room, all children experienced warm, caring interactions from staff who were responsive to their individual needs, with some examples of children's learning being effectively scaffold by staff – improvements required to the provocations/invitations to play
- For the Ocean Room, all children experienced warm, nurturing interactions from staff who were sensitive and responsive to children's individual needs, with evidence of children's learning being scaffold by staff, particularly in the outdoor area, where resources were plentiful and engaging – one parent commented during an induction visit "the children look really happy...that makes me feel reassured"
- For the Jungle Room, almost all children experienced caring, nurturing and calm interactions from staff, who were being responsive to children's individual needs as these arose, with some examples of children's learning being scaffold by staff however some areas were lacking in stimulating resources/experiences and this impacted on the levels of engagement throughout the observation
- Tracking and attainment meetings took place in November and May with the following data captured in May 2025:

Children's attainment at Early Level as follows:

	BoL	WiL	AiL
HWB	38	35	1
LIT	47	26	1
NUM	55	19	0

- This data showed half the children were at the beginning of the level for Health and Wellbeing, whilst the other half were working within the level
- 64% of our children were at beginning of the level for Literacy
- 74% of our children were at the beginning of the level for Numeracy
- Data from Stay and Plays as follows:



	<ul style="list-style-type: none"> • Feedback from parents/carers was collated within our Family Engagement floor book, where a number of positive comments and areas to action have been identified • Our family engagement has steadily increased over the academic session due to the feedback received and actions being completed <p><u>Impact to children</u></p> <ul style="list-style-type: none"> • Children’s actions, emotions and words have been captured through staff observations which has enabled staff to plan learning experiences to promote children’s learning and development – within 0-3 this has enabled staff to support children to make good progress in their learning and development • Some children in our Jungle Room have made good progress in their learning and development across Literacy and Numeracy outcomes of EAC tracking and monitoring tool • Almost all children have made good progress within the Health and Wellbeing outcomes of EAC tracking and monitoring tool • Evidence on planning sheets and through Learning Journals, as well as through staff observations, told us some children were making good progress outdoors; some children were fully confident with the routine of getting ready for outdoor play and learning, and were effectively contributing to daily risk assessments and checks • A small number of children spent almost all year outdoors (Jungle Room) which was observed by Outdoor Leaders • Stay and Plays generally had a positive impact to children, where some of the children told us they liked having their parent/carer come to nursery to play – “I like when Dad comes to nursery” however we also noted some children found it difficult to cope with unfamiliar adults being in the playroom, and a few children did not enjoy having their parent/carer attend the Stay and Play, demonstrating this by crying and asking their parent/carer to leave • Some children are talking about their Learning Journal, and are keen to share their learning on their Journal – this is helping us to talk to children about their targets and their achievements, as well as promoting Digital learning
Next Steps	<ul style="list-style-type: none"> • To ensure all children can achieve the highest possible standards in Literacy and Numeracy, which will be achieved through regular monitoring of provision alongside targeted intervention and robust tracking and attainment data • Staff will select 8 literacy and 8 numeracy outcomes to focus on as part of the planning cycle across the full academic session • Families will have the opportunity to be involved in family learning on a regular basis through Stay and Play sessions, home-links and workshops, however we will look at a different way of doing this to ensure all children can engage whilst also feeling safe, secure and uninterrupted from their play and learning within their playroom • Planning monitoring will continue, with more focus required on triangulating evidence to effectively show how we are supporting children to make progress and achieve their potential

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| | <ul style="list-style-type: none">• Input from our Improvement Officer will continue until our re-inspection – this support will then be reviewed depending on the outcome |
|--|--|

<p>Improvement Priority</p> <p>Embed a Whole Centre Approach to nurture, wellbeing and inclusion</p>	<p>Improvement Priority</p> <ul style="list-style-type: none"> • All children will have a Personal Plan to allow us to plan for meeting their individual health, welfare and safety needs. • All children will experience their rights being met in the ECC. • All children will experience positive mental and physical wellbeing through exploring their emotions/feelings, with staff who feel their wellbeing is supported. • Regular attendance for all children will support their wellbeing, learning and development. • All children with an identified additional support need will benefit from staff being confident in their knowledge of embedding the strategies to support them to access a more inclusive experience and environment. • All children and their families will have access to supports within the ECC and in the wider community to enable them to experience positive outcomes. 	<p>Education Service Improvement Plan Priority 3: Our Wellbeing and Belonging</p> <p>We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.</p>
<p>Our Wellbeing and Belonging</p>		
<p>Progress and Impact</p>	<p>To ensure all (156) children’s individual needs were considered, responded to and planned for, we reviewed our Personal Plans. This was identified as an area requiring improvement from our 2024 Care Inspectorate inspection. An exemplar Personal Plan was created for staff following training at in-service day (August 2024) and feedback on their confidence levels. Personal Plans incorporated children’s rights to support staff to make clear links of how we were going to uphold children’s rights and support the child’s individual needs, interests, and circumstances. We also began working towards RRSA Bronze with our ECO/Rights Leaders driving this forward. We wanted to further develop our links between practice documents and how these can support our children’s wellbeing and belonging when used to plan</p>	

experiences. To begin this, we looked at My World Outdoors, focusing on the SHANARRI lens as part of our Outdoor Planning. This allowed us to consider how our learning experiences outdoors promoted children's wellbeing. The Colour Monster has been embedded across all playrooms (see Our Leadership). Staff wellbeing has been impacted by several factors, including absence, recruitment, changes in staffing, and the level of support children require. Wellbeing check-ins have taken place at least 6-weekly, and we are keen to further support staff wellbeing in the ECC.

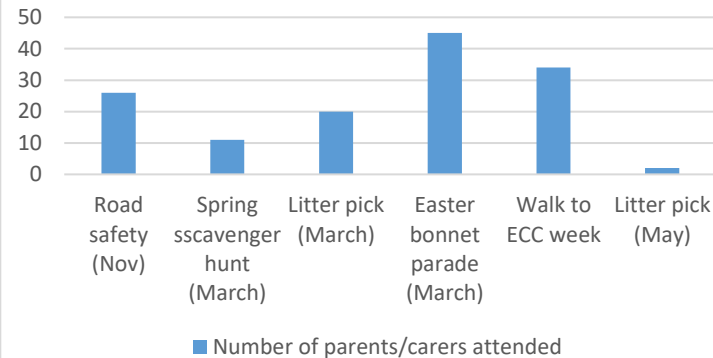
Inclusion has been a huge focus for us, with 21% of our children on our ASN log this session. Staff worked alongside our Equity and Excellence Leads to ensure we had a clear, consistent approach to supporting our children's wellbeing and sense of belonging in a way that was right for their age and stage of development. We gathered baseline data on staff confidence levels for supporting children with an identified additional support need: the average rating was 3.9. This has increased to 4.2 at June 2025. Staff feel the relationships and knowing what children need, alongside the Personal Plans, support plans and assessments, have helped increase their confidence in supporting children with an identified additional support need.

Our Star Room has been used as a space to support targeted intervention as well as a space for children to regulate. We have been creative and adaptive with our spaces to ensure children have the right spaces to feel regulated.

Our family engagement (see Teaching and Learning Together) has supported us to build positive relationships with parents/carers, enabling us to signpost them to supports available in a sensitive way. We make very good use of our social media platforms, our ECC newsletter and our wall displays to share information which parents/carers may find useful. As part of our work towards RRSA, we set up a Community Pantry, with regular engagement with the local supermarkets. Donations of food and clothing have been distributed to families.

We planned several events to increase our presence in the Community and build on the sense of belonging for our children:

Community engagement 2024-2025



Progress

- Personal Plans have been monitored throughout the academic session by Head of Centre and Improvement Officer, with improvements noted across almost all staff - our Personal Plan exemplar has been referenced as a “very good example” of a Personal Plan during authority training
- Confidence levels have increased from an average of 3 to an average of 4 in respect of staff completing Personal Plans and using this information to effectively consider, respond to and plan for meeting children’s individual needs
- One member of staff commented on how much more detailed our Personal Plans were in comparison to another ECC they had visited – they felt they knew so much more about one child who transitioned to them from another playroom in the ECC
- We feel there will be a marked improvement noted in our Personal Plans when we are re-inspected
- Attendance to the ECC for the academic session is 81% - the highest rate of attendance was in the first week of term August and the lowest rate of attendance was in the second last week of term June

Impact to children

- By having more detailed Personal Plans, most of our children’s individual needs, interests and circumstances were considered, responded to and planned for in a way that was right for them

	<ul style="list-style-type: none"> • Children have benefited from having a consistent approach to learning about their feelings, which has promoted their wellbeing and sense of belonging • Children with additional support need have benefited from being supported by consistent members of staff throughout the session, who have a very good understanding of their needs and interests, promoting their wellbeing and sense of belonging • Through regular attendance, almost all children have made progress in Health and Wellbeing
Next Steps	<ul style="list-style-type: none"> • Further develop our staff wellbeing / support and supervision programme • Develop a Respectful Relationships policy which will be used in conjunction with our Nurture policy, which has also been reviewed • More staff to access trauma-informed practice training • Develop a bank of social stories to be used to provide a consistent approach to supporting children's social and emotional wellbeing both in the ECC and at home • Achieve RRSA Silver • Develop a more accessible nurture space within the Jungle Playroom to support children in a more inclusive way

<p>Improvement Priority</p> <p>Children’s progress is supported through effective interventions to secure improved outcomes</p>	<p>Improvement Priority</p> <ul style="list-style-type: none"> • Children will be able to reach their potential through targeted and meaningful support. • All children will have access to a Communication Champion to support their speech, language and communication. • Children’s literacy and language skills will be promoted through Bookbug sessions. • Children’s learning, development and next steps will have been informed through effective use of data / assessment / tracking and monitoring, enabling children to achieve their potential. • All children will have access to targeted intervention, with tracking and monitoring information enabling us to provide support for the attainment of vulnerable children impacted by the poverty related attainment gap. 	<p>Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements</p> <p>We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.</p>
<p>Our Attainment, Destinations and Achievements</p>		
<p>Progress and Impact</p>	<p>One of the main priorities was to ensure all children had access to a Communication Champion in every playroom. This was achieved through operational planning of staff deployment. Children’s speech, language and communication was assessed, where required, by Communication Champions using the iCan tracker. Some staff were supported to complete these for their key children by the Communication Champion, and a few staff were able to complete these independently.</p> <p>Tracking and attainment meetings took place in November and May (see Teaching and Learning Together). The EAC tracking and monitoring tool enabled us to gather data on all children’s progress when this was completed by staff. Through these meetings, we were able to identify areas requiring support/challenge for all children. A timetable of targeted intervention was created and put in place from January 2025, which involved challenge and support groups for all children, including those who may be impacted by the poverty-related attainment gap however progress was impacted by staff absence as it meant targeted intervention couldn’t always go ahead. 6-weekly Round the Table</p>	

tracking meetings allowed staff to share information from assessments to ensure all staff were supporting children in a way that was right for the child.

Bookbug sessions took place twice a month; one for ages 0-3 and one for ages 3 and over. Attendance to the 0-3 session was low however attendance to the 3 and over saw an average of 2 parents/carers attend each month. We used a Bookbug session to share our home-link resources for both our Literacy and STEAM interventions (see our Leadership). One child told us they “like when Gran comes Bookbug!”

Team with the Family meetings took place at least every 4 months for our children with My Plans. Outcomes were agreed using the wellbeing indicators to ensure children could make progress across all aspects of their development. A multi-agency approach ensured children with My Plans benefited from the right supports, at the right time, from the right people.

Progress

- Communication Champions had allocated time each week to complete interventions, alongside the recording of these interventions on children’s individual Learning Journal
- 27 children in the Jungle Room had an iCan tracker with 20 of those children being assessed twice in the academic session, and of those 20 children, 8 were assessed a third time in the academic session
- The areas requiring the highest level of support were social communication, followed by speaking
- Teaching Talking assessments were completed for all children with My Plans, with some staff becoming more confident in completing Teaching Talking assessments through receiving feedback from the Head of Centre
- Focus was placed on building on areas with gaps through targeted intervention and linking with outcomes from My Plans
- Boxall profiles were completed to support children’s social and emotional development where needed, with some staff becoming more confident in using the strategies to support the children to regulate

Impact to children

- All the children who were supported by a Communication Champion in the Jungle Room made progress in their speech, language and communication, evidenced within their iCan tracker assessments
- Some children with Teaching Talking assessments made progress in key areas through targeted intervention but also through the opportunity to engage in free-play and structured activities within the main playroom
- All children identified for specialist provision for their primary education received a placement
- Almost all children with My Plans achieved their identified outcomes at each review

Next Steps	<ul style="list-style-type: none"> • Increase the number of Bookbug sessions offered with more focus on the impact of these sessions to children and families, particularly around attention and listening • Develop a tool or approach to help gather Bookbug data to measure the impact of delivering these sessions to children and families • Improve the quality and consistency of targeted intervention • Use Learning Journals to record and measure the impact of targeted intervention alongside assessments: Teaching Talking, Boxall Profile and iCan trackers • Focus on the skills children have partially developed over working on filling in gaps in assessments to ensure children are able to make progress in a way that is developmentally appropriate • Round the Table tracking meetings to happen more frequently, with clear reviews of actions and progress captured • More staff to access speech, language and communication training, including Learning Language and Loving it, to ensure consistency in approaches to supporting speech, language and communication • A refresher on SCERTs for those staff who have previously accessed training, and SCERTs training for those who haven't • Equity and Excellence Lead(s) alongside Communication Champions to attend the SLC locality network meetings • Head of Centre and ASN coordinator to attend the Early Years Consultation Forum for any children to be put forward for specialist resource/provision support
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Care Inspectorate Inspection				
Date: 02.07.2024				
QUALITY THEME	GRADE	KEY STRENGTHS	REQUIREMENTS or RECOMMENDATIONS	IMPROVEMENT ACTION
Nurturing Care and Support	4	<i>Children received warm and nurturing care from staff who understood their needs and preferences.</i>		<i>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. This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).</i>
Play and Learning	3	<i>Children could move freely between indoor and outdoor spaces. This supported their health and wellbeing. The daily routine was planned to</i>		<i>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</i>

		<i>minimise disruption to their play. This supported children to choose when and where they wanted to play.</i>		<i>appropriate and resourced to meet the individual needs of children. This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).</i>
Leadership	4	<i>Throughout the inspection the management team and staff were open and honest. The team had taken time to reflect and had identified some of the improvements required for the service to move forward positively. These focussed on delivering the best outcomes for children and families. This told us that the service were well placed to develop the service.</i>		
Staff Team	4	<i>Staff were warm, welcoming, and caring, and the nursery had a positive ethos. Staff worked well together as a team, and their</i>		

		<i>different skills and knowledge complimented each other. The manager supported staff by spending regular time on the nursery floor. This helped build positive working relationships. Staff were happy, engaged, and shared tasks through working as a team.</i>		
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Education Scotland Inspection				
Date: N/A				
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

Cairns Early Childhood Centre is fully committed to ensuring we fulfil our responsibility to improve outcomes for our whole ECC community: the children, families and staff. Participating in continuous self-evaluation to identify key strengths and areas for improvement, as well as engaging in consultation with all stakeholders, has enabled us to create an Improvement Plan which is reflective of the needs of our Centre. A robust 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 Quality Improvement Framework, which comes into effect in September 2025. This will also allow us to be reflective and identify areas of strengths and areas for improvement. 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.

The staff team have actively engaged with the Improvement Officers to demonstrate progression and improvements in the areas identified within the latest Care Inspectorate inspection report. Staff have demonstrated flexibility and a willingness to change by engaging in consultation and feedback to support more reflective practice. The staff team are highly motivated, led by an aspirational Head of Centre and Leadership Team, with a clear vision to build a high-quality provision. 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 practice. Through Leadership Roles, staff continue to 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.

The capacity for improvement in Cairns Early Childhood Centre is very good under the guidance of the Senior Leadership Team. The commitment and dedication of staff and support from our families and our community ensures there is capacity for continuous growth and development. 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 through our commitment to improve outcomes for all.



Laura Campbell

Head of Centre