



Cart Mill Family Centre

Standards and Quality Report for Session 2022- 2023

About our Centre

Cart Mill Family Centre is a purpose built Early Learning and Childcare setting for children aged 2-5 within the Clarkston community. The centre has capacity this session for twenty 2 year olds and forty 3-5 year olds at any one time and is open from 8am to 6pm, including during school holidays. We offer a flexible service to allow parents and carers the early learning and childcare provision that best meets their needs and the needs of their family.

The centre is part of the Williamwood Cluster and practitioners work closely with local schools in the area. The family centre is non-denominational and welcomes children and families of all faiths, beliefs and backgrounds.

Cart Mill benefits from rich learning environments, indoors and outdoors, which successfully promote children's curiosity, creativity and enquiry. The effective combination of high quality continuous provision and meaningful provocations supports children's progress in learning.

Our team includes: Head Teacher (Acting since Feb 2022), Depute Head of Centre, Teacher, Senior Child Development Officer, 12.35 Child Development Officers, 2 Early Years Play Workers, Senior Business Support Assistant (BSA), 0.4 BSA, Cook, Modern Apprentice and a Janitor/Cleaner.

Our Vision

Cart Mill Family Centre aims to be the best place for children to learn and develop.

We provide an exciting curriculum which puts the child at the centre of learning. We will, through striving for excellence in all that we do, enable children to become; successful learners, confident individuals, responsible citizens and effective contributors.

Our Aims

We seek to: -

- Provide safe, secure, healthy and stimulating learning environments.
- Promote each child's self-esteem and encourage positive attitudes towards themselves and others.
- Ensure each child receives an appropriately child centred, broad and balanced curriculum.
- Foster genuine partnership with parents and carers.
- Enable each child to reach their full potential by carefully listening and responding to them.
- Implement effectively national and local policies.
- Ensure all resources are easily available to children and are natural whenever possible.
- Use the outdoor spaces to extend and enrich children's learning.
- Work in partnership with the wider community.
- Celebrate all forms of achievement.
- Ensure that Cart Mill provides an ethos of trust, where childhood is viewed as a free, innocent, special time of life, where children are encouraged to be inquisitive, explore and have fun.

Our Centre Priorities for 2022-2023:

- Extend the capacity of practitioners to differentiate support for children through their interactions.
- Take positive and proactive steps to ensure that potential barriers to learning and development are minimised for key equity groups.
- Improve approaches to documentation to reflect progress of whole child.

Methods of Gathering Evidence

A range of evidence was gathered to evaluate the key work of the centre, including:

- Monitoring of learning and teaching, attainment and achievement throughout the year
- Tracking progress using Early Years Tracking Database
- Review of Children's Wellbeing Plans, gathering colleague, parent & children's views
- Website, Blog and Twitter feed
- GIRFEC Meetings
- Practitioners monitoring and feedback records
- Regular discussion with practitioners on progress in meeting improvement priorities
- Working group meeting minutes
- Records of Inservice day agendas
- PRD and Quality conversation meetings and monitoring
- Consulting with children using mind-maps, floorbooks and room planners
- Pastoral meetings
- Daily conversations and check-ins with children and practitioners
- Using Challenge Questions in How Good is Our Early learning and Childcare and Realising the Ambition
- Annual overview calendars for families and practitioners
- Evaluating current strengths and areas for improvement with parents and carers through online surveys, emails and feedback during 'Coffee and Chat'
- Wellbeing calls to parents and carers
- Analysis of Developmental Milestones and Baseline data
- Collaborative Learning Network activities and professional dialogue at school, cluster and authority events
- Monitoring and assessing the quality of planning and observations through professional dialogue meetings, reviewing children's learning journals and floorbooks
- Practitioners audits on key aspects of the learning and teaching environments
- Consultation and evaluation with a range of practitioners regarding progress, planning and developments. Throughout the academic year informal discussions are also a valuable platform for discussing practice and impact.
- Practitioners keep CLPL records current and up-to-date.
- Data from Early Years Intervention Group
- Observation of practice with learners, through peer evaluations and by SLT through learning visits, learning walks and informal check ins
- Feedback from partnerships with educational psychologist, social worker, speech and language therapist, Family First, business support manager and local schools.

| How good is our leadership and approach to improvement? (1.1, 1.2, 1.3) | |
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| Evaluation: Very Good | |
| NIF Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy | School Priorities <ul style="list-style-type: none"> Extend the capacity of practitioners to differentiate for children through their interactions |
| NIF Driver(s) <ul style="list-style-type: none"> School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism | Local Improvement Plan – Expected Outcome / Impact <ul style="list-style-type: none"> A skilled and confident workforce An ethos of high expectations and achievement |

Progress, Impact and Outcomes

- The successful enhancement of and focus upon our Quality Assurance Calendar and quality improvement mechanisms therein has enabled all practitioners to become more effectively involved in a wide range of self-evaluation processes.
- This session practitioners selected priorities from our School Improvement Plan to take forward, have participated in Working Groups and are empowered to take on leadership roles to support our capacity to improve. Distributive, invitational leadership lies at the heart of the team's current and future success. 2 hours of weekly timetabled opportunities to plan, collaborate, undertake professional dialogue, share good practice and peer monitor allow practitioners to work flexibly and efficiently. As a result of introducing monthly 'Working Group' meetings this session, practitioners worked together to research, seek solutions, look outwards to other settings and lead a priority in our Improvement Plan. The impact is evidenced during practitioner's pastoral meetings, in Working Party 'Big Books of Evidence', engagement in CLPL, frequency of input on ELC Tracking Database, moderation of floor books and during feedback at whole team meetings.



Practitioners working together during in-service day

- In-service days have been efficiently and effectively used to engage in more rigorous self-evaluation around 'How Good is Our Early Learning and Childcare' and 'Care Inspectorate's Quality Framework'. This work has been shared with our parents and carers through our weekly Cart Mill Chat and twitter feed. Robust evidence has been gathered and used to audit, improve practice and drive improvement priorities for next session.
- Parent's views are sought alongside those of children via conversations, focus groups, WhatsApp Parent Group, questionnaires and informal feedback gathered during 'Stay and Play' and 'Coffee and Chat' meetings. This approach strengthens our shared understanding regarding our priorities, targets, areas of strength and helps identify areas for future development. We have made progress in enhancing the involvement of parents/carers in these processes through weekly updates sent via the now established Cart Mill Chat.

Parents recently commented:

'Always made to feel very welcome. Lots of variety for the children. Everyone seems happy and relaxed. A very nurturing environment.'

'I like the new Friday emails that go out to update parents about the week past and future. Cart Mill offer a large variety of activities & play equipment for children of all ages that attend.'

'See such a difference with the recent change in leadership with increased efforts to engage with parents and keep us informed. Practitioners are all doing a great job.'

- Through successful professional dialogue and collegiate working, along with formal PRD and Quality Conversation processes for all practitioners, we have clearly linked professional learning activities to our Improvement Plan priorities and self-evaluation. Of our full staff team, 67% of practitioners lead Forest School Groups, Health and Wellbeing, Bookbug sessions, ICT coordinator, UNCRC groups, STEM initiatives, Childsmile and Gold Family Centred Approaches.
- An overview of practitioner and leader CLPL has been created this session to ensure that all practitioners and leaders are developing knowledge and skills through professional learning as required for registration with SSSC and GTCS. The impact of attending CLPL is well-trained, professional and skilled practitioners and leaders who motivate and cultivate an aspirational team that has a greater understanding of child development and leadership. Practitioners share innovative and effective aspects of their learning through educational conferences, professional networks and collaborative forums.
- All practitioners participate in individual and collective professional learning activities which improve the outcomes for learners. Practitioners have participated in high quality professional learning to lead, build and sustain practice. All practitioners have attended CLPL on 'Bilingualism', 'Promoting and Nurturing Early Communication and Language', 'Anti-racism in Early Years'. Some have attended 'STEM', 'Introduction to UNCRC' and 'Bookbug Refresher Training' and 'Makaton'. Attending CLPL is building practitioner's confidence in identifying areas for improvement, raising awareness of unconscious bias, refreshing our learning environments and resources. Trained practitioners are enhancing children's learning and development.
- In order to ensure effective strategic leadership, leading to high quality outcomes for children and families, a review of the leadership team remits was carried out and clear information was developed and shared with practitioners and families about practitioner's roles and responsibilities.

Cart Mill Family Centre
Senior Leadership Team Remits 2022/2023



| HT – Angela (Acting) | Depute – Val | Teacher – Helen | Senior – Sarah Jane |
|---|---|---|--|
| Leadership, management and strategic direction | ASN/JST Coordinator | Evaluate, identify and record next steps in learning | Support staff in their daily practice to achieve high quality care and education |
| Pastoral care | Liaise with other professionals | ASN/JST | Working with parents |
| Child Protection Coordinator | Pastoral care | Model high quality experiences | Support children with additional support needs |
| 3-18 Cluster Management | Digital Lead | Support staff with planning for children's learning | Support students, modern apprentices and other trainees |
| Staffing overview | Support staff to achieve high quality care and education | Support and plan for children's progress in literacy and numeracy | Working with Playworkers |
| Quality Assurance and self-evaluation of nursery practice | Working with parents | Improvement Plan Working Group Co-Lead: | Staff Quality Conversations |
| Standards and Quality Reporting | Support staff to self-evaluate | • Improving Interactions/learning environments (PANECAL) | Improvement Plan Working Group Co-Lead |
| Budget allocation | Staff Quality Conversations | • Reviewing planning/learning journals/Big Books | • Rights Respecting Awards |
| Improvement Plan | Improvement Plan Working Group Lead | • Supporting children with ASN (Bucket Time) | ASN 1 to 1 support |
| Diversity & Inclusion Lead | • Equity/Equality Issues/Family Friendly & Rights Respecting Awards Co-Lead | Tracking Progress | Collaborative Learning Network Lead (CDNs) |
| Equalities Coordinator | ASN 1 to 1 support | ASN 1 to 1 support | Senior Forum |
| Early Years Neighbourhood Lead | Weekly Diary | Forest School | Lunch groups |
| Staff PRD & Quality Conversations | Depute Forum | Maths Champion | Blog Rota & Editor |
| Tracking Progress | Forest School | | Play on Pedals Lead |
| Analysis of Performance Data | | | |

A sample of part of Senior Leadership Team revised Remits

- Senior leaders within our centre guide and manage strategic direction and pace of change very effectively, ensuring the involvement of all. As a result an ethos of professional engagement and commitment to collegiate working is leading to our practice being continually refreshed and improved for the benefit of our children and families.
- There is a clear commitment to ongoing professional learning with a number of practitioners working towards qualifications at SCQF Level 8 and above. One leader is in their final year and two practitioners have completed BA Childhood Practice this session. Our practitioners are confident when discussing the impact of their professional development on both their practice and on children's learning and development. Practitioners are keen to share their learning with others through professional dialogue, while leading CLPL sessions or modelling good practice.

- The Head Teacher has recently completed 'Froebel Leadership' course in conjunction with University of Edinburgh. A focus group of four practitioners piloted using the self-evaluation tool 'From Froebelian Values to a Froebelian Setting'. As a result the focus group identified ways to support new practitioners and prospective families to reflect on Froebelian ethos and ensure that Froebelian learning was kept alive through ongoing training, refresh of website, regular updates and annual quality conversations.
- We have a strong commitment to adopting the principles for early learning pedagogy as advocated by Friedrich Froebel, this is demonstrated by one practitioner completing 'Froebel Certificate in Childhood Studies' this session. These principles are visible across the entire life and work of the setting, the learning environments and the range play experience for children.
- Some children from, different age groups have been involved in an innovative film project to share what's important to them in Cart Mill, our Froebelian approach and the autonomy children have when engaging in play experiences. [What do you love about Cart Mill](#)
- All practitioners have engaged in appropriate training to ensure competence to deal with risk. 'Paediatric First Aid', 'Outdoor First Aid', 'Manual Handling' and 'Fire Alarm Awareness' and Care Inspectorate recommended modules on infection control are some of the courses the team have attended during this session. As a result of this training we are confident that the centre has responsible practitioners and leaders throughout the whole school year who are more confident in their practice.
- 'Bucket Time' sessions have been piloted since January 2023 as part of an innovative approach to supporting children's joint attention. CLPL has been provided by Educational Psychologist, who mentors four practitioners to lead daily sessions using the four stage 'Attention Autism' programme to support attention skills, helping children to develop and maintain focus for longer periods. Early reviews of 'Engagement Scale', 'Skills Tracker and Targets' and observation schedules indicate increased focus on shared tasks being observed within the small group sessions. These sessions will continue and be built upon in the new session.
- This session we piloted 'Promoting and Nurturing Early Communication and Language' (PANECAL) documentation and CLPL within the centre. All practitioners used PANECAL self-evaluation to evaluate their practice. Over the next year we will continue to develop our learning environments, use Boardmaker symbols, access CLPL, review resources and refresh practice with support of our Educational Psychologist and Speech and Language Therapist to ensure that we provide an environment that is rich in opportunities for literacy development. We hope to achieve PANECAL accreditation during 2023/24.
- We recognise the importance of collaborating beyond our own boundaries. Practitioners and leaders have looked outward to other centres within the cluster, local authority and across Scotland for examples of good practice, strategies to support planning and effective resourcing for children under three. As a result, practitioners and leaders reflect consistently to ensure that all children are supported and challenged to meet their individual needs.



Visit to Wellgreen Nursery, Stirling to review learning environments in centre for children aged 2-5 years.

Our parents value and recognise the commitment of practitioners:

'Fully trust the practitioners with my children. Great variety of learning experiences. Practitioners appear to have in depth knowledge of each child as an individual and treat them as such. Always kind and welcoming.'

'The practitioners have been supportive when needed. Always kind. They offer a great variety of activities to develop skills across different areas. Great access to outdoor play. Fantastic communication with weekly updates. I have attended meetings in the past to discuss next steps for the family centre. Info provided re book bug and encouraged to attend. Couldn't fault it and fully trust practitioners with my children.'

'Having key workers at Cart Mill is great as it gives parents and children the security of having a 'constant' person they can turn to.'

- Our practitioners have continued to develop the learning environments throughout the year, considering spaces, experiences, resources and interactions. Our teacher has taken a lead role in supporting practitioners with planning intentional experiences in line with ELC tracking statements, assessment of children's progress, planning for next steps in learning and allowed for moderation across the centre. Practitioners also plan experiences in response to children's interests, allowing children to lead their own learning.
- The centre has supported a number of Early Learning and Childcare, Work Experience and Modern Apprentices students throughout the session. We also have a regular volunteer from our local community gaining experience of working with young children. Practitioners mentoring students and volunteers ensures that they dedicate time to support their learning and development, valuing the opportunity to help shape the future workforce.
- Highly effective leadership of the Acting Head Teacher has built and sustained a collaborative culture of self-evaluation which has led to improved experiences for children. The culture and ethos of our centre is very positive and it is a happy place to play and work. We focus on the needs of our children, practitioners and partners and actively promote equalities for all.

Areas for Improvement

- Further develop parental engagement by establishing Parent Improvement Group- focus on Participatory Budget
- Introduce The West Partnership 'A shared Self-Evaluation Framework for ELC' to reflect and evidence robust self-evaluation.

How good is the quality of care and education we offer? (2.2, 2.3, 2.4, 2.5, 3.1)

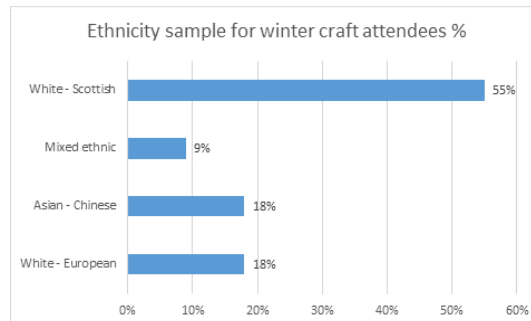
Evaluation: Very Good

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| NIF Priority <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children's and young people's health and wellbeing | School Priorities <ul style="list-style-type: none"> • Take positive and proactive steps to ensure that potential barriers to learning are minimised for key equity groups. |
| NIF Driver(s) <ul style="list-style-type: none"> • School and ELC improvement • Performance Information • Parental engagement • School and ELC Leadership | Local Improvement Plan – Expected Outcome / Impact <ul style="list-style-type: none"> • Practices and experiences which ensure that the needs of children are identified and addressed |

Progress, Impact and Outcomes

- Children's experiences are very good with well-planned learning environments supporting the learning, allowing the children to benefit from high quality learning experiences daily. During the session there has been a focus on raising awareness of equity/equality issues and the potential barriers to learning which can impact on attainment and achievement.
- Rukhsana Ali (Education Development Officer: EAL and Diversity) delivered CLPL on 'Bilingualism' and 'Anti-Racism in Early Years' to all practitioners. This resulted in raised awareness among practitioners and led to practitioners identifying resources to demonstrate fairness, reflect our community and avoid reinforcing racial/gender/disability stereotypes or assumptions.

- Some practitioners have shared that through the CLPL sessions they have developed the confidence to talk more openly about difference with children and to discuss inclusion and anti-racism.
- We reviewed our Annual Calendar to ensure that it reflected our community. We asked parents and carers to inform us throughout the year if there were any special celebrations we could share with children.
- We invited parents or carers in to the centre to share celebrations and cultural resources. During Lunar New Year and Eid four parents and carers took the opportunity to work with a small group of children, explaining how their family celebrated.
- We have begun to scrutinise attendance figures for events in the centre and were reassured through feedback that families were being encouraged, included and welcomed.



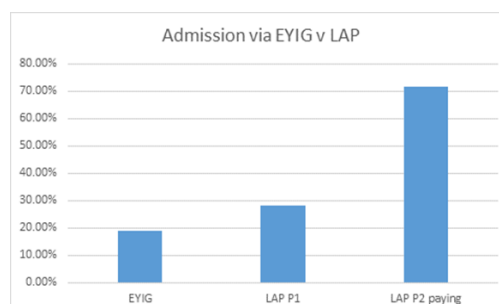
Sample of attendance at winter craft sessions

- We use our parent group as a source of knowledge to help us reflect a home-like environment. During 'Stay and Play' sessions we informally asked parents and carers if our home corner reflected children and their families. As a result we ordered resources such as a toy chapatti pan, woks and rice cooker to be used all year by all children.
- Our 'Equality and Diversity Working Group' have ordered dual language books, printed visuals, diverse small world play figures, dressing up clothes, fabric, dolls and jigsaws that reflect the diversity of children and our community. We also have different languages and scripts on display. We recognise that celebrating diversity, promoting inclusion and being anti-racist is a dynamic process, something we do every day, in our interactions with children, families and our community. We continue to work to infuse every aspect in our practice.

One parent recently commented:

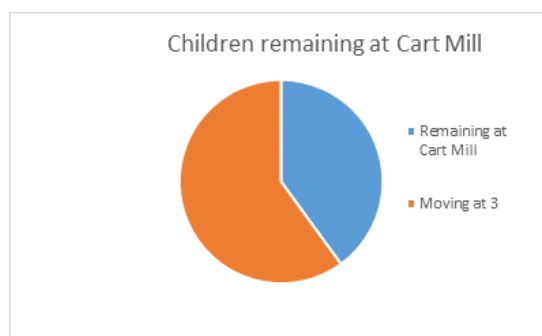
'Keep up the fantastic work! If every child in Scotland had the same start as the ones in Cart Mill then we would have less to worry about in the future. Thank you!'

- Practitioners have raised awareness of the potential barriers to learning which can impact on attainment and achievement. We are becoming more data informed when examining the composition of children attending our centre. As we look to next session we will interrogate data more frequently and look carefully at our allocations of children to identify more vulnerable families and those at risk of delay in meeting milestones.



Composition of children attending through Early Years Intervention Group (EYIG) and Local Admission Panel (LAP)

Priority 1 (P1) and Priority 2 (P2)



Number of children attending Cart Mill through EYIG and LAP 3-5 ELC destinations

- In December 2022 we were delighted to achieve 'Gold Family Focussed' accreditation. Parental comments in questionnaires reflected the strong relationships evident between practitioners, the children and their families. During feedback from the validation team it was shared:

'Very evident from parent focus group parents felt that all families were supported to meet their individual needs and even the day to day feedback was tailored to meet individual expectations of the family. One parent described it as "pitched perfectly".'

'Very evident from focus group, lots of opportunities for different ways to engage in the setting. Parents encouraged to share own skills, different types of involvement but no pressure. All welcome, impacting positively on the children's experiences.'

'Respectful relationships tailored to meet individual needs of families. Centre has a real community feel to it. All members of practitioners contributing to ensuring families and all practitioners participate and are included e.g. janitor.'

- Practitioners value each child as an individual and sensitively respond to their wellbeing needs and the needs of their family. Almost all children settled very quickly at points of transition such as starting our centre, moving to a blended placement or moving from another ELC. Videos, photos, flexible routines, transitional objects and social stories were used to support children and their families.
- During this session regular 'Wellbeing Calls' were made to all parents and carers to share information about children's wellbeing and support their care, learning and development.
- We provide bespoke support for children and their families through signposting to Family First, PoPP or health professionals.
- Children have a very good understanding of ways to keep healthy and are familiar with nursery routines to support their health, such as handwashing. They often discuss healthy food options during snack time and lunch times and readily share their opinions.
- One practitioner is the 'Health and Wellbeing' lead and supports the Senior Leadership Team to lookout for the wellbeing of practitioners. All practitioners are valued and are confident they will receive support, should they require it. Our lead practitioner on Health and Wellbeing has introduced a 'Wellbeing Wall', shared links to ERC support services and created a 'Breathing Space' in our staff room where all practitioners can access a book swap area, tea, coffee, snacks, feminine hygiene resources and reading materials.
- We have devised a Getting it Right for Every Child (GIRFEC) based Care Plan for all children. Parents share views when their child starts and review this as required. Practitioners update the Care Plan when required, as children meet developmental milestones and during wellbeing phone calls.
- We have a shared understanding of children's wellbeing and discuss this at our regular, planned GIRFEC meetings or respond sooner if a child or their family need our support. We gather and use information about children's wellbeing to support their care, learning and development and meet regularly at planned GIRFEC meetings to review this. All practitioners contribute to the

wellbeing of each child and family in sensitive and responsive way.

- Regular and robust 'Wellbeing Plan' discussions between Senior Leadership and practitioners ensures that those requiring additional, targeted support and care are identified and supported appropriately. Individual Wellbeing Plans are co-created with parents and other professionals. This session we have ensured that children's views and voice are heard by recording their actual wording in their Wellbeing Plan.
- Our centre operates a very effective Joint Support Team which is well organised and managed. Monthly meetings are well attended by our Educational Psychologist. 5% of 2 year olds and 11% of 3-5 year olds have a Wellbeing Plan, with targets to support their care, learning and development.
- We will continue to engage families in the life of the centre over the coming session, continuing to reflect and build on opportunities to build relationships.



Areas for Improvement

- Continue to improve the methods by which staff interrogate and utilise data including: ERC Tracking tool, Baseline Results and Developmental Milestones.
- Continue to identify those at risk of underachieving, raise attainment in all children and provide challenge at an appropriate level for our highest achievers.

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- **How good are we at ensuring the best possible outcomes for all our children / learners?**
- **(2.3, 3.2)**

○ **Evaluation: Very Good**

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| NIF Priority <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children's and young people's health and wellbeing. | School Priorities <ul style="list-style-type: none"> • Improve approaches to documentation to reflect progress of whole child. |
| NIF Driver(s) <ul style="list-style-type: none"> • Teacher and Practitioner professionalism • School and ELC engagement • School and ELC improvement • Performance Information | Local Improvement Plan – Expected Outcome / Impact <ul style="list-style-type: none"> • A culture based on Getting It Right For Every Child • Learners' experiences support then to develop their personalities, talents, mental and physical abilities to their potential. |

Progress, Impact and Outcomes

- All practitioners know children very well and use this information to provide high quality learning experiences for all children. An impressive range of open ended resources, natural materials, real tools and interesting objects allow children to engage in creative play which supports the development of imagination, language and problem solving skills.



- This session we have worked together to ensure that there are highly effective processes in place for planning, assessing and documenting children's learning. We have supported all practitioners to carefully plan high quality learning experiences for all children ensuring that they are developmentally appropriate, take account of individual children's learning needs and next steps.
- Practitioners and leaders have looked outward to other centres within the cluster, local authority and across Scotland for examples of good practice when documenting learning for children aged 2-5. As a result, practitioners and leaders reflect consistently to ensure that all children are supported and challenged to meet their individual needs.
- We successfully refreshed the use of floor books and learning journals, ensuring that children have agency in leading their own learning. Children make informed decisions and have ownership of their learning which is co-created alongside the practitioners who observe, listen and respond to children's interests in order to plan effectively. To support children's autonomy learning journals are stored in newly purchased low-level containers, accessible to children at all times.
- In November 2022 we introduced a new rotation where practitioners move as a room team every month. This was carefully considered to facilitate practitioners gaining a range of experiences across the centre, bringing fresh approaches to developing provocations for learning and providing deeper-level learning opportunities through floor-books. Monthly evaluation of floor-books demonstrates that practitioners effectively capture children's inquiry questions and show how these have been investigated in ways that allow children to make progress in their learning.
- The planning for each environment is varied so that a wide range of learning from across the curriculum is on offer each day with clear links to early level experiences and early years tracking statements. Our planning has an important emphasis on key aspects of health and wellbeing, literacy and numeracy to ensure that children's skills in these important areas of the curriculum are improving and progressing well. Practitioners successfully plan for these skills by harnessing the children's interests, ensuring that children are motivated by the experiences on offer and find them relevant and meaningful. This approach provides an effective planning framework which has enough flexibility to be responsive and sufficient rigour to ensure breadth, depth and progression in learning. This session leaders have created a planning overview where we can clearly see the range of skills and experiences available to all ages and stages.
- A Working Group have reviewed 'Guidelines for Floorbooks' and will be sharing 'Guidelines for Learning Journals' next session. The refresh of documentation has resulted in consistency of approaches and improved accuracy in making judgements in evaluating children's progress.

- Within Literacy our 'Rhythm of the Day' was revised to maximise opportunities for high quality learning experiences for all children. We have introduced a short 'Together Time' as we recognised that all children would benefit from an opportunity to read a story, explore print concepts or sing rhyming songs daily in a more intimate group. We focused on those areas which were highlighted as developmental needs from 21/22 P1 Baseline, i.e. print concepts, rhyming and alliteration.
- We recognise that children need more frequent play opportunities to mark make as our ELC Tracking shows that 62% of preschool children are unable to write their name using a capital letter and lower case letters appropriately and 38% unable to draw a recognisable person with head, trunk, legs, arms and features. Baseline results for P1 confirm that children require more daily opportunities to write their name. We will continue to expand and improve the content of Learning Journals by introducing monthly drawing and writing opportunities for all children to show progress over time.
- Our priority for next session will be to evaluate and develop our literacy curriculum approaches through PANECAL to enable us to support those at risk of underachieving, raise attainment in all children and provide challenge at an appropriate level for our highest achievers. We will work with our cluster and neighbourhood to moderate the raw data from the tracking tool alongside the baseline and developmental milestone evidence.
- Within Numeracy and Mathematics, we analysed the data we had available which showed the accuracy of practitioner judgement against P1 Baseline and Developmental Milestone assessment. We were assured that shared understanding of numeracy progression, CLPL by our teacher in past years in her role as Maths Champion, moderation of practice and experiences were leading to improvements in consistency.
- All preschool parents received a Summative Report of their child's progress during this year, this supplemented information provided daily at pick up time and scheduled Wellbeing Calls throughout the year. Our parental evaluations and comments made throughout the year indicate that parents are very happy with the care and education their children receive at Cart Mill.



Here are comments they have made:

'Both our children attend Cart Mill and they love going. They are thriving and have had a really positive experience developing new skills and forming friendships. The practitioners are knowledgeable, approachable, caring and passionate about their roles. The centre offers an excellent early years' experience and I would recommend them to any family.'

- Practitioners are skilled at noticing when children engage in schematic play and use these observations effectively to inform the design of the learning environment and provide further opportunities for children to explore these patterns and fascinations.
- Almost all practitioners confidently use the ELC Tracking Database to record accurate assessment information and to share children's progress and next steps with parents and other professionals. Summative Reports and ELC Tracking Database ensure that children continue to make successful progress in their learning during periods of transition; from home to the centre, as they progress across age groups, move to another ELC or onto P1.
- This session we were involved in 'West Partnership's Evaluation of 1140 hours of Funded ELC'. The research explored how the increased entitlement has impacted children, their families, and practitioners delivering ELC. We were involved in assessing children with a '48 Months Ages and Stages Questionnaire (ASQ)'. This task measured a number of factors that are important in children's development, and were grouped under the following categories: Gross Motor, Fine Motor, Problem Solving, Personal-Social and Communication. When analysing the results for children involved at this stage we were able to see that the children's development appeared to be on schedule. Over the next session as children turn four we will use this additional data to track progress.

- All four/five year olds benefit from a 10 week block of outdoor experiences at the nearby Forest School. These sessions are embedded in weekly practice, providing children with unique experiences in a 'wilder site'. The sessions are very confidently led by skilled Forest School trained practitioners who interact responsively to children stimulating their thinking, prompting curiosity, independence, resilience and confidence in all the children who attend.
- The varied learning experiences in the garden and local area, including the woods, provide children with challenge, enjoyment and help shape their thinking around our environment and the change of seasons.



- Almost all children are making very good use of the garden to learn about the natural world, develop their gross motor skills and investigate a variety of loose parts. Our 'Muddy Movers' programme is developing problem solving, perseverance and social skills as children collaborate to design and create challenging obstacle courses or their own spaces for imaginative play.
- This session we reviewed the experience children were having at snack and lunch time. Almost all children are secure in routines during snack and lunch time where they are supported to be independent and enjoy helping their peers. Lunch promotes a sense of belonging and supports social interactions. As a result of observation and feedback from children we have encouraged children to take ownership by setting the tables and this has progressed to all 3-5 year olds serving their own hot meals, drinks and taking more responsibility for their mealtime.
- During the 2022-2023 session Cart Mill has begun the next step in its 'Rights Respecting Schools' journey with an audit of our current practice against the checklist for Bronze Award and working through our action plan for the Silver Award. Children's rights are at the heart of our practice to improve wellbeing and help all children to realise their potential. Four practitioners engaged in CLPL to help develop a shared understanding of the UN Convention on the Rights of the Child (UNCRC). All children make decisions and are being supported to develop their vocabulary to talk about their rights and the impact on them. Rights are being embedded within our practice but we recognise that these could be more explicitly shared with children and families over the next session.
- As we look forwards, we will continue to ensure the best possible outcomes for children. We will further develop our shared understanding of children's rights as we continue on our Rights Respecting Schools journey. We will continue to share this understanding with children and families as we embed them within our practice.

Areas for Improvement

- During next session validated as PANECAL accredited and provide evidence of improved practice in developing speech, language and communication.
- We will further develop our shared understanding of children's rights as we continue on our Rights Respecting Schools journey. We will continue to share this understanding with children and families as we embed them within our practice
- We will use 'Infant Pledge' Good Practice guidance to support our youngest children to be active participants and inform the care and decisions affecting them.
- Continue to develop a data-rich culture.

Wider Achievements

- This session we have taken part in 'Book Week Scotland', 'World Book Day', 'Maths Week', 'British Science Week', 'Winter Craft Week', 'Spring Craft Week' and 'Bookbug's Big Shoogles'. These special events have raised awareness of learning in a variety of fun ways with children, families and our community.
- Following a very successful community engagement event last session, where we planted over 300 trees, we have applied for a further 260 trees from Woodland Trust.

- We have well established links with Williamwood High School, supporting young people through work experience, volunteering and placements. We have also enhanced children's learning by specialist teachers visiting from Williamwood.
- All children starting P1 in August 2023 have been involved in a very successful 8 week Williamwood Cluster Transition Project.
- We had a virtual storytelling session with some P6 pupil from Carolside Primary School to celebrate World Book Day.
- As a member of Williamwood Cluster we have established shared values this session and share these on a poster created by Williamwood HS pupils.
- Through our twitter and weekly Cart Mill Chat we regularly share local community information and events such as Busby Community Market, second hand clothing sales, Mental Health Awareness classes, Foodbank information etc.
- Our entry to Keep Scotland Beautiful Pocket Garden competition was selected as a winning design.
- We joined with nine other establishments in East Renfrewshire to support the East Renfrewshire Foodbank, The Trussell Trust and Busby Foodbank during winter and summer collection periods.
- We raised over £500 towards our Nursery Fund from a very well attended Family Fun Day in June 2023.

What is our capacity for continuous improvement?

The capacity for improvement with Cart Mill Family Centre is very good. Our centre is very well placed to achieve further improvement and has made strong progress this year.

The centre has enhanced both the self-evaluation practices and leadership opportunities which has impact on our positive ethos, shared values and the commitment of all practitioners to provide the best experiences for our children and families. We are well placed to achieve further improvement and build on the strong progress that has been made this year.

Self-evaluation is an integral aspect of how we work and almost all children, practitioners and parents are meaningfully involved in improving the life of our centre. This is evident through the professionalism and commitment of practitioners, the children's voices being heard and acted upon and the partnership we have with our parents and families.

We are clear about how we will continue to improve as we hold true to our vision for Cart Mill Family Centre to be 'the best place for children to learn and develop'.

What are we going to do next?

Our centre improvement priorities for 2022-2023 are:

- Engage in collaborative approaches to self-evaluation to effectively inform change and improvement.
- Improve approaches to high quality learning experiences and environments within targeted aspects of Literacy and Communication
- To ensure children's progress through promotion of wellbeing and equity.

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