



Abbotsgrange Early Learning and Childcare Centre Standards and Quality Report 2025/2026

This report outlines our key achievements over session 2025/2026. It provides a summary of the impact of our identified improvement work and sets out our focus for the year to come.

Celebrating Our Successes

About Us

- ❖ Open Monday to Friday, 9.00am-3.00pm term time.
- ❖ 64 children (3-5 years)
- ❖ Diverse SIMD profile, higher than sector average for families in both categories 1-3 and 8-10.
- ❖ Fantastic family engagement with 97% of our families attending at least one event throughout the year.
- ❖ Strong links with our Grangemouth Cluster partner settings, particularly Moray Primary School, Carrongrange High School and Rannoch ELCC.
- ❖ Growing community links with local organisations, groups and businesses.
- ❖ Highly skilled and committed workforce, 47% have achieved or are working towards Level 8 qualifications or above.

Our Vision

At Abbotsgrange Early Learning and Childcare Centre, we have high aspirations for every child, fostering a love for learning that empowers them to become curious, independent thinkers. Through our nurturing and inclusive environment, we provide high-quality childcare and education where each child's unique abilities and potential are celebrated. We believe in offering children the freedom and time they need for exploration, equipping children with essential skills that lay the foundation for a lifetime of learning. Our commitment is to help every child realise their ambitions, building confidence and curiosity that will guide them as they grow into capable and compassionate individuals.

Improvement Priority 1

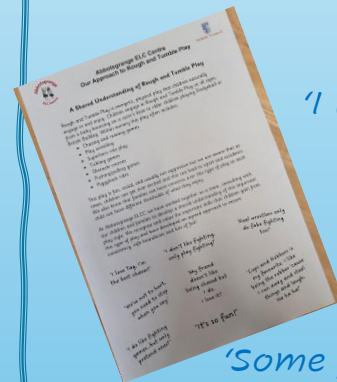
What did we want?

To improve positive nurturing relationships between peers and between adults and children, leading to a decrease in incidents of challenging behaviours and improved interaction.

What did we do?

- ❖ 100% of staff trained in Trauma Informed Practice.
- ❖ 100% of EYOs and SLT completed Supporting Relationships and Behaviour at Early Level CPD.
- ❖ Audited and developed our environment to provide more quiet, calming spaces.
- ❖ Invested in key resources to support nurture, co and self regulation and positive relationships.
- ❖ Consulted with parents to create a shared approach and understanding of rough and tumble play.
- ❖ Partnership working with key professionals and partners to develop strategies for specific children.

'If you want peace and quiet from your friends then you can go to the Peace Pod'



'I love the fidgets and poppers!'



'Some people like chases and some don't, you've got to listen'



'Children use the new spaces and resources really purposefully., it's not a 'carry on' space which is what we were worried about. They have really helped specific children with transitions, knowing there is somewhere quiet and calm they can access to help them adjust. '

What was the impact?

- ❖ 100% of staff reported increased knowledge in the connection between relationships and behaviour.
- ❖ 100% of staff reported increased confidence in dealing with challenging behaviour. Reasons given for this included having a consistent approach and a focus on wellbeing.
- ❖ Although there was no noticeable decrease in the overall number of incidents, deeper analysis showed a significant decrease in the severity of the incidents and decrease in destructive behaviours.
- ❖ Audits evidenced increased levels of children's wellbeing, particularly over lunch periods.
- ❖ Positive feedback from staff, children, families and visiting professionals around the impact of the environmental changes.

Improvement Priority 2

What did we want?

For our children to have improved attainment in early mathematics, evidenced through observations and tracking.

What did we do?

- ❖ Worked alongside our link visiting teacher to undertake four focussed CPD sessions throughout the session.
- ❖ Completed audits of our spaces, experiences and interactions, focussing on each area of early maths.
- ❖ Created action plans based on our findings, this included developing areas, sourcing resources and considering opportunities for mathematical learning at huddles and planning meetings.
- ❖ Ongoing monitoring of observations and analysis with regular reflection between EYOs and SEYOs.
- ❖ Introduced peer moderation discussions to ensure consistency in tracking.

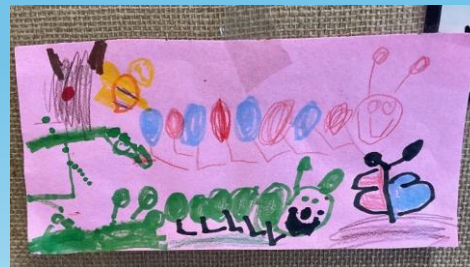


Number and Counting

Movement



Measure



Pattern and Shape

What was the impact?

- ❖ Almost all (97%) children made progress in one or more feature of early maths.
- ❖ The majority of children (70%) made progress in three or four of the four features of early maths.
- ❖ All staff report, and demonstrate, increased confidence in supporting young children to develop early maths skills.
- ❖ Follow up audits show improvements in the range of opportunities and provocations for mathematical learning in the playroom environment.
- ❖ Discussions around planning for learning and children's progress have significantly improved with the Assessment and Progression Framework being used more consistently to support these.
- ❖ Additionally, tracking across all curricular areas has become more consistent due to the peer moderation.

Additional Achievements

- ❖ Achieved our Bronze Visual Learning Environment Award and are well on the way to achieving Silver.
- ❖ Three EYOs are now Bookbug leaders and weekly family sessions are well established.
- ❖ Well attended Peep family learning sessions have run throughout the year.
- ❖ Intergenerational Learning Project established with local dementia support group.
- ❖ A range of family engagement events have been offered with 97% of families attending at least one event.
- ❖ All EYOs, SfLA and ELCAs now trained to a minimum of Level 6 Adult and Paediatric Emergency First Aid.
- ❖ Nursery Narrative and Teaching Children to Listen groups are well established with 100% of participating children demonstrating progress in the focus areas.
- ❖ 100% of EYOs report increased confidence and pedagogical knowledge in planning for learning, supported by monitoring of planning documentation, audits and observations.



We might not have won the World Cup but we had a great time celebrating!



Swinging into next session!

Priorities for 2026/27

- ❖ As we begin to explore the Falkirk's Five Key Principles of Pedagogy, we will consult with staff, children, families and stakeholders to develop a Curriculum Rationale that clearly reflects our pedagogy. Staff will be confident in articulating the purpose of this document and of demonstrating it through their practice.
- ❖ We will build on our successful targeted small groupwork, ensuring that the progress and learning that is made in these groups is transferred into all areas of play and learning.
- ❖ We will continue to develop our nursery environment with a focus on providing spaces and resources that children can use to support emotional regulation.