

## Largs Early Years Centre



### STANDARDS AND QUALITY REPORT

**June 2024**

This report will inform you of the centre's progress and achievements in the last session and let you know about our plans for 2024-2025.

I hope that you find it helpful and informative.

*Alicia Train*

Head of Centre

## OUR CENTRE

Largs Early Years Centre is situated within the Largs Campus and has a current roll of 127 children. We currently provide places for children aged 2 years– 5 years, offering full day care provision in two playrooms. There is a range of patterns families can choose from. The centre currently operates over the full year from 8am – 6pm and from August 2024 will only offer full year provision.

We are very proud to have a fantastic facility at the campus and have established positive relationships with our parents, children and the wider School community. The centre offers a wide range of ways to ensure parents and carers can be fully involved in the life of the centre through a range of workshops, stay and play sessions & family learning opportunities.

We provide a welcoming, inclusive and nurturing environment which encourages all our children to reach their full potential through a play based approach.

## OUR VISION, VALUES AND AIMS

Within Largs Early Years Centre we will provide a welcoming, safe, secure, nurturing environment that offers high quality early learning and childcare. We acknowledge each child is unique and therefore plan a tailored based approach to meet the needs of our individual children and families within our local community.

### **Our aims are:**

- To provide an inspiring environment indoors and outdoors which motivates children to be happy and excited to learn, ensuring they reach their full potential.
- To promote the children's confidence, self-esteem, creativity and Independence through offering a wide range of choices in a fun play based approach.
- To promote inclusion and equality ensuring children's individual needs and learning is celebrated and supported.
- To engage with parents in a meaningful way to support their child's development and learning at home and within the centre.
- To provide opportunities for staff for life- long learning and to further develop their skills, qualities and knowledge to confidently provide a quality curriculum.
- To provide a nurturing ethos which promotes positive relationships for all our children, families, staff and wider partners which includes mutual respect.

**Our values are: Kind, Learning, Caring and Inclusive.**

## CHILDRENS PROGRESS & ACHIEVEMENTS

Almost all our children are making very good progress across all aspects of their learning. In June 2023 84.6% of our children achieved their pre-school milestones, this was 3.2% higher than the North Ayrshire Council average. There was also a decline in the gender gap with girls and boys with boys only 6% lower than the girls.

All our children have personal learning targets each term, almost all children met their individual learning targets in terms 1, 2 and 3.

Our Excellence and Equity lead started in January 2024. She has specifically supported children who have required some targeted support. Through these groups and our weekly communication sessions all children have made progress which has had a positive impact on their development and learning. This data is recorded and shared with parents and staff.

In August 2023 the children received a first and second class award for their "Fairy garden creations" at the Largs Flower show. The centre enters this each year and is supported by our partnerships with Fairlie growers.

We continue to be proud of the UNCRC work and collaboration within the campus to support the voices of our young people. The centre has recently applied for their Bronze award.

The centre is delighted to have just gained its first Green Flag award from Eco Schools.

## WIDER ACHIEVEMENTS

We recognise and value the wider achievements of our young children. There is a WOW wall within the centre where children's wider achievements are displayed and celebrated for everyone to see.

Parents/carers are encouraged to share these via seesaw our online platform. Staff encourage parents to share achievements that are personal to their child. Examples of this can be: sleeping in their own bed for the first time, being brave at the dentist, no longer needing a dummy or riding a bike for the first time. These are displayed within the centre and then the copies go into the children's special books. This ensures the children can reflect and share this with others.

Many of the children attend community groups and classes. They have received certificates from clubs they attend which include gymnastics, swimming. Judo and dance classes. One of our staff members takes responsibility for this and records and displays all the achievements shared by our families.

## **HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?**

### **Priority 1: Review our curriculum and teaching approaches to help improve children's progress**

- Following an in house training session on quality observations, almost all staff reported an increase in confidence and a greater understanding of the importance of using quality observations and appropriate language.
- Our staff have engaged in a range of in house moderation discussions to look at the plan and pace of our day and consistency at key group time. Through discussions and reflection changes were made to our practice. This has had a positive impact on the quality of planned learning experiences for the children and has ensured staff are responsive to the needs of the children.
- Our Excellence and Equity lead has been providing targeted intervention to support identified children. Through the data and evidence gathered all children have made progress. She has also been a good role model for less experienced staff.

### **Priority 2: Improvement in the children's wellbeing with a focus on developing the four capacities**

- The centre has continued to have a focus on promoting and using the UNCRC articles. Child friendly activities and a home learning bear have been developed to ensure they can make positive links and understand what their rights mean in day to day practice. Many parents have reported the positive impact of their children being vocal and sharing their rights at home.
- The children has been actively involved in the UNCRC campus events developing their skills. They have enjoyed being involved and have more responsibilities within the centre. The lunch /tea helper role has been a great addition to promote this.
- Through our positive community partnerships the children and staff have further developed the Eco School work. We have completed our environmental review and held our first community beach clean which supported the children to learn about the impact on our environment.

### **Priority 3: To provide targeted intervention to support children's communication skills.**

- All staff have attended a training and information session around the SCERTS program. This has been successfully implemented to support a few children to develop their skills using objects of reference and targeted support.
- A range of workshops and groups were provided by other agencies including the NEST resource and the SPIN team. Parents reported these were beneficial and provided support and strategies to try at home to support their social communication skills.

## QUALITY INDICATORS

Provide your evaluation & brief summary statement for each of the 4 core QIs

### QI 1.3 Leadership of Change

**Evaluation: Very Good**

As a centre we have regularly review our vision, values and aims. We have a clear vision in place and have high aspirations for all our children. The senior leadership team are highly committed and motivated to the centre providing clear direction to the staff team. The senior leaders provide opportunities for staff to reflect and make changes at a manageable pace. The centre encourages all staff to engage in a wide range of training opportunities and provides in house support to build their capacity. Staffs confidence continues to grow and almost all staff have taken on additional responsibilities including UNCRC, Digital leadership and STEM. This has been highly effective and demonstrates leadership at all levels. There is a positive impact on the children's learning, curiosity and experiences.

There is an effective quality assurance calendar in place and a working party that supports this, there is plans to change this to be more meaningful and manageable. All staff are encouraged and supported to be involved in self-evaluation activities and reflect on their practice using current documentation. Effective communication and systems are in place to ensure any changes are understood by everyone. This has been supported through the moderation activities all staff have engaged in at In Service days. This has further developed staffs professional learning.

The centre uses different approaches and are keen to explore new innovative ways to improve our practice. The centre continues to strive to be an excellent provision offering our children and families a high quality service.

### QI 2.3 Learning, Teaching & Assessment

**Evaluation: Very Good**

The centre offers a welcoming, nurturing environment to our children and families. There is positive relationships with all our stakeholders. Our children are confident and happy and fully engage in a wide range of motivating learning experiences.

Our staff use the CFE to plan effectively, ensuring there is a balance between intentional learning and children leading their own learning. Staff use a wide range of ways to consult and gather the children ideas and interests and use these to plan and scaffold their learning. Staff plan for and provide a range of high quality learning experiences each day which encourages the children to develop their skills.

There is a clear process for planning and recording observations of children's learning and these are used to create termly learning stories which are discussed and shared with parents. All of our children have a special book which shows their development and progress. The children are confident and will use this to reflect on their learning. Children enjoy personalising these and taking them home to share with their family.

Staff and children use digital technologies to further enhance learning and develop their independence and skills.

Through the UNCRC work our staff, children and families are more aware of the rights and our children are fully involved in this. This has been very effective and the UNCRC committee have been working collaboratively with the other Schools within the campus. Staff value and recognise the achievements of our children. Within the playrooms the staff use the "Proud Cloud" and parents are encouraged to share their child's wider achievements via seesaw to add to our WOW wall.

### **QI 3.1 Ensuring Wellbeing, Equality & Inclusion**

**Evaluation: Very Good**

In our centre there is a strong focus on the wellbeing needs of our children. Staff work effectively with parents/carers to complete a personal care plan for each child which ensures their health, medical and dietary needs are planned for using the shanarri indicators.

To support the children's health and wellbeing we deliver the Promoting alternative thinking strategies (PATHS) program on a weekly basis. This helps children to understand their emotions and feelings and provides strategies to help manage difficult emotions. PATHS bags are used for children who struggle to de regulate and who may need distractions at structured times. Regular information is also shared with parents through workshops and information leaflets. Health and wellbeing home learning bags have been a great addition to support home learning. Bereavement packs have been a welcome addition in supporting families through difficult times.

All staff are aware of their role in safeguarding our children. A Child protection leaflet is given to all parents when their child starts with us. All staff regularly access mandatory training to ensure they have up to date knowledge.

All staff are registered with the SSSC and are aware of the codes of practice. Staff access ongoing training and are required to keep an accurate account of this.

The centre is an inclusive environment that supports all our children. There is a staged intervention process for children who require additional support and regular multi agency meetings take place. There has been targeted intervention and support for children who were facing barriers to learning. Staff are sensitive and supportive to the children needs.

### **QI 3.2 Securing children's progress**

**Evaluation: Very Good**

Across the centre we have established high quality approaches to ensure all our children make progress in their learning and develop their skills. Almost all our children make good progress across all aspects of their learning. There is a strong focus on the health and wellbeing of the children and this is supported through our PATHS program. This encourages and supports the children to understand their emotions and feelings and build strategies. Workshops have been provided to parents / carers to share ideas and strategies that can be used at home. Staff understand how children learn and ensure there is a balance between adult intentional learning and child initiated experiences. The environments in both playrooms promotes the children's curiosity and learning. Staff offer a wide range of real life experiences and our children engage with enthusiasm in almost all experiences. Children are enabled to make choices and are consulted on their current interests and ideas. Staff use mind maps and floor books to gather previous learning and skilfully build on this fully involving the children.

Staff value and recognise all children's achievements. Within the centre the "proud cloud" is used to capture individual achievements of the children.

Parents and carers are kept well informed of their children's progress and achievements through termly meetings. Parents are encouraged to share wider achievements, which are displayed and celebrated in our corridor.

We have a supportive and inclusive ethos and children who require additional support are supported through effective interventions working in partnership with other agencies.

Through targeted intervention from our Excellence and Equity lead and other staff who have undergone extensive training from speech and language. The data and assessments recorded shows progress.

To capture progress over time, all children have their special books which includes their trackers and learning observations. These are monitored regularly and senior leaders meet twice per year with all staff to discuss the children's development and learning.

## **IMPROVEMENT PLAN PRIORITIES 2024-2025**

### **Priority 1**

#### **Improvement in the children's health & wellbeing with a focus on the SHANNARRI wellbeing indicators**

- We will revisit and use the SHANARRI wellbeing indicators with the children in a meaningful way.
- Staff will use the SIMOA campaign to support and develop good practice when outdoors.
- Through the Eco School work continue to develop the children independence and promote the four capacities.

### **Priority 2**

#### **To further embed and develop our UNCRC work into our practice**

- Continue to create and provide child friendly resources which can be used meaningfully in the centre and at home.
- Through our working party staff will begin to embed the UNCRC articles into all our policies and practice.
- Continue to work collaboratively with partners within our community to showcase and share the work of the centre.

### **Priority 3**

#### **To review and refine systems and process which will benefit the learning and teaching.**

- We will review and make changes to our planning processes to ensure these are manageable and show clear progress.
- To create and develop a digital technology policy including platforms for staff, children and parents.
- Create and implement new monitoring systems which will effectively gather data and monitor changes.