

Largs Early Years Centre



STANDARDS AND QUALITY REPORT

June 2025

This report will inform you of the centre's progress and achievements in the last session and let you know about our plans for 2025-2026.

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 117 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 from 8am – 6pm and places are 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 good progress across all aspects of their learning. In June 2024 83% of our children achieved their pre-school milestones, this was a 4.7% increase and 6.7% above the North Ayrshire Council average. 85.2% of girls met their milestones and 80.8% of our boys achieved theirs. This is a 12.8% increase and is 11.6% higher than North Ayrshire Councils average.

All our children have personal learning targets created for them each term, almost all children met their individual learning targets in terms 1, 2 and 3. This information is shared with their parents/ carers.

Our Excellence and Equity lead has specifically supported children who have required some targeted additional support. Through small group interventions 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 termly and shared with parents and staff.

Over the last few years we have been working hard within our local community and the centre to support and work with keeping Scotland beautiful. In August 2024 we were delighted to have successfully received our first Eco Schools Green Flag.

We continue to be proud of the UNCRC work and collaboration within the centre and on campus to support the voices of our young people. In January 2025 we received our Silver Rights Respecting School recognition. The staff, parents and children were delighted and are extremely proud of this achievement.

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 in the corridor for everyone to see and then a copy goes into the children's special books so they can reflect and share this with others.

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

Over 100 players took part in Beat The Street, organised by Intelligent Health in partnership with NAC, working together to collate points for Largs Early Years Centre. This supported

links with the community and developed a sense of achievement, where many children eagerly discussed the benefits of exercise and their contributions to the game.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1: Improvement in the children's health & wellbeing with a focus on the SHANARRI wellbeing indicators.

- The Play Scotland wellbeing indicators have been introduced into the centre. Staff use this language with the children and regularly share posts with parents relating to them to develop their awareness. Many of the children are developing an awareness of these e.g. Included Isabella.
- Almost all our children have an awareness of SIMOA. They use our mascot when going on outings and can explain hazards and how to keep themselves safe. They participate in risk assessments and are now confident doing this. Staff have adapted and implemented SIMOA into our PAtHs sessions.
- Almost all the children have a very good understanding of the Eco Schools work and how to be a responsible citizen. Through our continued hard work we achieved our first green flag in August 2024. Our recent community beach clean was another great success with support from many community partnerships.

Priority 2: To further embed and develop our UNCRC work into our practice

- Over the last year all staff have collaborated, discussed and reviewed all our policies to ensure they reflect the rights of the child and our practice.
- Our UNCRC leads have consulted with staff, parents and children to gather their views and ideas to help support our work. They have planned meaningful monthly learning experiences to ensure a wide and diverse range of topics are addressed. This has had a positive impact on staff and children confidence.
- Through our continued work and collaboration within the campus and with our wider partners developing our UNCRC. We applied and were successful in receiving our Silver Accreditation from Rights Respecting School.

Priority 3: To review and refine systems and processes which will benefit the learning and teaching.

- Our Excellence and Equity lead has been providing targeted intervention to support identified children. The introduction to termly data being gathered and analysed she has been able to respond and make changes to ensure equity and impact on our learners

- Our new planning systems have ensured a wider variety of children's achievements are gathered. Within their special books and online journal they have a breadth of learning.
- A new glow blog page has been introduced. This has been a great addition to sharing the work we do with the parents, carers and wider community.
- A simple system for monitoring and auditing was introduced which could be completed efficiently. This has been beneficial in helping identify gaps and areas for improvement within all aspects of the centre.

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 regularly review our vision, values and aims and ensure these are evident within our centre. 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 skills and capacity. Our staff's confidence continue to grow and almost all staff have taken on additional responsibilities including UNCRC leads, Eco Schools, Digital leadership and STEM. This has been highly effective and demonstrates leadership at all levels. All their contributions ensure we provide high quality experiences and opportunities which have a positive impact on the children's learning.

There is an effective quality assurance calendar in place and SMT regularly share this with the staff team. All staff are encouraged and supported to be involved in self-evaluation activities using our improvement plans and current documentation. Systems are in place to ensure any changes are understood by everyone. This has been supported through the moderation activities and regular staff discussions at In Service days. These opportunities have further developed staffs professional knowledge.

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 partners. Our children are confident and happy and fully engage in a wide range of motivating learning experiences.

Our staff use the Curriculum for Excellence 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 wide range of high quality learning experiences daily.

There is a clear process for planning and recording observations of children's learning throughout their day. Staff share these through Seesaw for parents to see and comment on or add them into their special book. All children have a special book which shows their development and progress while attending the centre. Children personalise these and have ownership of it, it also contains home learning and special people in their life, there are regular opportunities for children to take these home. All children are confident and use their books to reflect on their learning.

Children are provided with and use digital technologies daily to further enhance their learning and provide them with real life experiences.

Through the UNCRC work our staff, children and families are more aware of children's rights. This has been very effective and the UNCRC committee have been working collaboratively with the other Schools within the campus and recently achieved our Silver Accreditation. We have embedded and incorporated the rights into our monthly planning. 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 regular workshops and information leaflets.

Staff have good knowledge of the wellbeing indicators and use characters to support children to understand them. The children can confidently talk about inclusion and use Makaton to communicate and involve their peers.

Children are aware of SIMOA and how to keep themselves safe. They use SIMOA on outings and can identify potential risks.

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. Information on how to report concerns is displayed throughout the centre.

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 all their training.

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. Sensory profiles and access to an alternative curriculum is in place for

all children who require it. There has been targeted intervention and support for children who were facing barriers to learning from our Excellence and Equity Lead and our communication champions. Staff are sensitive and supportive to the children needs. UNCRC focus months have provided further opportunities to honour wellbeing, equality and inclusion, where we have focused on celebrating diversity, cultural heritage, family structures etc. leading to a true sense of belonging for all children and families at LEYC. Feedback from our silver award accreditation provided praise for addressing complex topics e.g. Black History Month in a child friendly way. It was also noted how aware children were of why we use Makaton and their understanding of how this supports all children to be included.

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 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 builds 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 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.

Staff value and recognise all children's achievements. Within the centre the "proud cloud" is used to capture individual achievements of the children. Parents / carers are kept well informed of their children's progress and achievements through termly discussion. 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. Our communication champions deliver weekly targeted support to children who require it. They work alongside others and gather data to show progress. To capture progress over time, all children have their special books containing progress across all areas and senior leaders meet twice per year with all staff to discuss all children's development and learning and identify if any further support or interventions are required.

IMPROVEMENT PLAN PRIORITIES 2025-2026

Priority 1

Improvement in children's and family's health and wellbeing development

- Further explore the Play Scotland wellbeing characters to ensure children can talk confidently about them and make connections. e.g. healthy henry
- Create SHANARRI wellbeing bags to support their understanding that can be used in the centre and at home.
- Implement the new nutritional guidelines for early year's settings.
- Develop a community group to support infant nutrition and a breastfeeding network.

Priority 2

To enhance the children's learning in digital literacy through the effective use of technologies.

- To use North Ayrshire Council Digital Strategy to support and build capacity in our staff.
- To audit our existing practice and identify gaps in technology. We will consult with staff and children and purchase new resources to support their learning.
- Apply for the digital Schools award to recognise and share our development and progress.
- To use a range of digital technologies and platforms to enhance children's digital literacy/numeracy skills.

Priority 3

To ensure self-evaluation approaches support continuous improvement to our curriculum delivery.

- All staff will implement and become confident with the new joint inspection framework.
- Create and refine a robust quality assurance calendar linking to the new documentation.
- Staff will engage in regular self-evaluation activities to identify and make improvements.
- Engage in and participate with the curriculum improvement cycle.