**Glenbrae Children’s Centre**

**Standards and Quality 2024-25**

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| **Context of the Establishment** |
| **Our Establishment, Vision and Aims.**  The Glenbrae Way  New Glenbrae logo Getting it right for our children and families.  Learning and growing together through child led play.  Equity and equality for all.  Nurturing and loving ourselves, each other and our community.  Building positive relationships.  Reaching for the stars and beyond.  (Having) Adventures, fun and being creative.  (Beginning and)Ending each day with smiles and hugs.  At Glenbrae Children’s Centre, we are passionate about Getting it right for our children and families. Located in the East End of Greenock, our vibrant centre is a place where children are supported to learn and grow together through child-led play in a nurturing, inclusive environment. With three beautifully designed playrooms and engaging outdoor spaces, we offer rich opportunities for discovery, creativity, and fun.  We believe in equity and equality for all, and we are committed to ensuring every child and family feels valued, respected, and supported. At the heart of our practice is a deep understanding of the importance of building positive relationships, creating a loving and secure atmosphere where children and adults feel safe, celebrated, and ready to thrive.  Glenbrae is registered to care for up to 54 children at any one time:  • 6 children aged 0–2 years  • 15 children aged 2–3 years  • 30 children aged 3–5 years  Since the implementation of the 1140 hours expansion programme in August 2020, we offer five flexible models of attendance between 8:05am and 5:45pm to meet the needs of eligible families. For those in employment, education, or training, we also provide a chargeable service offering extended childcare hours.  We begin and end each day with smiles and hugs, making sure every child feels welcome and cared for, while supporting families with high-quality, consistent early years education and childcare.  Our centre is led by a passionate and highly skilled team comprising of a Head of Centre, Depute Head of Centre, Senior Early Years Education & Childcare Officers, 16 Early Years Education & Childcare Officers (EYECOS), access to an Early Years Teacher, Excellence and Equity Lead, 5 Early Years Support Assistants, Clerical Assistant, Caretaker, 2 Catering Assistants and Cleaning staff.  We are committed to nurturing and loving ourselves, each other, and our community, and this shines through in every interaction, activity, and learning experience we provide.  Glenbrae is an integral part of the local community. We maintain strong partnerships with local nurseries, schools, agencies, and Inverclyde’s wider education network. While our main feeder schools are Kings Oak and All Saints Primary, we support smooth transitions for all children moving on to schools throughout the area.  We also support the next generation of early years professionals through partnerships with colleges and universities, offering placements and apprenticeships that help shape future careers.  As of May 2025, 78% of our children and families reside in areas within SIMD categories 1–3. We recognise the unique needs of our community and are deeply committed to delivering services that reflect the lived experiences of those we serve.  Our most recent Care Inspectorate inspection (March 2019) graded our service as Very Good. Additionally, our Local Authority Peer Review in April 2024 highlighted the following strengths:  • Strong and supportive leadership  • A clear and shared vision, values, and aims  • Effective quality assurance systems  • A warm, nurturing ethos based on strong relationships  • A highly motivated and experienced staff team  • Commitment to family engagement and support  • A positive safeguarding and child protection culture  For more information visit our website: <https://blogs.glowscotland.org.uk/in/glenbraecc> or our Twitter feed @CentreGlenbrae |

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| **Establishment priority 1** | |
| NIF Priority  Placing the human rights and needs of every child and young person at the centre of education  NIF Driver  School leadership  Teacher professionalism | HGIOS/ELC QIs  1.2 Leadership of learning  1.5 Management of resources to promote equity  3.1 Ensuring wellbeing, equality and inclusion  UNCRC  Article 2 (Non-discrimination): |
| **Outcome:**   * By the end of academic year 2024/2025 all children will show a better understanding of different cultures through the curriculum.   **Progress and impact of outcomes for learners:**   * Children are increasingly engaging with a diverse and inclusive curriculum that reflects their identities and backgrounds. They have explored a range of cultural and religious celebrations, including Eid, Chinese New Year, Easter, Christmas, St. Andrews Day and Ramadan, with some also learning about Christianity and stories such as Noah’s Ark. As a result, understanding has improved: in October 2024, 95% of children were unable to identify a religious festival, but by May 2025, 33% could name a celebration with basic understanding, and 14% demonstrated a deeper awareness of the significance of religious celebrations in people’s lives. | |
| **Next steps**   * Continue to offer a rich curriculum, learning experiences, and environments that reflect and celebrate the backgrounds, cultures, and values of our children, families, staff, and wider community. * Our Cultural Celebrations and Events Calendar will be reviewed and updated if needed, to make sure it remains meaningful and inclusive for everyone. * We are continuing to work with local organisations to create a multi-cultural and multi-national welcome sign, helping every family feel valued and included from the moment they arrive. | |

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| **Establishment priority 2** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in children and young people's health and wellbeing  NIF Driver  School leadership  Teacher professionalism  Parental engagement  Assessment of children's progress  School Improvement | HGIOS/ELC QIs  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement    UNCRC  Article 28: (Right to education):  *Article 29 (Goals of education):* |
| **Outcome:**   * Staff confidence and skill in child development, learning and teaching, professional judgements and target setting will increase by June 2025. * In academic year 24/25 all children aged 3-5 will make progress in literacy, numeracy and wellbeing.   **Progress and impact of outcomes for learners:**   * Staff confidence has significantly improved across key areas of practice between September 2024 and May 2025. Confidence in considering child development when planning the curriculum rose from 47% to 84%, and in delivering learning and teaching in a play-based environment from 40% to 94%. Confidence in making professional judgements about children’s learning and development increased from 20% to 79%, while confidence in setting targets for children’s learning grew from 40% to 89%. * Between October 2024 and the latest tracking period, significant progress has been made across Health and Wellbeing, Literacy, and Numeracy. For pre-school children, those on track in Health and Wellbeing rose from 64% to 94%, in Literacy from 21% to 100%, and in Numeracy from 36% to 81%. Among ante pre-school children, initial assessments in October 2024 showed 100% on track across all areas. With an increase in cohort size from 6 to 20, 40% are now on track and 45% beyond expectations in Health and Wellbeing; in Literacy, 60% are on track with 5% beyond; and in Numeracy, 60% remain on track. * The setting has successfully introduced and embedded the local authority 3–5 tracking tool, using it to work in close partnership with children and parents. This collaborative approach supports the planning, delivery, and extension of individual learning targets, ensuring that each child’s progress is closely monitored and personalised to meet their unique needs and interests. | |
| **Next steps**   * Continue to provide a high-quality curriculum that is planned and delivered in partnership with our children, their families, and the wider community. * A new local authority tracking tool is being introduced to support and guide curriculum planning for our youngest children (aged 0–3). * Staff will participate in Early Learning and Childcare cluster moderation meetings. We will also use in-service days and regular room meetings to strengthen staff confidence and skills in child development, learning and teaching, making professional judgements, and setting meaningful learning targets for children. | |

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| **Establishment priority 3** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  NIF Driver  School leadership  Teacher professionalism | HGIOS/ELC QIs  2.1 Safeguarding and child protection  3.1 Ensuring wellbeing, equality and inclusion    UNCRC  Article 3 (Best interests of the child): |
| **Outcome:**   * By June 2025 all children will make progress in health and wellbeing by 10%. * Child Protection and Safeguarding practice will be secure/embedded by June 2025.   **Progress and impact of outcomes for learners:**   * Robust systems are in place to support children’s safety and wellbeing. Child Protection Audits confirmed that 93.59% of safeguarding measures are securely embedded. Almost all staff have completed Trauma Informed Practice training, further strengthening the team’s capacity to support children effectively. Attendance has improved, rising from 87.4% in 2023/24 to 89% in 2024/25. In Health and Wellbeing, the percentage of children on track increased significantly from 64% in October 2024 to 93% in May 2025. * The centre has created and implemented its own Attendance Procedure. This has been shared with stakeholders. | |
| **Next steps:**   * We are continuing to review and update our child protection procedures to make sure they follow the latest guidance and best practice. * We are working to strengthen how we use chronologies and pastoral notes, focusing on consistency, quality, and regular monitoring to support children and families effectively. * Children and families who are supported by Social Work, including those with current or past Child Protection involvement, will be more closely monitored and discussed during our monthly Senior Leadership Team meetings to ensure the right support is in place. * Any staff members who have not yet completed their Trauma-Informed Practice training will do so, to help ensure all children are supported with empathy and understanding. * Attendance continues to be a key focus for us, and we are committed to working with families to support regular attendance and remove any barriers. | |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of change**  **Very Good** |
| **Key Strengths:**   * The whole team are strongly committed to our shared vision and work together to bring it to life every day. * We have created a clear self-evaluation plan that helps us understand what we’re doing well and where we can be better. * Everyone, no matter their role, encourages and supports new ideas, creativity, and reflective thinking. * Practitioners regularly reflect and improve their practice to make sure we are always offering the best for the children. * We make time for professional conversations and shared learning during in-service days and team meetings where everyone participates as well as they can. * Everything we do to improve our setting is focused on what is best for the children and their success. * We use effective ways to check how changes are helping children and families, and use this information to plan next steps.   **Key Priorities:**   * Continue to implement and adapt self-evaluation processes with the aim of being meaningful and manageable with implementation of the new Quality Framework document. * Involve parents and local community more in aspects of the life of the centre. |

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| **2.3 Learning, teaching and assessment**  **Very Good** |
| **Key Strengths:**   * We have successfully introduced a more streamlined planning system that enables children to take the lead in their own learning, with their voices and interests clearly reflected. * In partnership with parents/ carers a stronger, more focused 3-5 planning approach is now in place, helping us to clearly identify and support children’s individual targets in Literacy, Numeracy, and Health & Wellbeing across all areas of the playroom. * Our assessment tracker has been further developed and is now effectively capturing children’s progress in these key areas, helping us to plan next steps and celebrate achievements.   **Key Priorities:**   * Continue to implement our planning system and assessment tracker and adapt this as and when required considering the needs of the children and families. * Consider Local Authority Literacy and Numeracy Frameworks when planning for Academic Year 25/26. * Introduce new authority tracker to inform curriculum planning for children aged 0-3. * Participate in ELC specific cluster moderation meetings and utilise in-service days and room meetings to drive forward improvement in staff confidence and skill in child development, learning and teaching, professional judgements and target setting. |

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| **3.1 Ensuring wellbeing, equity and inclusion**  **Very Good** |
| **Key Strengths:**   * Positive, respectful relationships are at the heart of everything we do. * Our team has created a welcoming and caring environment where both children and adults feel safe, happy, and valued. * All children are making progress in Health and Wellbeing. * We have worked closely with colleagues in our local cluster to develop and share a session on Building Racial Literacy, helping to raise awareness and understanding among all staff. * Our Cultural Celebrations and Events calendar has helped children explore and learn about a wide range of traditions and communities in meaningful ways. * Inclusion and equity are key values in our centre — we work hard to make sure everyone feels respected, supported, and treated with kindness. * Staff take time to get to know our children and their families which gives opportunities to learn about their lives, cultures, beliefs etc.   **Key Priorities:**   * Further develop the work started with the UNCRC to develop children’s understanding of their rights, throughout the centre. * Continue our Building Racial Literacy Journey. |

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| **3.2 Raising attainment and achievement/Securing children’s progress**  **Very Good** |
| **Key Strengths:**   * Staff know each child well and have a strong understanding of how children grow and learn. This helps us to provide the right support at the right time. * Parents are regularly involved in conversations about their child’s learning. They tell us they feel listened to, included, and that their contributions are genuinely valued. * We have effective transition processes in place to help children move smoothly between playrooms. These are carefully planned around each child’s individual needs to ensure they feel confident and secure. * Children are making steady progress in their learning, supported by a nurturing environment and responsive adults. * Staff take time to talk with parents about what children are learning and achieving at home and use this valuable information to help plan meaningful next steps in learning. * We use a wide range of information to help us understand and support the needs of our children and families. This includes developmental milestones and an awareness of the different circumstances families may face in our local area. * Using Curriculum Frameworks and GIRFEC Pathways we carefully monitor how well our strategies are working to make sure every child has a fair chance to succeed. * The evidence we gather helps us make thoughtful, informed decisions about what support and approaches to use next, ensuring we continue to promote equity for all.   **Key Priorities:**   * Continue to utilise curriculum frameworks and GIRFEC Pathways to meet the needs of all children. * Introduce new authority tracker to inform curriculum planning for children aged 0-3. |

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| **Other quality indicators evaluated from 3 year plan** | |
| 1.4 Leadership and management of staff/practitioners | |
| **Key Strengths:**   * We are committed to supporting strong, effective leadership at all levels across our setting. * All staff maintain their SSSC registration and follow its professional codes of practice, ensuring they meet national standards for care, learning, and development. This reflects our commitment to high-quality early learning and childcare. * We also promote leadership through Positive Conversation Appraisals, which provide meaningful opportunities for staff to reflect on their practice, celebrate strengths, and set goals for ongoing professional learning. These conversations support staff in taking ownership of their development and contribute to a culture of continuous improvement. The focus is not only on professional development but wellbeing and pastoral care. * Through this reflective approach, staff feel empowered and supported to lead improvements in their own practice and across the setting — helping to ensure the best possible experiences for children and families. This is taking into account individual roles, workloads, needs of individuals and the centre etc.   **Key Priorities:**   * Continue to support leadership at all levels by offering opportunities for staff to lead on areas of interest or improvement, such as outdoor learning, literacy, or wellbeing. * Utilise feedback from Positive Conversations to inform In-Service Days and Training opportunities. |

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| **Other quality indicators evaluated from 3 year plan** | |
| 2.5 Family learning | |
| **Key Strengths:**   * Dinky Diggers Outdoor Play Sessions gave families the chance to enjoy outdoor learning experiences alongside their children, helping to build confidence in supporting learning through nature and play at home. * Our Easter Stay and Play Sessions were well attended and offered a fun, relaxed opportunity for parents and carers to engage in seasonal crafts and activities, strengthening home–setting partnerships. * The Christmas Stay and Play Sessions created a warm, festive environment where families could take part in meaningful learning experiences, promoting positive relationships and shared celebration. * We delivered a Child Development and Play Workshop for families, providing helpful information about how young children grow and learn, and offering simple ideas for supporting development through everyday play at home. * Our self-running community lending library has been a valued addition to our setting, encouraging families to borrow and share books and resources. This supports a love of reading and learning at home, while also promoting community involvement and ownership.   **Key Priorities:**   * Gather feedback from families after events and workshops to better understand what they find most helpful and what they’d like more of. * Promote and monitor the use of the community lending library, including refreshing resources and encouraging families to donate or recommend books. * Stay and Play events and Workshops will be offered to all parents/ carers in Academic Year 25/26. |

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| **Other quality indicators evaluated from 3 year plan** | |
| 2.7 Partnerships | |
| **Key Strengths:**   * Our World Book Day celebrations provided a fun and engaging opportunity for families to come together and share their love of stories. Parents and carers were invited to take part in storytelling activities, helping to promote early literacy and strengthen home–setting connections. * We have redeveloped our Family Room into the Calm Cabin—a welcoming, inclusive space for staff, children and families to relax, connect, and access support. This space is used for informal chats, meetings, and planned family support sessions, reinforcing our commitment to wellbeing and partnership working. This room is also visited by children if they need some out of the playrooms. * In partnership with the Inverclyde Food Network our parent cooking classes were a great success, offering families the chance to learn new skills, share recipes, and enjoy time together. These sessions also supported conversations about healthy eating and built relationships between families and staff in a relaxed, supportive environment.   **Key Priorities:**   * Further develop our relationships with parents/ carers and the local community by developing a programme of events. |

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| **Key Achievements of the Establishment** |
| * A successful Primary One Reunion was held in August. * We welcomed a number of new children and their families to the centre and built strong, positive relationships. * Continued positive, welcoming environment and ethos. * Successfully introduced and embedded the local authority 3–5 tracking tool. * Staff took part in a range of CPD opportunities including Keeping Trauma in Mind, Learning Environments, Building Racial Literacy, First Aid, personal research on learning environments, planning etc. These CPD opportunities were then shared with colleagues and informed our practice. * Community Lending Library successfully introduced. * Parent/ Carer Information session and workshops on Child Development and Play organised and delivered. * The PATHS Programme continued to be implemented successfully. * Worked in Partnership with Food Network to provide opportunities for children to plant, care for and grow their own food. * Joint support Team was established and met termly which contributed to our Girfec Pathway. * Collaborative working with cluster group and primary schools took place to develop smooth transitions to school. All pre-school children participated in very successful transitions. * Successful partnership working with local organisations and groups to improve outcomes for children and families including Auchmountain Halls, Belville Gardens, Inverclyde Shed, Tesco Community Champion. * Stay and Play Sessions were held and well attended in all playrooms. * Glenbrae Goals football programme was held and all children had opportunities to participate in this. * The children and staff made good use of our local and wider community to learn new skills, information and participate in new experiences. * Continue to build positive relationships with Kincaid House residents and staff. * Dinky Diggers Outdoor Play sessions held. * Halloween, Christmas and Easter events held. * Chinese New Year, St. Andrews Day, Eid and Ramadan Celebrated. * Woodwork pilot programme was extended to introduce a Tinker Table in 3-5 room. * Relationships with Barnardos and Community Police were developed. * Celebration of Maths Week. * World Book Day was celebrated with literacy activities and Bookbug. * 3-5, 2-3 and 0-2 room continued to successfully implement Learning Journals. * The Calm Cabin was redesigned and is now an important part of the centre – available to all children and adults. * To celebrate a successful 2024/2025 we held Sports Days, Graduation, ZooLab visits, Boogie Bugs, theme days and parties. |