

## Larkfield Early Learning Centre

### Standards and Quality 2024/2025

#### Context of the Establishment:

##### Our Establishment

##### Larkfield Early Learning Centre

Larkfield Early Learning Centre in Greenock is a modern, purpose-built nursery established to enhance early years education across Inverclyde. Officially opened in 2021 by Councillor Jim Clocherty, the centre represents a significant investment in high-quality early learning and childcare.

Our facility boasts state-of-the-art indoor and outdoor learning environments, designed to foster creativity, independence, and holistic development. The centre comprises:

- Four indoor playrooms
- Two outdoor classrooms
- A large, secure outdoor area that supports free-flow access for all playrooms, enabling children aged 2–5 to interact and learn together in a shared environment.

For our youngest learners, the 0–2 playroom has exclusive access to a dedicated secure garden, located centrally within the outdoor space. This thoughtful design allows for both safe exploration and meaningful interaction across age groups.

We take pride in promoting a co-constructive learning environment where children are empowered to be leaders of their own learning. Interactions between age groups are actively encouraged and the 0–2 staff regularly accompany babies into the shared garden to engage with older children.

In turn, our older “Wee Yins” enjoy spending time in the baby garden, forming connections and developing nurturing, social behaviours.

##### Indoor Learning Spaces

- The 3–5 Playroom is a bright, spacious area that accommodates up to 64 children. It is designed to support a wide range of learning experiences in a calm, engaging atmosphere.
- The 2–3 age group is supported in two smaller playrooms, each hosting up to 15 children. These rooms are staffed by a team of three Early Years Education and Childcare Officers (EYECOs) and one Early Years Support Assistant (EYSA) per room.
- Our 0–2 playroom is a beautifully designed, calm, and stimulating space tailored to meet the developmental needs of our youngest learners. It is staffed by three EYECOs, ensuring consistency and quality of care.

##### Outdoor Learning Environment

- All rooms have direct access to a high-quality outdoor area, supported by a free-flow system that allows children to choose where they wish to play and learn. Both indoor and outdoor spaces are appropriately staffed to facilitate this.
- The 3–5 playroom and one of the 2–3 rooms benefit from access to large outdoor classrooms, recently developed into ‘Block Play Rooms’, a key highlight of this year’s improvements.
- These spaces support health and wellbeing, creativity, problem solving, social skills, and introduce children to early maths and science concepts in a fresh-air setting.

- To encourage year-round use, branded fleeces were purchased from our budget, making the outdoor environment more inviting and comfortable.

### **Centre Capacity and Childcare Provision**

- Registered with the Care Inspectorate to provide Early Learning and Childcare (ELC) for up to 100 children at any one time:
  - Up to 6 children under 2
  - Up to 30 children aged 2–3 (15 per room)
  - Up to 64 children aged 3 to not yet attending school
  -
- Currently delivering ELC to 123 children, including:
  - Statutory entitlement of 1140 hours for 3–5 year olds and eligible 2 year olds across five delivery models
- We also offer discretionary places (funded by the local authority) and chargeable childcare options for working, studying, or training parents/carers. Sessions can be full day, half day, and the option to add extra hours before or after sessions.
- The centre operates 50 weeks per year, open from 8am to 6pm, with children attending between 8:05am and 5:45pm.

### **Inclusion and community profile**



### **Staffing**

Our centre has a dedicated team of highly skilled, hardworking, and experienced professionals who are central to the success of our provision. The team includes a blend of full-time and part-time Early Years Education and Childcare Officers (EYECOs), Early Years Support Assistants (EYESAs), a part-time graduate, and termly access to an Early Years teacher. Operational support is provided by our clerical officer, caretaker, catering assistants, and an evening cleaner. Together, they uphold the nurturing, inclusive, and high-quality ethos that defines Larkfield Early Learning Centre.

All staff members are qualified to the appropriate level for their role, with some even going over and above and studying or gaining higher qualifications than their role requires. This shows their dedication to learning and developing, having a direct positive impact on our learners.

The Senior Leadership Team at Larkfield Early Learning Centre comprises of an Acting Head of Centre, a Depute Head of Centre, and an Acting Senior Early Years Education and Childcare Officer. The permanent Head of Centre and The permanent Senior EYECO post will be recruited in due course for the next academic year.

We are also currently in the process of recruiting new team members: one full-time Early Years Support Assistant (EYESA), one full-time Early Years Education and Childcare Officer (EYECO), two part-time EYECOs, and one part-time Graduate. Once recruitment is complete, our dedicated staff team will grow from 39 to 42.

We have strong relationships with our main feeder primary schools, St Andrew's and Aileymill Primary Schools, ensuring smooth transitions to school and collaborative moderation. We also work closely with Craigmarloch School to support children with additional support needs and their families as they move on to primary education.

Larkfield ELC is proud to be at the heart of the community. We partner with Branchton Community Centre, supporting high school pupils with work experience opportunities and participating in their community food share programme.

We value our collaboration with Youth Connections, who offer training to families and staff—such as paediatric first aid—and contribute generously to our community events through both funding and hands-on support.

We are also grateful for the ongoing support from Claire who provides practical assistance to families, part-time, and temporary staff in the form of financial advice, benefit checks, and interview preparation.

Our partnerships extend to a wide network of professionals, including colleagues in Health, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Social Services, Child Smile, and Inverclyde Communication Outreach Services (ICOS). At the heart of our practice are strong relationships and a collaborative, child-centred approach that ensures we truly **"Get It Right for Every Child."**

## **Vision**

At Larkfield Early Learning Centre, we foster a fun, happy and safe environment for all our children and staff. We prioritise positive relationships through a nurturing and inclusive pedagogical approach, ensuring that children are respected and feel loved.

We really do provide a home from home service!

## **Our Values**

**Nurturing Transparency Teamwork Professionalism Enthusiasm**

## **Our Aims**

- We will provide a safe, nurturing and motivating learning environment, where children can flourish and grow.
- The learning experiences we offer our children will be fun and relevant.
- We will promote positive and nurturing relationships with our children, families and partner agencies.
- We promise to be transparent and communicate effectively while working in partnership with children and their families.
- We will work effectively as a team, to ensure that we provide the highest standard of care and learning.
- All staff will show enthusiasm, professionalism and commitment to achieve the highest possible standards.
- We will provide children with free flow daily access to outdoor play, where they will be supported and encouraged to make decisions and manage risk.
- We will ensure that parents and carers are supported and involved in all aspects of their child's learning.

| Establishment priority 1:                                                                                                                                                     |                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>NIF Priority</u><br>Improvements in attainment, particularly in literacy and numeracy<br>-<br><u>NIF Driver</u><br>Assessment of children's progress<br>School Improvement | <u>HGIOS/ELC QIs</u><br>2.2 Curriculum<br>3.2 Securing Children's Progress<br><br><u>UNCRC</u><br>Article 28: (Right to education):<br>Choose an item. |

### Outcome:

By **June 2025 90%** will be upskilled and confident in using the new Skills Assessment Tracker. Ensuring almost all staff are gathering data on children meeting their developmental milestones in HWB, Literacy and Numeracy. Therefore, impacting on the children learning experiences with at **70%** of children meeting their developmental milestones in HWB, Numeracy and Literacy.

By June 2025 **almost all** staff will be confident in creating a high quality learning environment where continuous provision is accessible for all children in order to ensure that we are meeting the needs of all individual children.

### Strategies:

- Senior Leadership Team (SLT) will engage in training and regular forums to strengthen their understanding of the Skills Assessment Tracker and develop motivating, supportive training for staff.
- SLT will continuously liaise with practitioners and formally assess staff confidence in using the tracker at regular intervals, using the data to guide implementation and support needs.
- A streamlined paperwork system will be developed by SLT to reduce workload while collecting meaningful data, including area planners, target trackers, and 6/12-week monitoring tools.
- SLT and practitioners will continue evaluating and enhancing learning environments, ensuring they are rich in literacy and numeracy, with SLT providing pedagogical leadership within playrooms.
- Staff attend authority-wide environment training and use this to critically reflect and improve local practice.
- An interim 0–3 tracker was developed by the Senior EYECO, aligned with the Authority’s Skills Assessment Tracker and based on *Realising the Ambition*. Roll-out began in October 2024 to ensure consistency across the setting.

### Progress and impact of outcomes for learners:

Staff confidence in using the Skills Assessment Tracker significantly improved across both age groups:

Our original goal was for **90%** of staff to be confident using the tracker; we exceeded this with **100% staff confidence** achieved.

**3-5 Room Staff Confidence in Using Skills Tracker**

| Date     | Confidence Level (out of 10) |
|----------|------------------------------|
| Aug 2024 | 47%                          |
| Nov 2024 | 82%                          |
| May 2025 | 100%                         |

**0-3 Rooms Staff Confidence in Using Skills Tracker**

| Date     | Confidence Level (out of 10) |
|----------|------------------------------|
| Oct 2024 | 64%                          |
| Jan 2025 | 83%                          |
| May 2025 | 100%                         |

As part of ongoing self-evaluation, we conducted regular sample studies of children’s play, learning, and interaction a focus on the indoor 3-5 environment and 3-5 outdoor classrooms. – See the examples below that clearly shows progression from August 2024 to May 2025:

| Leuven Scale – Observation Summary |               |
|------------------------------------|---------------|
| August 2024                        |               |
| Age Group                          | 3-5 year olds |
| Setting                            | Indoors       |
| Focus Group Size                   | 10 children   |
| Group Averages                     |               |
| Wellbeing                          | 2.9           |
| Involvement                        | 2.8           |

\*Shown low to moderate engagement indicating need for change in

| Leuven Scale – Observation Summary |               |
|------------------------------------|---------------|
| May 2024                           |               |
| Age Group                          | 3-5 year olds |
| Setting                            | Indoors       |
| Focus Group Size                   | 10 children   |
| Group Averages                     |               |
| Wellbeing                          | 4.5           |

\*Shown all children were highly engaged and emotionally secure, suggesting the environment supported creative, rich play experiences.

| Leuven Scale – Observation Summary |                   |
|------------------------------------|-------------------|
| August 2024                        |                   |
| Age Group                          | 3-5 year olds     |
| Setting                            | Outdoor Classroom |
| Focus Group Size                   | 10 children       |
| Group Averages                     |                   |
| Wellbeing                          | 2.4               |
| Involvement                        | 2.1               |

\*Shown low engagement, with minimal purposeful play. Only a few children maintained focus.

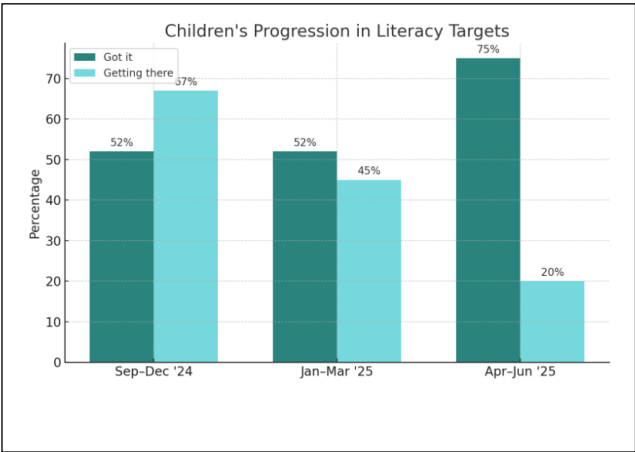
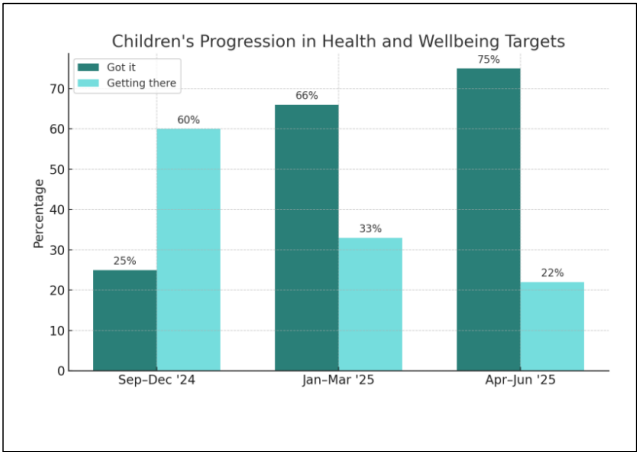
| Leuven Scale – Observation Summary |                   |
|------------------------------------|-------------------|
| May 2025                           |                   |
| Age Group                          | 3-5 year olds     |
| Setting                            | Outdoor Classroom |
| Focus Group Size                   | 10 children       |
| Group Averages                     |                   |
| Wellbeing                          | 4.9               |
| Involvement                        | 4.9               |

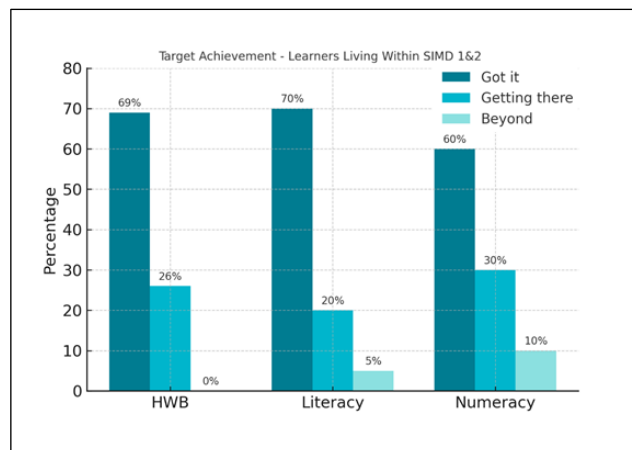
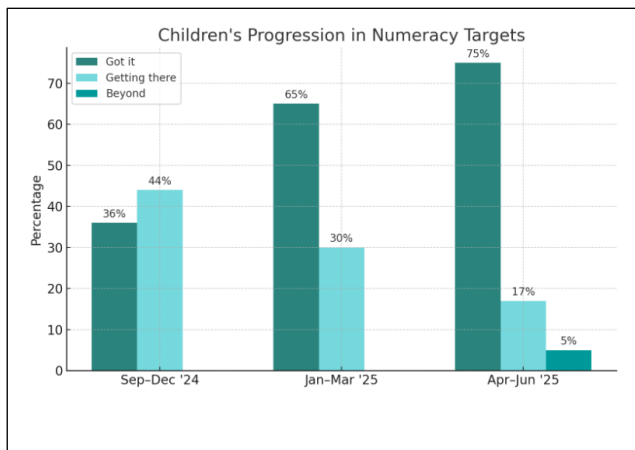
\*Shown excellent engagement levels. Children were displaying creativity and sustaining focus, with adults facilitating and scaffolding.

### Under 3’s

Since January 2025, we have undertaken regular sample studies within our under 3s playrooms and outdoor classroom. These studies have shown a consistent upward trend in both wellbeing and involvement scores, reflecting the growing confidence, skills, and knowledge of our staff, supported by improved resources. These studies have shown a consistent upward trend in both wellbeing and involvement scores, reflecting the growing confidence, skills, and knowledge of our staff, supported by improved resources.

The result is clear: data tells us our improvements are having a positive and measurable impact on children’s learning and development. It also shows there is still work to be done, particularly for numeracy for our learners residing within SIMD 1&2 areas.





## Next steps:

- **Support the local authority** with the rollout of the Under 3's Skills Assessment Tracker.
- **Upskill under 3's practitioners** in using the new tracker with confidence and accuracy.
- **Provide targeted training** for staff moving into the 3–5 room on the Skills Assessment Tracker.
- **Roll out a more in depth use of Learning Journals** using the available tracking tools to begin broader tracking for 3–5s from August 2025.
- **Further develop and embed the use of floor books** to plan, record, and evaluate learning more effectively.
- **Introduce the Leaven Scale** on area target recording sheets to track progress weekly.
- **Monitor and evaluate planning** and observation systems to ensure high-quality, moderated practice.
- **Ensure that parent and child targets are meaningfully captured** and integrated into planning.
- **Develop systems** to consistently capture and reflect the child's voice in all areas of learning.

## Establishment priority 2:

### NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people

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### NIF Driver

Teacher professionalism

Assessment of children's progress

### HGIOS/ELC QIs

2.3 Learning, teaching and assessment

3.1 Ensuring wellbeing, equality and inclusion

### UNCRC

Article 31 (Leisure, play and culture):

Choose an item.

## Outcome:

- To raise parent and carers awareness of the importance of attendance to enhance their child's learning and development.
- Particular focus on attendance of those learners and families living in categories SIMD 1 and 2, with an aim for **90%** or above attendance rate.
- By June 2025 all staff will be upskilled in using the Skills Assessment Tracker to set appropriate targets to ensure almost all children are meeting their developmental milestones in Health and Wellbeing, Literacy and Numeracy.

## Strategies:

- Increase parental engagement in meaningful and consistent ways.
- Promote the importance of very good attendance in a gentle, supportive, and non-judgemental manner.
- Develop new procedures to address non-attendance, with a focus on raising SIMD 1 and 2 learners' attendance from **75% to 90%+**.

- Set collaborative termly targets with parents and carers.
- Support staff in identifying which developmental milestones are naturally acquired (“unteachables”) versus those appropriate for parental discussion and target setting.
- Establish regular SLT and EYECO meetings to ensure children’s targets are age- and stage-appropriate.
- Provide guidance to parents and carers for setting focused, achievable targets in Literacy and Numeracy, while also valuing and supporting family-prioritised goals (e.g. toilet training, building friendships).

### Progress and impact of outcomes for learners:

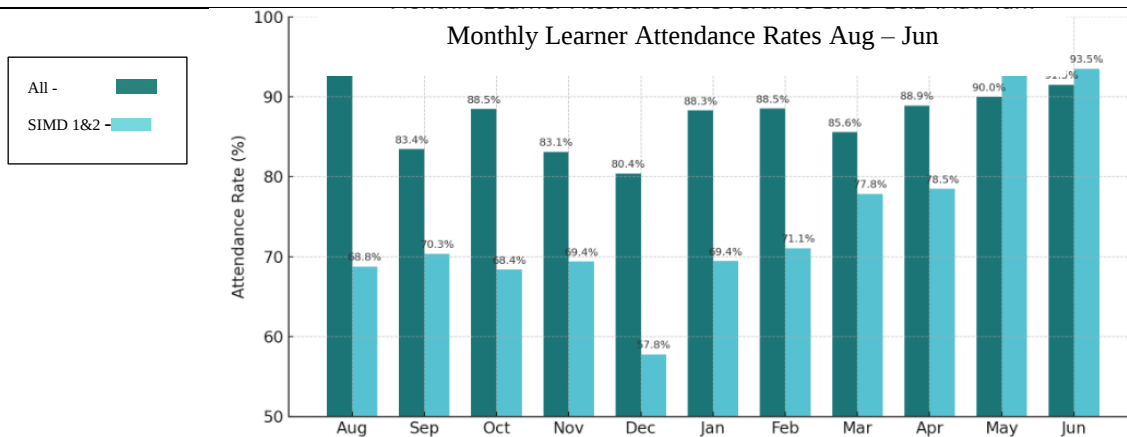
- Parents and carers have fed back to us that through our work this year, they have a better understanding of how Early Years fosters learning and plays a key role in child development.
- They have told us that now better understand the need for regular attendance and the positive impact this will have.
- We have increased engagement through termly target-setting sessions between parents/carers and practitioners, promoting understanding of skill development in literacy, numeracy, and health and wellbeing. **100%** of families have engaged.
- We have successfully hosted two popular community events — the Haunted Halloween Walk and Christmas Markets — enhancing family and community connections to the centre. These events were made possible through the dedication and extra effort of staff, reinforcing our strong community ethos.
- In September 2024, we created a Service Information Leaflet featuring a non-judgemental message about the importance of attendance in supporting children's learning, as part of our new **Maximising Attendance Strategy**. See extract below –

#### Attendance

It is always feel great to have a wee day off with your family now and again, and whilst nursery is not compulsory, it is very beneficial for your child to attend regularly in order to have as many learning opportunities as possible and, importantly to build relationships and social skills. We sometimes find that children with sporadic attendance can find the social aspect of nursery challenging. If your child will be absent, please give us a phone to let us know.

| Attendance Percentage                                                                                                                    | Number of days missed in an academic year                                |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 100%                                                                                                                                     | 0 days missed                                                            |
| 95%                                                                                                                                      | 9 days of absence. 1 week and 4 days of missed learning opportunities.   |
| 90%                                                                                                                                      | 19 days of absence. 3 weeks and 4 days of missed learning opportunities  |
| 85%                                                                                                                                      | 27 days of absence. 5 weeks and 3 days of missed learning opportunities  |
| 80%                                                                                                                                      | 36 days of absence. 7 weeks and 3 days of missed learning opportunities. |
| Days off can soon add up to a lot of missed singing times, opportunities for stories, maths and literacy experiences and making friends. |                                                                          |

When attendance began to dip mid-year, we were able to use this to aid conversations with families as part of our new attendance procedures. We worked hard to increase engagement, leading to increased attendance. The average attendance rate for a learner is **87.49%** and the average rate for a child living within SIMD 1&2 is **73.79%**. There is still scope for improvement however you can see from data below there is positive upward trajectory.

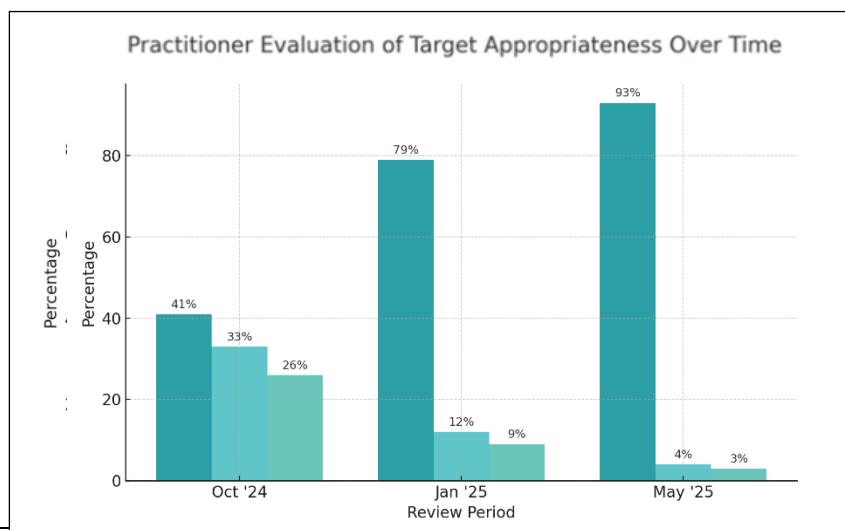


## Inclusion

- Staff have been trained on what SIMD means and the impact this has on children achieving positive destinations. An information leaflet now included in the staff induction pack.
- We have worked with the trust to provide drop in sessions for parents and carers to access information on financial support and access to skills training
- Parents and carers have engaged in training with us provided by Youth Connections
- Partners at Branchton Community have delivered cooking classes here with some of our parents and carers
- To enhance learning opportunities, relationships and attendance, we created targeted literacy and numeracy based workshop opportunities, primarily designed to support families and learners living within SIMD Category 1 and 2. All tailored for ages 0-5.
- Little Larkies Lending Library was developed to ensure every child has access to books.
- Parents and carers have benefited from resources such as leaflets on topics, (E.g. how baking develops numeracy) tailored to their child's age group. 95% of children living within SIMD Category 1 & 2 have taken part, as well as others.
- We have been using **"Circle – Up, Up and Away"** (All staff trained) the **"Ican toolkit"** (Most staff trained) and **PALS** (Some staff trained).
- **15.38 % of identified children living within SIMD 1&2** have engaged in one or more of these programmes, as have **40% of children with EAL** and **83.33% of children with Additional Support Needs**.

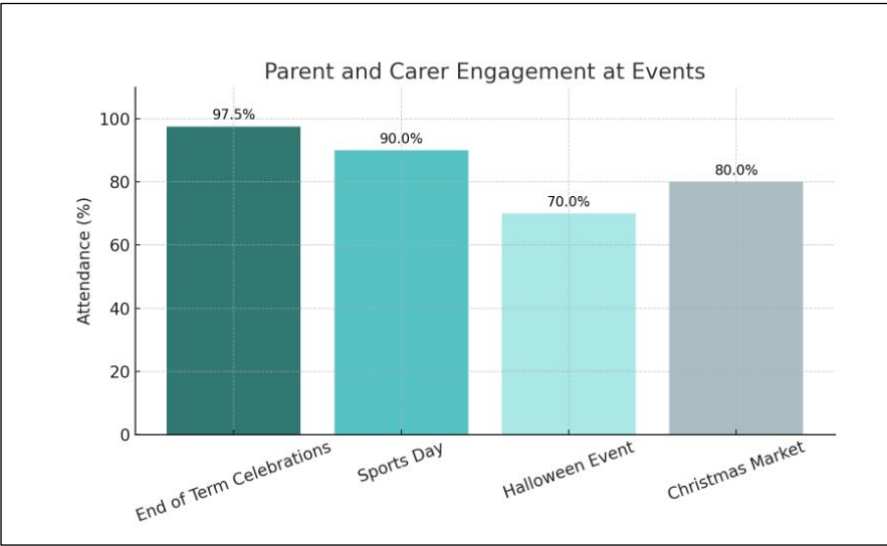
## Target Setting Evaluation

Through ongoing reflective practice, SLT and EYECOs collaborated to evaluate and strengthen their approach to setting relevant, achievable, and individualised targets. Over time, this led to a significant increase in confidence, with **94%** of targets rated as appropriate by May 2025. The data shows a positive trend which is reflected across all developmental stages (ages 0–5), with increasing attainment in Literacy, Numeracy, and Health & Wellbeing. Notably, **92%** of children from SIMD 1 and 2 achieved expected outcomes in each area.



Family Engagement

In addition to engaging in workshops and actively participating in joint target setting, our families have shown strong involvement by attending a range of successful events across the year.



Percentages reflect the proportion of children with at least one family member attending. While figures like **70%** and **80%** may appear modest, events such as Halloween and the Christmas Market were extremely well-attended, with many families bringing multiple members, resulting in busy, vibrant atmospheres.

Parent and Carer Interactions with Online Learning Journals for the Academic Year 2024-2025

|              | Parent Logins | Contributions | Likes | Comments |
|--------------|---------------|---------------|-------|----------|
| Aug/Sep 2024 | 2,062         | 75            | 749   | 38       |
| May/Jun 2025 | 2,850         | 168           | 2,286 | 128      |

Parent and carer interaction with Learning Journals increased between August 2024 and June 2025, reflecting stronger relationships, our focus on raising engagement, and the increasing high-quality content staff are sharing to celebrate children’s learning.

Next steps:

- Further refine the planning system to ensure it meets children’s evolving needs.
- Ensure broader curricular areas are being tracked
- Actively involve children more in their own target setting
- Ensure integration of Realising the Ambition, particularly for our under 3’s
- Further develop our attendance procedures and work towards an even higher rate of attendance, particularly for our children within SIMD 1 & 2
- Provide more opportunities for our parents and carers to become part of everyday life at Larkfield.

### Establishment priority 3:

#### NIF Priority

Improvement in children and young people's health and wellbeing

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#### NIF Driver

School leadership

School Improvement

#### HGIOS/ELC QIs

3.2 Securing Children's Progress

3.1 Ensuring wellbeing, equality and inclusion

#### UNCRC

Article 4 (Protection of rights):

Choose an item.

### Outcome:

By May 2025 all staff will have a shared understanding of trauma informed practice and the importance of embedding this into our approach, ensuring all children have access to a learning environment that promotes improvement in wellbeing.

By January 2025 we will upskill staff to become racially literate and integrate knowledge and understanding into playroom practice. Having a positive impact on inclusion and diversity for our children and families.

By August 2024 SLT and all staff will be aware of the Authority Child Protection audit and how this will impact on the centres policies and procedures. This will ensure a skilled workforce who are confident in getting it right for every child.

By January 2025 all staff will have an understanding of UNCRC right of the child and how we can promote this in the setting and we will promote Children's Rights to our parents and carers to increase children's experiences of having their rights respected.

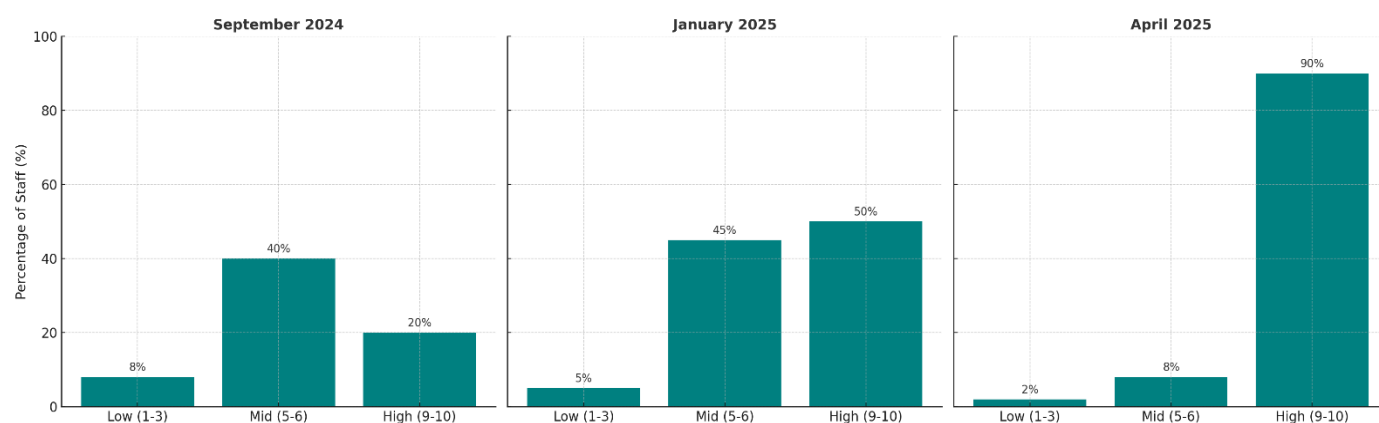
### Strategies:

- Assess staff understanding of Children's Rights and promote these in practice.
- Create informative leaflets for families on Children's Rights.
- Establish a working group to embed Children's Rights into daily practice.
- Promote trauma-informed approaches and strengthen relationships with learners and families.
- Provide staff training on racial literacy.
- SLT to complete STILT training and roll out to all staff.

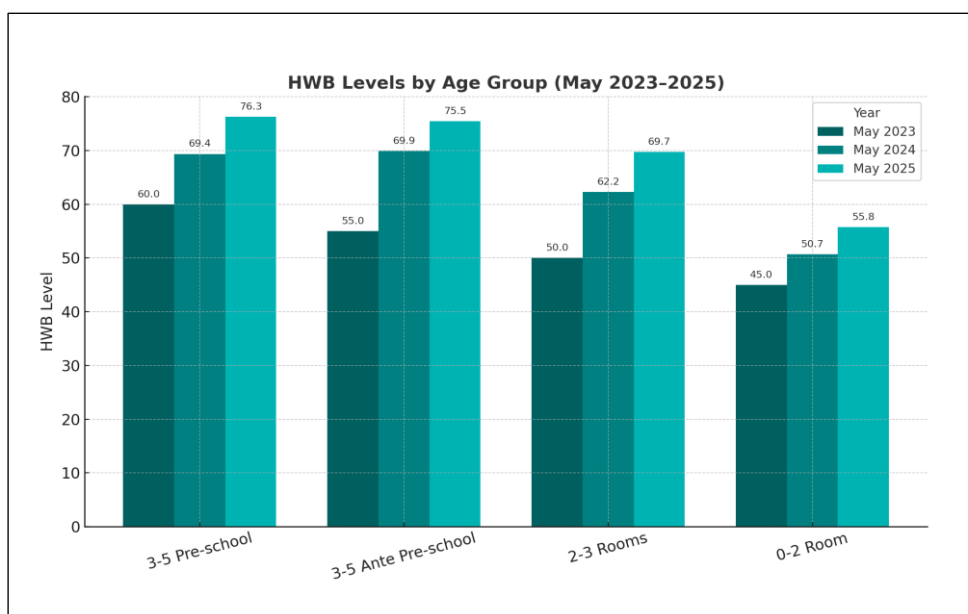
### Progress and Impact on Learners:

In September 2024 staff completed an anonymous questionnaire. Only **20%** of staff said they felt confident in their understanding. We reassessed in January where it rose to **50%** and again in April where it rose to **90%**.

Staff Confidence in Understanding of UNCRC Over Time



- We have established a children's rights group with practitioners who have received children's rights training. This group works with a group of children and learn about children's rights. These children learn some key rights and how it affects them.
- We created leaflets for parents and carers about children's rights, with a separate one specifically for babies.
- We had a children's rights day, a Pyjama party as chosen by the children, and the children gave out leaflets to parents and carers and Children's Rights stickers and balloons to their friends. They stood shouting "We have rights!!"
- We have 2 new children's rights songs that the children are learning, one for over 3's and one for under 3's.
- We have updated our documentation, including care plans and chronologies, to ensure all staff can access each child's individual needs and provide appropriate support for accessing the curriculum.
- Children are settled and engage in play-based learning, scoring high on Leuven scale for involvement and wellbeing
- We have embedded emotional language and visual cues (e.g., "gentle hands") which staff wear on their lanyards. Many 3–5 children now use this language to support peer interactions, and our younger learners are being immersed in it daily.
- We have fostered a culture where children know their voices are valued, building their confidence and sense of self-worth.
- We have built strong, trusting relationships with parents and carers. This has helped families feel confident in our approach to meeting their child's wellbeing needs
- Personal care delivered with dignity and respect and children are always asked first, promoting empowerment
- Data shows increased HWB levels across all age groups between 2023 and 2025.



- We have an Equality Co-ordinator who attends local authority meetings and shares up-to-date guidance with the team.
- We have undertaken training to become more racially literate, including the use of appropriate language and understanding micro-aggressions and their impact on learners.
- We have evaluated our environment and recognised the need for greater representation; part of our budget was allocated to purchase inclusive and diverse resources.
- We have completed extensive Trauma-Informed Practice training, with senior leaders also trained in STILT.
- We have strengthened family support by treating all parents and carers with dignity and working alongside agencies when needed.
- We have partnered with Branchton Community Centre to offer dignified access to food at our reception area for any family in need.
- We have updated our paperwork to reflect family diversity by changing terminology from "parents" to "parents and carers."
- We have focused on building resilience and empowerment in our children through responsive, individualised approaches.
- We have addressed barriers to learning through careful observation, evaluation, and adaptation of environments and strategies.

- All staff have had training on the Authorities Child protection audit and show an understanding of what it means for them and their practice and our procedures.
- Regular formal and informal staff wellbeing check-in's are embedded in practice, as well as the implementation of the authorities "Positive Conversations" program.
- Our Depute Head has been trained on coaching and modelling which will support in ensuring conversations with parents/carers and staff are positive and supportive with a focus on empowering them to make decisions.

#### **Next steps:**

- **Further develop individualised planning systems** for learning and teaching for our learners with Additional Support Needs, with the principles of GIRFEC underpinning our practice.
- **Build racial literacy into our practice** and ensuring our setting is a place of inclusivity for all, in particular access more training for all staff members
- **Ensure literature is available in a range of languages.**

## **2.3 Learning, teaching and assessment**

**Good**

### **Key Strengths:**

#### **ELC**

- **Increased staff confidence and skill in assessment** through the effective use of Inverclyde Council's new Skills Assessment Tracker. This has supported more accurate identification of children's progress and next steps, enabling practitioners to plan for appropriately challenging yet achievable learning experiences. The impact of this is evidenced through tracking data, which demonstrates improved progression for individual learners.
- **The development of our under-3s tracker by our dedicated senior** to mirror the tracking and assessment framework used for 3-5-year-olds. This reflects our strong commitment to consistency and high-quality practice across the setting.
- **A shared, reflective approach to planning**, ensuring that learning is responsive, play-based, and closely aligned with children's interests and developmental stages. This contributes to high levels of engagement and progress in learning.

Together, these strengths have enhanced both practitioner confidence and the quality of learning experiences, resulting in positive outcomes for all children.

### **Key Priorities:**

#### **ELC**

- **Enhance the use of the BGE Tracking Tool within Learning Journals** to provide a more holistic and cross-curricular overview of each child's learning journey. This will support more robust monitoring of progress and ensure that planning is increasingly responsive to the individual needs, interests, and developmental stages of each child.
- **Further embed the Literacy Framework into daily practice**, ensuring consistency and depth in literacy experiences across the setting to sustain and build on current progress.
- **Strengthen numeracy outcomes**, as self-evaluation and tracking data indicate this is an area with scope for further development. Targeted support, high-quality learning experiences, and ongoing professional development will be key drivers in raising attainment in numeracy.

## **3.1 Ensuring wellbeing, equity and inclusion**

**Good**

### **Key Strengths:**

#### **ELC**

**Our Understanding of Context and Targeted Support.** We place a strong emphasis on professional learning to deepen our understanding of the challenges faced by children and families living in areas of high deprivation, as identified through low SIMD (Scottish Index of Multiple Deprivation) data. This learning has informed our targeted,

nurturing approaches and strengthened our partnerships with families, resulting in measurable improvements in key areas of children's development. Focused interventions have contributed to increased attendance levels and improved attainment, demonstrating the positive impact of our responsive and inclusive practice.

#### **Key Priorities:**

##### **ELC**

- **Develop and embed racial literacy across the setting**, supporting staff to confidently promote equity, inclusion, and diversity. This aligns with *Scotland's Race Equality Action Plan* and ensures that all children experience a safe, respectful environment where differences are valued and celebrated.
- **Further develop and embed robust systems for managing attendance**, including a review and evaluation of current policies and procedures to ensure they are effective, consistent, and supportive of improved outcomes for children and families.
- **Continue to develop our trauma-informed practice**, with a focus on deepening staff understanding and embedding approaches that support emotional wellbeing. Senior leaders will also complete the newly introduced STILT training to strengthen strategic leadership in this area.

### **3.2 Raising attainment and achievement/Securing children's progress**

**Choose an item.**

#### **Key Strengths:**

##### **ELC**

- **We have a strong commitment to creating a rights-respecting environment**, led by a newly established practitioner working party. This group has driven forward practice to ensure that children's rights are embedded in everyday experiences and that their voices are heard and valued—particularly in relation to their learning. This supports each child's right to an education that is individualised, meaningful, and tailored to their unique needs and interests, in order to continue to secure progress and lead to higher levels of attainment.
- **A focused and collaborative approach to target setting with families**, where individualised learning goals are identified in partnership with parents/carers over a 12-week period. Mid-point check-ins at six weeks allow for meaningful dialogue around progress and the opportunity to adapt or extend targets to ensure continued momentum. This structured and inclusive approach supports sustained progress and contributes to improved outcomes and raised attainment for children.
- **Engagement in professional learning** beyond scheduled in-service training, accessing courses on children's rights, racial literacy, promoting health and wellbeing, BookBug, and supporting mathematical development. Additionally, several practitioners are undertaking further study towards degree-level qualifications. This commitment to ongoing professional development contributes to a highly skilled workforce, which in turn enhances the quality of learning experiences, supports children's progress, and helps to raise attainment across the setting.

#### **Key Priorities:**

##### **ELC**

- **Place greater emphasis on involving children in their own target setting**, developing clear systems and processes to ensure their voice is central in identifying personal goals. This will promote ownership of learning, support motivation, and contribute to raising attainment through meaningful, child-led progression.
- **Further embed children's rights across all aspects of our practice**, building on our current work to create a rights-respecting environment. We will continue to raise awareness of the UNCRC (Scotland) and work towards recognition as a Rights Respecting School, ensuring children's rights are understood, upheld, and meaningfully reflected in their daily experiences.

## Key Achievements of the Establishment

### Peer Review as a Key Achievement

Our proudest achievements this academic year was the successful outcome of our Peer Review, which took place in December 2024. This two-day evaluation focused on four key quality indicators and was carried out by the Early Years Manager alongside three Head of Centre peers. The process provided valuable external validation of our practice and affirmed the high standards we strive for across our setting.

Prior to the review we assessed our Self-Evaluation based on How Good is Our Learning and Childcare, and we graded ourselves on each category – see below.

|                                                                                  |                                                                             |                                                                                           |                                                                     |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| QI - 2.3<br>Learning, Teaching<br>and Assessment.<br><br><b>4</b><br><b>Good</b> | QI - 3.2<br>Securing Children's<br>Progress.<br><br><b>4</b><br><b>Good</b> | QI - 3.1<br>Ensuring Health,<br>Wellbeing and<br>Equality.<br><br><b>4</b><br><b>Good</b> | QI - 1.3<br>Leadership of<br>Change.<br><br><b>4</b><br><b>Good</b> |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------|

We are absolutely delighted to report that we were validated as **Good (Grade 4)** in the first three Quality Indicators—and were especially proud when our peers upgraded our score to **Very Good (Grade 5)** for **Leadership of Change**.

This recognition is particularly meaningful as our current management team has only been working together since May 2024. The outcome was based on a combination of self-evaluation, documentation, peer observations, and most importantly, the collective effort and shared vision of our dedicated staff team.

### Peer feedback highlighted:

- *"The entire staff team shares a unified vision for the future direction of Larkfield Early Learning Centre."*
- *"A visible SLT who work closely alongside staff in the playrooms, driving positive change and improvements."*
- *"Senior leaders carefully manage the pace of change to ensure it is appropriate for achieving positive outcomes for children."*

### Our team was commended for:

- Their **commitment, experience, and skills**
- Providing **warm, nurturing interactions** that promote safety, independence, and engagement
- Offering **individualised support** tailored to each child's needs
- Creating experiences that keep children **motivated and engaged in learning**

### Celebrating Our Environment and Practice

Following the review, it was recommended that we host a showcase event to highlight our high-quality learning environment. In response, we welcomed colleagues from across early years, Primary 1, and our wider partners to an open evening. A particular highlight was the transformation of our outdoor classrooms, which have evolved from cold, uninviting spaces into warm, engaging areas featuring AstroTurf, Perspex weather protection, and our

own branded outdoor fleeces. These spaces, primarily used for block play, now provide children with enhanced opportunities to engage creatively and purposefully in meaningful learning experiences.

### **Positive Comments from our Visiting Colleagues**

*"Absolutely stunning! A place where I would love to play and work!  
I want to stay!"*

*"Thank you for inviting us into your beautiful learning environment. The opportunities created for the children are endless!"*

*"What a lovely centre! Staff are so proud and informative too!  
Well done everyone!"  
- ICOS*

*"Natural, inviting environment. Staff welcoming very proud of their spaces. The outdoors and the outdoor classrooms are AMAZING!"*

*"An amazing transformation! I want to stay! It really shows how much hard work and effort that has been put in."*

*"Looks fab! Staff are happy, confident and relaxed, happy to chat about their journey. They are all enjoying leadership opportunities."*

To end this wonderful year on a high, we held our vibrant end-of-term celebration, **'Larky Fest – Neon Style!'** This joyful event brought together the entire Larkfield family for one final celebration with our pre-schoolers.

Children enjoyed a full day of fun, including access to a Disco Dome and a range of neon-themed stalls offering face paint, glitter, braids, tattoos, and nail art. Domino's Pizza generously donated food, and an ice cream van visit added extra delight to the day.

The festivities also included visits from local police officers and firefighters, who shared their vehicles with the children before joining in for pizza and ice cream. Greenock Morton added to the excitement with a mini football workshop.

This memorable event was made possible thanks to the incredible generosity of our families and wider community. Through our fundraising event, which raised £1700, we were able to offer a truly special experience. We are deeply grateful to the local businesses who donated prizes and vouchers, to our Parents and Carers Group for their support and organisation, and to every family who contributed by attending, purchasing tickets, and supporting the cause.