

Larkfield Early Learning Centre

Standards and Quality 2025-26

Context of the Establishment

Our Establishment

Larkfield Early Learning Centre

The Early Learning Centre is situated within the Larkfield community of Inverclyde and provides high-quality early learning and childcare for children and families across the local area. The centre is registered with the Care Inspectorate to provide Early Learning and Childcare (ELC) for up to 100 children at any one time.

- 6 children 0-2 years
- 30 children aged 2–3 years
- 64 children aged 3 years to school age

The centre was officially opened in 2021 by Councillor Jim Clocherty and represents a significant investment in high-quality early learning and childcare.

The purpose-built centre provides high-quality indoor and outdoor learning environments designed to promote 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. There is a separate secure outdoor area attached to the baby room.

The centre serves a diverse community and supports children from a range of social, economic, and cultural backgrounds. 80% of children attending the setting live in SIMD 1-2 the centre works closely with families and partner agencies to ensure equity, inclusion, and positive outcomes for all learners.

The setting operates within Inverclyde Council's Early Learning and Childcare framework and is committed to delivering high-quality learning experiences that reflect the principles of Curriculum for Excellence, Realising the Ambition, and Getting It Right for Every Child (GIRFEC). Staff foster nurturing, responsive relationships and provide a welcoming, inclusive environment where children feel safe, respected, and valued.

The centre has continued to focus on improving outcomes for children through high-quality play-based learning, effective assessment and tracking, family engagement, and targeted support for attendance and wellbeing. Strong partnerships with parents, carers, health professionals, educational psychologists, and other agencies have enabled the setting to respond effectively to individual needs and reduce barriers to learning.

The centre places a strong emphasis on children's rights, learner participation, and family voice. Children are encouraged to contribute to decisions about their learning and play experiences, while parents and carers are supported to engage actively in their child's learning journey through regular communication, workshops, learning events, and target-setting opportunities.

The staff team consists of experienced practitioners who are committed to continuous professional learning and reflective practice. The team consists of a Head of Centre, Depute Head of Centre, Senior Early Years Education and Childcare officer, 1 Equity and Excellence Lead, 28 Early Years Education and Childcare officers, 5 Early Years support Assistants, Clerical Assistant, Caretaker, 3 Catering Assistants and a cleaner. Through ongoing self-evaluation and quality improvement activities, the team strives to ensure the best possible outcomes for all children and families within the Larkfield community.

Vision

To be the heartbeat of the Larkfield community, a place where every child feels safe, nurtured and inspired to love learning.

Our Values

Nurture – Supporting each child with love and care.

Wellbeing – Promoting mental, physical and emotional health.

Creativity – Encouraging imagination and curiosity.

Inclusion – Embracing and celebrating diversity.

Community – Working in partnership with families and the local area.

Teamwork – Collaborating with each other to achieve shared goals.

Enthusiasm – Approaching learning and life with energy and positivity.

Our Aims

- To provide a safe, nurturing and fun environment where children feel confident and secure.
- To build strong, respectful relationships with families and the community.
- To foster a love of learning that sparks creativity, independence and resilience.
- To embed wellbeing, inclusion and children's rights in all that we do.
- To be a place that reflects the heart of the community, where all voices are valued.

Establishment priority 1

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

Choose an item

NIF Driver

Teacher professionalism

Assessment of children's progress

HGIOS

Choose an item.

Choose an item.

QIF ELC QIs

Choose an item.

2.1 Children Experience High Quality Spaces

3.3 Learning, Teaching and Assessment

4.3 Children's Progress

UNCRC

Article 28: (Right to education):

Article 3 (Best interests of the child):

Outcome:

- By June 2026, at least 80% of practitioners will report increased confidence in delivering numeracy (measured through staff surveys and professional dialogue), compared with the current 60%.
- By June 2026, 75% of pre-school children will demonstrate breadth and depth in numeracy progress across the BGE tracker, showing improvement from baseline assessments in September 2025
- By June 2026, consistent use of the Inverclyde Numeracy Strategy and BGE trackers across all age groups will ensure earlier identification of gaps, enabling **100% of children** to have individualised numeracy targets linked to the Inverclyde Early Level tracker.

Progress and impact of outcomes for learners:

Professional learning linked to the Inverclyde Numeracy Strategy has increased most staff's confidence and consistency in delivering high-quality numeracy experiences.

Evidence from observations, learning journals and BGE tracking demonstrates improved progress in numeracy, with most pre-school children showing increased breadth and depth of learning from their baseline assessments.

Consistent use of the Early Level BGE tracker has supported earlier identification of gaps, enabling practitioners to work alongside Equity and Excellence Lead to set targeted next steps and provide timely interventions.

Twelve weekly target-setting meetings were held, ensuring that 100% of individualised numeracy targets were monitored, reviewed, and achieved.

Identifying and supporting staff numeracy champions has strengthened practitioner confidence, providing regular opportunities for professional dialogue, sharing effective practice, and modelling high-quality numeracy approaches.

Next steps

- Use moderation and professional dialogue to ensure consistency in assessment judgements and to monitor progress and attainment across the nursery.

- Continue to monitor the progress of identified groups of learners to ensure equity, raise attainment and reduce any gaps in numeracy and Literacy achievement with a particular focus on children residing in SIMD1-2 and care experienced children.
- Strengthen the role of numeracy champions by providing opportunities to lead professional learning, facilitate peer observations, and model effective numeracy pedagogy across the team
- Develop the role of a literacy champion to lead targeted interventions and improve writing attainment in response to identified data trends.

Establishment priority 2

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education
Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

Parental engagement
School Improvement

HGIOS/ELC QIs

2.7 Partnerships

2.5 Family learning

QIF ELC QIs

Choose an item.

Choose an item.

Choose an item.

4.2 Wellbeing, Inclusion and Equality

UNCRC

Article 5 (Parental guidance):

Article 29 (Goals of education):

Outcome

- By June 2026, **all staff** will consistently engage with families, using effective communication strategies to support learning at home via parents and target setting meetings.
- By March 2026, staff confidence in recording attendance and identifying how the impact of low attendance creates barriers to learning will increase, evidenced through surveys, professional dialogue, and reflective practice.
- By June 2026, children will have improved attendance and engagement in learning, evidenced by tracker data and Learning Journals.
- By June 2026, attendance rates across targeted groups will improve, and barriers to learning will be reduced.
- Data from trackers will show closing gaps in attainment between the most and least disadvantaged children.

Progress and impact of outcomes for learners:

Practitioners have strengthened their partnerships with families through regular communication, target-setting meetings and opportunities to support learning at home.

Staff's knowledge and confidence in monitoring attendance and using attendance data has enabled earlier identification of barriers to learning and more timely support for children and families.

Attendance and tracking information demonstrate improved engagement for targeted children, with early evidence of reduced barriers to learning and progress towards narrowing attainment gaps through targeted interventions and personalised support.

A clear attendance monitoring procedure has been developed to identify patterns and barriers early to support children and families.

Targeted interventions were put in place to support children with inconsistent attendance these included flexible start/finish times and well-planned sensitive transitions.

Regular meetings with our Education Officer allowed for ongoing analyse of attainment data to monitor progress towards closing the attainment gap, findings were shared with SLT and staff team allowing supported reflection and targeted next steps.

Next steps

- Develop staff leadership capacity in equity and inclusion by identifying key staff to lead aspects of attendance, family engagement and closing the attainment gap, ensuring sustainable improvement across the setting.
- Create opportunities for family learning workshops focused on literacy, numeracy and wellbeing, helping families develop the skills and confidence to support children's learning beyond target-setting meetings.
- Use attainment and attendance data more strategically to evaluate the impact of interventions for targeted children, adjusting support plans where necessary to accelerate progress and further reduce barriers to learning.

Establishment priority 3

NIF Priority

Choose an item

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

NIF Driver

Teacher professionalism

Assessment of children's progress

HGIOS

Choose an item.

Choose an item.

QIF ELC QIs

1.3 Leadership of Continuous Improvement

Choose an item.

Choose an item.

Choose an item.

UNCRC

Article 3 (Best interests of the child):

Article 31 (Leisure, play and culture):

Outcome

- By June 2026, all staff will use the Under-3s developmental tracker consistently and confidently to plan for breadth, depth, and relevance in children's learning.
- By June 2026, all under-3s will have a personalised developmental tracker that reflect their developmental stage, leading to measurable progress in Wellbeing, Confidence, Curiosity and Creativity, and Movement and Co-ordination.
- Earlier identification of developmental gaps will enable timely interventions, reducing barriers to learning.
- Parents will receive clear, accessible information about their child's progress through developmental tracker evidence.

Progress and impact for learners

Implementation of the Under-3s Developmental Milestone Tracker was delayed as the tracker was not finalised and staff training was not delivered until May 2026. As a result, the tracker was not implemented within the planned timescale and its impact on learner outcomes cannot yet be fully evaluated.

Practitioners continued to use an existing developmental tracking tool to monitor children's progress, identify developmental needs and inform personalised planning.

All practitioners have now completed training on the Under-3s Developmental Tracker and report increased confidence in using the new approach.

The tracker will be implemented across the setting from August 2026, providing a more consistent and robust framework for monitoring progress across key developmental areas, informing high-quality planning and strengthening partnerships with families through clearer communication about children's learning and development.

The impact on children's progress, equity and early intervention will be monitored and evaluated throughout the next improvement cycle.

Next steps

- Fully implement the Under-3s Developmental Tracker across the setting from August 2026.
- Monitor the impact of the tracker on children's progress through regular tracking, professional dialogue and quality assurance activities.
- Continue to build practitioners' confidence through ongoing coaching, moderation and collaborative professional learning to ensure consistent assessment of children's development.

- Use developmental tracking information to monitor the impact of the tracker on children's progress and identify children requiring additional support at the earliest opportunity and plan targeted interventions to improve outcomes.
- Strengthen partnerships with parents by sharing developmental tracker information regularly and increasing opportunities for families to contribute to their child's learning and development.

Data

Key Strengths:
Pre School Children

The majority of pre-school children are making expected progress in Listening and Talking and Health and Wellbeing, with 85% on track in both areas. Attainment in Reading, Numeracy and Mathematics has improved from baseline assessments, with most children now on track. This improvement reflects the sustained focus on numeracy within the improvement plan, targeted support and the contribution of the Equity and Excellence Lead.

	Listening and talking	Reading	Writing	Numeracy	Maths	Health and Wellbeing
Beyond						
On Track	85%	77.5%	60%	77.5%	77.5%	85%
Behind	15%	22.5%	40%	22.5%	77.5%	15%

Key Priorities
Larkfield ELC

Writing remains the key area for improvement, with 40% of pre-school children currently working below expected levels. This evidence has informed priorities for the coming session, including strengthening practitioner confidence and increasing high-quality, purposeful opportunities for mark making and early writing across all learning environments.

Quality Indicators

1.3 Leadership of Change Choose an item.	1.3 Leadership of Continuous Improvement (ELC QIF) Very Good
Key Strengths: Larkfield ELC • Staff have engaged in relevant professional learning opportunities which has supported the development of their knowledge and skills. This is having a positive impact on practice and contributing to improved outcomes for children, with an ongoing focus on equity and inclusion. • Leadership approaches, including monitoring and professional dialogue, support reflective practice and contribute to continuous improvement in children's learning experiences. Key Priorities: School/ELC Larkfield ELC • Further develop professional learning opportunities to ensure that staff consistently apply current research, pedagogy, and best practice to improve outcomes for all children. • Enhance quality assurance and self-evaluation processes to support greater consistency in learning experiences, interactions, and pedagogical approaches, leading to improved outcomes for children.	
2.3 Learning, teaching and assessment Choose an item.	3.3 Learning, teaching and assessment (ELC QIF) Very Good
Key Strengths: School/ELC Larkfield ELC • Staff have fully implemented effective tracking and monitoring processes support to identify children's progress and development, enabling planning that responds to individual needs and provides appropriate support and challenge. • SLT and staff have developed positive partnerships with families and other professionals, alongside ongoing observations and assessment, help staff build a clear understanding of children's learning and achievements and inform next steps in learning. Key Priorities: School/ELC Larkfield ELC • Strengthen tracking and monitoring systems to improve the use of data in identifying trends, measuring the impact of interventions, and supporting continuous progress for all children. • Enhance assessment practices by increasing opportunities for children and families to contribute to learning profiles and next steps, ensuring a more holistic picture of children's progress and achievements.	

3.1 Ensuring wellbeing, equity and inclusion Choose an item.	4.2 Wellbeing, inclusion and equity (ELC QIF) Very Good
Key Strengths: School/ELC Larkfield ELC • Staff know children and families well and work effectively in partnership with them to provide personalised support. This ensures children's needs, interests, and prior learning are understood and reflected in planning and decision-making. • A strong commitment to equity, inclusion, and early intervention, supported by effective observation, assessment, and professional collaboration, enables staff to identify and respond to children's needs individually, resulting in positive outcomes and improved progress for all learners. Key Priorities: School/ELC Larkfield ELC • Increase opportunities for meaningful parental engagement in children's learning, ensuring families are active partners in supporting progress and development both within the setting and at home. • Continue to develop inclusive practice by enhancing early identification and support strategies, ensuring all children, particularly those facing barriers to learning, achieve the best possible outcomes.	

3.2 Raising attainment and achievement/Securing children's progress Choose an item.	4.3 Children's progress (ELC QIF) Very Good
Key Strengths: School/ELC Larkfield ELC • Staff demonstrate a very good understanding of children's individual needs and family circumstances. A range of assessment and wellbeing data is used effectively to provide timely, targeted support that promotes equity, inclusion, and positive outcomes for all children. • Robust assessment and tracking processes enable staff to make accurate professional judgements about children's progress over time. Effective collaboration between staff, senior leaders, families, and partner agencies ensures assessment information is used strategically to inform planning and improve outcomes for children. Key Priorities: School/ELC Larkfield ELC • Continue to refine the use of data and professional dialogue to ensure even greater consistency in identifying patterns in children's learning and in targeting timely, proportionate support for all learners. • Strengthen collaborative moderation practices with staff, families, and partners to further improve the consistency and accuracy of professional judgements and to ensure continued improvement in outcomes for children.	

Other quality indicators evaluated from 3-year plan (Schools)		Other quality indicators evaluated from 3-year plan (Nursery)	
HGIOS		ELC QI's (QIF)	
Choose an item. Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item. Choose an item.	1.2 Staff Skills, Knowledge, Values and Deployment Choose an item. 3.3 Learning, Teaching and Assessment 4.3 Children's Progress	Very Good Choose an item. Very Good Very Good

Key Strengths:**School/ELC Nursery class/ASN provision**

Positive, nurturing relationships ensure children feel safe and valued, supporting high levels of wellbeing and engagement.

Through the implementation of an absence monitoring procedure, attendance improved for targeted learners, particularly those within SIMD 1 and 2. Regular monitoring of attendance data enabled early identification of barriers to learning, allowing for individualised support plans to be developed. This targeted approach helped increase children's engagement in learning, strengthened partnerships with families, and contributed to improved outcomes in both attendance and attainment.

The introduction of termly BGE assessments and tracking tools using the Learning Journals app has improved the accuracy of monitoring children's progress in literacy and numeracy. This has enabled staff to identify strengths, gaps and next steps more effectively, ensuring interventions are targeted appropriately and supporting improved attainment for all learners.

Strengthening staff knowledge and understanding of the Quality Framework for Early Learning and Childcare has supported more effective self-evaluation across the setting. Through increased confidence in using quality indicators to analyse practice, staff have been better able to identify what's going well, how do we know, and even better if, and implement targeted actions that have led to improved outcomes for children and families.

Key Priorities:**School/ELC Nursery class/ASN provision**

Promote equity, inclusion and wellbeing through embedding children's rights, racial literacy and trauma-informed approaches, ensuring all children feel safe, respected and included.

Improve outcomes for targeted learners by strengthening support for SIMD 1 and 2 children through responsive pedagogy, early intervention and effective use of data to remove barriers to learning.

Raise attainment and strengthen curriculum rationale through the effective implementation of literacy and numeracy strategies, robust tracking of progress, and increased staff confidence in using national and local frameworks to support children's learning and progression.

Key Achievements of the Establishment

Larkfield Early Learning Centre has continued to strengthen partnerships with local organisations to enhance outcomes for children and families, demonstrating a strong commitment to inclusion, family wellbeing and community engagement. Below are some of our successful achievements this year.

- Successfully organised a free Halloween family event, welcoming parents and members of the local community to participate in a range of engaging and enjoyable Halloween experiences. This promoted positive family interactions and strengthened community links.
- Worked closely with Youth Connections, who funded Easter celebrations for children and families, including an entertainer and Easter eggs. Their support has also enabled the development of a community garden project through the funding of a dedicated worker.
- Through partnership working with Youth Connections, families experiencing financial hardship benefited from £2,000 worth of vouchers, helping to alleviate the impact of the cost-of-living crisis and support household wellbeing.
- Collaborated effectively with Inverclyde Poverty Action, resulting in families receiving Christmas gifts and butcher parcels during the festive period. In addition, three families were provided with fully funded caravan breaks, creating opportunities for positive family experiences and wellbeing.
- Inverclyde Poverty Action also provided new summer clothing for children, ensuring families received practical support and helping children participate fully in nursery and community activities.
- Developed links with The Trust, enabling families to access support and opportunities to build skills, confidence and employability, contributing to improved long-term outcomes.
- Maintained strong partnership working with Branchton Community Centre, which provides a weekly community foodbank, ensuring families have access to vital support and resources when needed.
- Delivered regular Book bug sessions within the nursery to encourage family learning, promote literacy and strengthen parental engagement. These sessions were extended through partnership working with Youth Connections and were recognised through a ministerial visit, showcasing best practice in community partnership and family engagement.
- Continued to provide a range of environmental and community visits, enriching children's learning experiences, broadening their understanding of the wider world and supporting their health and wellbeing.

Impact

These achievements have significantly enhanced support available to children and families, reduced barriers associated with poverty, increased parental engagement, strengthened community partnerships and enriched learning opportunities for all children. The centre continues to be recognised as a valued community hub that works collaboratively to improve outcomes for children and families.