

Lochfield Early Learning and Childcare Centre

Standards and Quality Report June 2025

This report will inform you of our progress and achievements in the last session and let you know about our plans for 2025-2026. I hope that you find it helpful and informative.

Julie MacDonald Head of Centre



Our Centre

Lochfield Early Learning and Childcare Centre is a new purpose-built establishment. We opened in May 2021 to children and families of the Lochfield community. The environment is designed based on the Froebelian approach. Family and community were of central importance to Froebel, a value that we share within our service where, "family and community are at the heart of education". One of his key insights was recognising the importance of children leading their own learning through their own play. The indoor / outdoor space allows children to do this and to move freely. Children and families are at the heart of everything we do at Lochfield ELCC and connecting with all children, families and community is important to us.

Our Vision, Values and Aims

Our Vision - is to provide a nurturing, safe and fun learning environment where children are supported to reach their full potential. We strive to inspire, challenge, and ensure the best outcomes for all children and families.

Our Values - which underpin this are included, trust, equality, curiosity, and play.

Our Aims - to provide a welcoming, nurturing, and inclusive environment for all children and families within the community allowing all to feel comfortable, safe, and secure.

- To enable children to become confident individuals and effective contributors by putting their well-being at the heart of everything we do. By building positive relationships and through observation we endeavour to ensure all children are happy, healthy and we will collaborate effectively with other agencies when required.
- To build strong relationships with our families while connecting with those in our local and wider community.
- To provide children with rich, purposeful learning experiences allowing them the freedom, time and space to explore their interests to enable the children to become successful life-long learners.
- To have a high-quality, passionate, skilled workforce working together to provide an extensive curriculum delivered through a range of strategies to enhance children's knowledge and skills.
- We will be working to establish our identity along with our vision, values and aims as we become an established centre. We will be working all together to develop these.

Successes and Achievements

Excellent parental engagement linked to individual children's learning. This supported children's learning, strengths and challenges.

Partnership with local high school offering cooking classes was a powerful way to engage children and families while supporting individual learning in a realworld hands-on context.

Excellent links with the local community has greatly enhanced children's learning, well-being and sense of belonging. This was evident through our Local learning community and forest kindergarten

Renfrewshire's Nurturing Relationship
Approach (RNRA)

Nurturing principles are embedded in our setting, which creates a warm, safe and supportive environment for children to thrive emotionally, socially and academically.

Practitioners continue with additional professional learning/qualifications.
This ensures staff remain current, skilled and responsive to the evolving needs of our children and families.

Improvement Priority 1 – To implement and embed universal approaches to support wellbeing and inclusion.

We actively promote inclusion and equity, supporting all children to make very good progress and fulfil their potential. To enable us to provide the highest level for our children we as a staff team continue to reflect and have bespoke training. Everyone shares the responsibility for creating a positive and respectful ethos and we have a shared understanding of wellbeing. Each child is considered as an individual within their own needs and rights. Children's individual needs are at the centre of planning; children have high-quality individualised learning and development targets which build on prior learning.

Interventions embedded within our Practice

- Renfrewshire's Nurturing Relationships Approach Nurture Principle Learning is Understood Developmentally. We have our first two accreditation and now going for Amethyst award.
- Training for the whole staff using expertise colleagues from the flexible learning resource within Renfrewshire Council. This has led to professional development / dialogue linking theory on sensory, attachment and autism.
- Training for two practitioners on Renfrewshire's Inclusive Communication Environment, this was then rolled out and shared to all staff and embedded within our practice.

All the above interventions have had a positive impact on all our children. Practitioners know all children very well, and all are fully supported in all aspects of their individual learning. Practitioners bespoke training enhances their own knowledge and expertise and has an impact on the current cohort of children to ensure they are nurtured to reach their potential. Data on health and wellbeing has increased by 10%.

Improvement Priority 2 – To develop a high-quality rich learning environment both indoors and outdoors.

Within all learning zones both indoors and outdoors practitioners provide high quality real-life experiences for children. Practitioners are very skilled and responsive to children, where they plan exciting experiences which promotes curiosity, inquiry and creativity in each individual child's development.

Monitoring of the environment has ensured the environment is having a positive impact on children's learning and development.

Interventions embedded within our Practice

- Monitoring of the environment both indoors and outdoors, led to a numeracy audit been carried out. This along with data from progression tool kit led to a focus on numeracy across the whole environment. The data from May 2025 has shown a very positive impact on children's learning across numeracy. Data shows an increase by 24% in children achieving within numeracy.
- The development and promotion of our home link area within the hall area has had a positive impact on children and family engagement and learning. The range of resources within the home link area and creative thinking of practitioners to engage all families has been excellent. The impact on children's learning across all core curricular areas is evident within individual tracking and the progression tool. Data shows increase in children achieving by 24% within numeracy, 6% within literacy and 10% within health and wellbeing.

Improvement Priority 3 – To engage local community learning links.

We have built up very close links and relationships within our local community. This has been with our local primary and secondary schools, local area to Lochfield ELCC and within wider area of Paisley. Engaging with the local community has enhanced children's learning and opportunities for our children and families. This has also given practitioners the opportunity to lead initiatives and build positive relationships with our local high school and students who are interested in a career in early learning and childcare.

Interventions embedded within our Practice

- Our local learning community had a focus on health and wellbeing. Engaging with our families over a home link programme impacted on all children through the partnership working. Evidence gathered from the local learning community was shared with parents and wider at our celebration day.
- Practitioners led cooking classes in partnership with our local high school and café/restaurant within Paisley. This was an opportunity for children and parents to learn and cook together. Over 20 families attended over a 6 week block. Consultation and evidence gathered shows that this had an extremely positive impact on children and families. This is something that we will continue as part of our service.
- Forest Kindergarten programme was carried out by two practitioners who are forest trained. Children attended a block of 6sessions. Observations, interacting, planning and assessing children's learning has shown the impact on children the forest programme has had. Children have had experiences and opportunities to develop many skills problem solving, risk-assessing, physical, communication and emotional resilience. These skills contribute to children's overall development.

Key Strengths of Lochfield ELCC

Effective partnerships with parents building up relationships, engaging them in their child's learning and life of the centre. This starts from the home visit and continues through the child's journey with us.

We have a very welcoming ethos to everyone; staff are kind warm and nurturing in their approach. Respectful interactions where staff support children to feel valued, respected and all children are happy.

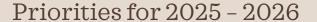
High quality learning environments both indoors, outdoors and local community provides children with opportunities to explore, be curious, problem solving and develop real-life skills.

A strong passionate leadership team who drive the service forward while valuing the views of staff, children, and families. This promotes a culture of respect and inclusion within Lochfield ELCC.

Practitioners who are highly skilled, knowledgeable, and fully committed to provide the best for our children and families.

Our Next Steps - Priorities for 2025 - 2026

We have made very good progress during session 2024-25 and we will use the improvement priorities listed below to build on this progress moving forward.



- Continue to build on parental engagement and involvement to enhance children's learning, linking into wider achievements and celebration of children's individual achievements.
- Continue our RNRA journey and work alongside our Educational Psychologist to embed Renfrewshire's Nurture Relationships Approach (RNRA) - identifying our fourth principle to achieve level 4 award - Gold.
- Reflect on our learning environment and zones to ensure it always provides consistent high-quality opportunities. Linking to the data we have collected a focus on Literacy across the service will be a priority.







Have your say

Please take the opportunity to share your thoughts with us, as we use feedback to help us make improvements to the centre. You can do this by speaking to staff, participating in parent / carer meetings, responding to questionnaires / surveys and by completing evaluations at events.

Full details of the improvement priorities and actions are detailed on the establishment improvement plan which can be accessed via Lochfield website, displayed within our hall and shared on seesaw.

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