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| Standards and Quality Report  2023-2024 |
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**Introduction**

Cherry Tree EYC is in the heart of Dalmilling within the town of Ayr. As a team we pride ourselves on creating a warm, friendly and inclusive environment where our children and families can thrive.

This report informs you about the quality of the Care and Learning your child receives and the impact of this on their progress.

**Vision**

“Together, we create a nurturing, happy, inclusive space where everyone feels respected, safe and valued and able to reach their future potential.”

**Together we believe**

**Together we can achieve**

**Values**

Our values have been refreshed this year in consultation with our staff, children, families and other partners, these are:

**Caring Respectful Included Happy**

**Aims**

In Cherry Tree Early Years Centre:- We aim to support each child and their family as they journey through our centre and beyond to become successful learners, confident individuals, responsible citizens and effective contributors.We aim to:-

* be a centre we are proud of, nurturing relationships with each child and their family
* provide experiences that support our children in their development and learning through Schematic play, Creativity, and STEM
* To value and be ambitious for our children, allowing them to develop and progress at their own pace
* To have a child centred approach to transitions
* Support work which endeavours to reduce inequalities for all
* To consistently reflect on current practice and strive for continuous improvement.

**Context of the early years centre**

Cherry Tree Early Years Centre (EYC) is situated in the Dalmilling area of the Ayr North and former coalfield communities. As of 2022 the population is 20.054 and 1 in every 4 children are identified as living in poverty.

Over 80% of our children live in the most deprived areas with 100% living in decile 1 and 2. During 2023/2024 we provided education and care for 100 3-5 year olds, 30 2-3 year olds and 7 0-2 year olds. We are registered with the Care Inspectorate to provide care for up to 150 children in total. The EYC is non-denominational, all children are welcome. Most 3-5 year old children live within reasonable walking distance of the EYC and we have daily contact with parents/carers. Our 0-2 year old children and some of our 2-3 year olds have been allocated sessions through Request for Assistance by other agencies in order to give families extra support where required and these families come from all over Ayr. The remainder of our 2-3 year old children are allocated places as eligible 2 yr olds. All places for 3-5 yr olds are allocated according to South Ayrshire Council’s Admission policy.

We have successfully delivered 1140 hours to all 3-5 year olds which offers families a variety of options for sessions to help meet the needs of children and families. Additional sessions are also available to purchase.

Children who attend for the full day and mornings are entitled to a free lunch and afternoon children receive an enhanced snack, this has had a hugely positive impact on the children’s independence, social skills and awareness of healthy eating.

Cherry Tree EYC is a purpose-built building which opened in August 2019. The building consists of a baby room and a further 3 playrooms, which have large sliding doors between each that can be opened to facilitate free-flow play between all areas. We also have a large multi-purpose plaza area in the centre of the building. All playrooms have direct access to landscaped gardens.

The staff team currently consists of Centre Manager, Depute Manager, an Excellence and Equity Lead, one Teacher and 3 Senior EYP’s who all form the senior leadership team. There are 27 Early Years Practitioners and a Clerical Assistant. We also have 2 school assistants who support children to access learning and reach their full potential.

The staff team all have roles to play in the continued development of the centre. Our team take part in well-planned self-evaluation activities, this helps to identify strengths and areas for improvement. Staff undertake CLPL linked to their PDR targets or relevant to identified improvement priorities. The team plan, track and evaluate their key children’s learning, identify when support or challenge is required and share this information during meetings with senior staff and parents.

This session we are reporting on children achieving between 8-10 developmental milestones in each key area. We are very happy that our children are making good progress in achieving their milestones.

**Developmental milestones (percentage of children achieving all 10 elements of milestones)**

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| Centre | 2020/21 | | | 2021/22 | | | 2020/21 | | |
| HWB | C&L | HWB | C&L | HWB | C&L | HWB | C&L | M&N |
| Cherry Tree EYC | 48 | 37 | 28 | 72 | 52 | 43 | 44 | 26 | 18 |
| Authority | 70 | 49 | 57 | 79 | 58 | 63 |  |  |  |
|  | 2021/22 | | | 2022/23 | | | 2023/2024 | | |
|  | Achieving 8 or more milestones | | | Achieving 8 or more milestones | | | Achieving 8 or more milestones | | |
|  | HWB | C&L | M&N | HWB | C&L | M&N | HWB | C&L | M&N |
| Cherry Tree EYC | 93 | 85 | 76 | 82 | 76 | 71 | 98 | 84 | 80 |
| Authority | 95 | 85 | 88 | 93 | 77 | 88 |  |  |  |

The EYC is committed to supporting training programmes involving NC and HNC students in Childhood Practice from Ayrshire College. We support B.Ed., PGCE and BA Childhood Practice students from the University of the West of Scotland as well as Work Experience for pupils from all of the local secondary schools. We also facilitate a number of 1-day placements for student nurses during their community experience module.

Cherry Tree EYC is part of the Ayr Academy Cluster; we work closely with other Cluster schools on a variety of development projects linked to Family 8. We also work in partnership, as required, with all other agencies involved in the care of our young children. Our Stand Alone Meetings (SAM) Managers and Deputes from Wallacetown, Girvan, Space Place and Cherry Tree EYC’s meet termly and discuss current initiatives and share good practice.

Our main feeder primary is Dalmilling with whom we share a campus and we have a transition programme in place. We have a few children who move onto other SAC primaries and transition plans are bespoke to the child and school. We will continue to work with the school, developing relationships and support children and families as much as possible.

A positive ethos and building good relationships underpins all of the work we do at Cherry Tree. The centre staff are committed to consulting with both children and parents throughout the year to ascertain views and interests which enable us to provide a service that meets the needs of those who use it and to ensure equity for all. The process of relationship building starts for the families from the first point of contact. An induction plan is also in place for all children to ensure that they are well supported during their “settling in” period. This is very much individualised for each child and their needs. Management team members and staff take time to find out about individual children’s needs and interests using a proforma reflecting the Health and Wellbeing outcomes. (SHANARRI)This information is then recorded in their Personal Plans and reviewed termly through Care and Share meetings with the parents and developmental targets are agreed and documented. During these events each keyworker makes time to share information on progress with parents. Our doors are always open to parents who want to discuss progress, ideas, concerns etc. at any other times.

Our Centre was subject to an unannounced Inspection by the Care Inspectorate in February 2020 and we are very proud of our grades which are as follows:

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| Quality of Care and support | Very Good |
| Quality of Environment | Very Good |
| Quality of Staffing | Good |
| Quality of Leadership and Management | Very Good |

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| **Strengths** | **Areas for Improvement** |
| Warm, friendly ethos | To continue to develop children's personal plans |
| opportunities to develop  children's curiosity, enquiry, creativity skills inside and outside. | To consider planning the service to allow the children to freely move between the indoor and outdoor play areas. |
| Warm, welcoming and nurturing environment, with good use of natural materials | To continue to support staff by ensuring that communications between the different areas of the service were robust. |
| Kind, caring and nurturing staff | To continue to develop our established quality assurance systems |
| staff demonstrated pride in their work and a commitment to improvement. |  |

**What key outcomes have we achieved?**

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| **School Priority 1: Improving Leadership of Change** | |
| **NIF Priority:** | **Links to HGIOELC** |
| **Progress and Impact**  We have recently reviewed our Centre’s Vision, Values and Aims in collaboration with all stakeholders, this ensures that everyone is involved in shaping our future. Our Values are now promoted on all communication and a display in the plaza shows our children demonstrating our values. We introduced Values stickers so that we could reward children who were practicing or talking about our values. Our core values are now regularly discussed at room and SLT meetings, ensuring that we stay true to them within our practice. Playroom observations monitor the impact of promoting our values with children, amongst staff and with families. This has resulted in a more shared understanding of what our Values mean to us.  We have consulted with both staff and parents around our current Vision. The results were relatively similar in terms of what is important for achieving positive outcomes for our children. The consensus was that our Vision should be shorter and punchier. This new Vision will be shared next term and fully embedded within the life and work of the Centre.  We have been working collaboratively to develop a new Curriculum Rationale. The knowledge our team have gained over the past year around Learning, Teaching and Assessment has resulted in them having confidence in what a Curriculum should look, feel and sound like for our children. Our new Curriculum Rationale will be launched in the new Term.  CLPL within the Centre has been closely linked with our current Improvement Plan and is having a positive impact outcomes for children. This had resulted in the team having an improved approach to planning and assessment – all staff are now fully involved in all aspects of the planning process. Their confidence is growing as a result of support from management. Planning and experiences are now focussed on developing skills and supports progression in learning. Children are more involved in planning and contribute through a variety of means – mind maps, consultation, observation.  Nurturing approaches have improved as a result of training, regular playroom observations and feedback (revisiting this to ensure improvements are happening) Approaches are discussed at meetings and practice is regularly reflected on.  Self-evaluation of QI 2.3 highlights improvements across most themes, however more improvement is required with Quality Interactions.  **Next Steps**   * To embed our newly refreshed Vision, Values and Aims, ensuring that our children continue to be aware of them and their meaning to us all. * To finalise and promote our new Curriculum Rationale * To drive further improvements through strategic planning and promoting leadership at all levels. | |

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| **School Priority 2 : Improving Children’s Health and Wellbeing** | |
| **NIF Priority:** | **Links to HGIOS 4 / HGIOELC** |
| **Progress and Impact**  Our nurturing approaches within the Centre underpin our Vision, Values and Aims. Recent whole Centre self-evaluation activity (QI 2.3) has demonstrated an improvement since the same point in time last year. Staff have indicated that ‘Relationships show a shared approach, they are strong and secure.’ ‘Relationships within teams, children and families are strong and evidenced through interactions.’  Throughout the year playroom observations have increasingly shown improvement with interactions between staff and children, with it latterly becoming a key strength of the Centre. There is still some development required around effective questioning. We consulted with staff around what Quality looks like, feels like and sounds like and this opened up discussion about the expectations for practice and the aspirations we have for all children.  From this consultation we created peer observation formats to reflect on ‘Quality within the playrooms’. From these observations we were able to reflect on the outcome as a individuals and as a team – we will continue to discuss good practice and identify and address areas for development.  The consultation highlighted areas of importance which were not picked up by the team, such as:   * Well planned, purposeful play and real-life experiences * Learning experiences extending and sustaining children’s interest * Listening effectively to children * Having high expectations for all children   These areas are developing and progressing as a result of management spending prolonged periods within the playrooms, supporting and modelling good practice.  CLPL, including Relational Approaches in Early Years was very well received by the team. This training resulted in the team being more reflection of their own actions and noticing how they talk with children when they are dysregulated. Formal and informal playroom observations evidence that staff are implementing these strategies within their practice. Our Equity and Excellence Lead has recently undertaken a 2 day Nurture Training Course and will work with the team to sustain and build on improvements.  Nurture continues to be a point of discussion and reflection at the end of each day. This year in particular we have found children’s behaviour to be more challenging than previous years and therefore the importance of working cohesively has been paramount in meeting individual children’s needs. These times of reflection have allowed the team to successfully support each other and create bespoke strategies and interventions for particular children. Children requiring support have the appropriate Staged Intervention Paperwork in place including measurable targets. These targets have ensured that children’s behaviour has not become a barrier to them making progress in their learning. Termly progress meetings with Keyworkers have also contributed to the timeous planning of effective targeted support for individuals in order to support them to achieve their developmental milestones. We are proud that we have increased the % of children achieving between 8 and 10 milestones from 82% last year to 98% this year.  **Next Steps**   * To work towards becoming a Rights Respecting Centre * To make further improvements on Quality Interactions * To improve the levels of family engagement | |

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| **School Priority 3: Learning, Teaching and Assessment – Planning for learning** | |
| **NIF Priority:** Assessment of children’s progress/Teacher professionalism | **Links to HGIOELC** QI:- 2.3 |
| **Progress and Impact**  Our planning reflects local Guidance and demonstrates coherence and progression in both Medium and Short-Term Planning. Staff confidence and knowledge around planning has increased significantly as a result of them taking ownership of the planning and of meetings which are supported by Management and our Teacher. Through Quality Assurance it was noted that evaluations are improving with clearer next steps in learning and links to future planning, however consistency of quality requires to continue to be monitored. Learning experiences are now more carefully planned which allows almost all children to take an active role in their learning. Children are observed to sustain interest for extended periods in a variety of experiences, more apparent in the block play areas. Most children are confidently able to make choices and decisions about their play and learning, supported by staff who encourage them to be responsible and independent.  All staff know the children well as learners and use this knowledge and observations to inform next steps in learning. The children’s progress and observation of learning are recorded within their Personal Learning Journals. This allows parents to see and contribute to their child’s progress. When surveyed responses indicated that all parents felt confident in uploading information to their child’s Learning Journal. From the 49 responses 32 parents/carers accessed their child’s Journal daily, while 18 others indicated at least weekly.  Learning Journey displays, mind maps and surveys capture children’s participation and their voice – sharing new knowledge or reflecting on their experience. This is resulting in children being more confident in recognising themselves as learners with some children being able to talk about their learning.  All keyworkers track and monitor children’s progress across the Broad General Education and through Developmental Milestones. This information is shared and moderated during Children’s progress meetings between each Keyworker and Manager. At key points in the year – Nov, Feb and May this information is collated and shared with the team. We use this information effectively to identify children who have gaps in their learning and plan appropriate and proportionate support. Individual plans are created for children, identifying clear learning targets and the interventions required. This approach has been very successful this year with almost all children making good/very good progress in their learning.  **Next Steps**   * To focus on improving literacy and numeracy rich environments * To improve the use of digital technologies across all areas of learning * To engage with SAR and upskill all staff. * To use early Talk Boost as an intervention to boost children’s language skills. | |

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| **School Priority 4 : Improving Learning, Teaching and Pedagogical Approaches** | |
| **NIF Priority:** | **Links to HGIOELC** QI:- |
| **Progress and Impact**  Playroom observations have highlighted that staff interactions have improved over the year and this results in Learning, Teaching and assessment across the Centre to be good. As mentioned in Priority 3 there is now a clear link between planning for learning and children’s achievements which can be seen within their Learning Journals, wall displays and floor books.  CLPL has improved the skills of some of our staff and the impact of this training has contributed to the achievements of our children and making progress with their learning.  One staff member has gained Forest Schools accreditation and works hard to enhance our outdoor area, ensuring that all children have access to wide range of real-life and creative experiences outdoors. This has also helped with our allotment and to sustain the development of this valuable part of our curriculum. We have had excellent parental engagement with this with some families working on our fruit and vegetable patches in their own time.  We have 6 staff trained in Play on Pedals with 58 children participating this year. 29 children have successfully progressed to pedal bikes, an increase of 11 children from last year.  2 staff members have completed Block play Training arranged by SAC, this was by the influential Daniel Spry. Playroom observations and individual child observations evidence the benefit on this training to children’s learning. Almost all children have increased levels of engagement within these areas and creativity is at a premium. Following the training SAC have invested in more blocks which have enhanced the areas further.  Overall pedagogical approaches are improving throughout the Centre and this year the confidence of our team has improved in terms of learning and teaching. This is reflected in the increase of children achieving their developmental milestones as set out in our <SIP:->  To increase from 65% to 80% - ‘I can tap out syllables in words’ 89% achieved this year.  To increase from 59% to 80 % - ‘I can identify rhyming words’ 82% achieved this year  To increase from 47% to 70% - ‘I can identify words that start with the same sound’ 66% achieved this year  To increase from 50% to 70 % - ‘I recognise ‘how many’ without having to count’ 70% achieved this year  To increase from 41% to 70 % - ‘I can understand information in simple graphs and charts’ 89% achieved this year.  **Next Steps**   * To regularly evaluate the impact of training against outcomes for children. * To encourage and support leadership across the Centre, linking this with PDR’s and our ne Improvement Plan. | |

**Evaluation Summary**

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| Quality Indicator | School Self Evaluation  (Please add 3 or 4 evaluative statements linked to the themes) |
| 1.3 Leadership of change  Developing a shared vision, values and aims relevant to the school and its community.  Strategic planning for continuous improvement  Implementing improvement and change  **Grade 4 - Good** | Our centre’s meaningful vision, values and aims were refreshed this year in collaboration with practitioners, parents and partners. They reflect the needs of our community and of the aspirations our team have for our children and families. The majority of our team are committed to our vision, values and aims. They demonstrate professionalism and willingness to further develop their knowledge and learning. There are opportunities for the team to practice newly acquired skills and we are building capacity distributive leadership and further improving outcomes for children.  The whole team are working together to successfully promote a fully inclusive, safe and high-quality learning environment for children and families.  Our leadership team are highly committed, have been consistent across the year and have clear remits in place. Leaders at all levels promote a culture that we are learning and growing together. This has resulted in most of the team using their initiative, creativity and ability to reflect on practice which has helped inform change and improvement.  All staff have been involved in self-evaluation of our service, the outcome of which has informed our new Improvement Plan which will include leadership opportunities for all staff, this is something we are very keen to promote. We continue to review staff skills and take them into consideration when deploying practitioners into rooms. This ensures that there is a balance of experience and talents which impacts on the quality of care, learning and development.  Over the year we have developed an improved system for Quality Assurance – this has supported us to evaluate and evidence impact on outcomes for children.  We are effectively using data to track and monitor children’s progress. This, combined with regular progress meetings with each Keyworker has ensured that we effectively plan for support or challenge for individual children.  processes.  The whole staff team know our children, families and the context of our community very well which has a positive impact for all service users. |
| 2.3 Learning, Teaching  and Assessment  Learning and engagement  Quality of interactions  Effective use of assessment  Planning, tracking and monitoring  **Grade 4 - Good** | The majority of staff at Cherry Tree are ambitious for our children and stay true to our vision, values and aims. This ensures that all children are given opportunities to be the best they can be.  All staff contribute to the warm, welcoming ethos in the Centre. This enables our children and families to feel valued, safe and respected.  Our staff take time to get to know the children and families really well which has been fundamental in creating positive, encouraging and supportive relationships, resulting in confident, happy children with an eagerness to learn.  Improved planning, tracking and assessment approaches support staff to make sound judgements of children’s progress and allow them to tailor learning opportunities to suit individual’s needs. Some children are able to lead their own learning and with support and encouragement from staff children are beginning to talk about what they are learning.  We have been working with the staff team to develop their understanding of quality interactions. Some staff are confident in the use of effective questioning and are able to deepen and extend children’s learning. This continues to be an area for improvement across the Centre.  We encourage the children to develop self-regulation by consistently promoting positive behaviour and spending time to discuss the consequences of their actions.  At team meetings we discuss individual children’s needs and data from developmental milestones to allow us to be responsive and to put in place effective strategies to support or challenge. All staff have had the opportunity to engage in assessment and moderation activities, allowing them to have a shared understanding of assessment processes. Keyworker/teacher/manager meetings have given the opportunity for shared professional dialogue around each child’s progress, particularly effective around personal plans or Staged Intervention review times. This has ensured that any support/challenge identified is supported with appropriate interventions.  We have developed more effective systems to track and monitor children’s progress, this data is shared with staff at regular intervals and used to help identify gaps in learning. Children are now being identified as requiring support much sooner than previously and a robust timetable of support is ensuring that all children’s learning is progressing.  Our Learning Journals are well-established and have been very well received by families. These profiles allow parents to access their child’s progress and learning at all times and provide feedback. The profiles allow staff to triangulate a child’s progress through planning, tracking and Care Plan targets . |
| 3.1 Ensuring wellbeing, equity and inclusion  Wellbeing  Fulfilment of statutory duties  Inclusion and Equality  **Grade 4 - Good** | The wellbeing of children and families is central to the whole ethos of the centre. The GIRFEC principles underpin our approach to promoting children’s wellbeing. We know our children and families very well and all relevant staff are aware of our most vulnerable families striving to sensitively support them in any way they can.  Children are at all times are supported to develop positive attitudes to behaviour, this is consistently shared with families, who are supported to implement the same strategies at home. As a result of consistent approaches children are becoming increasingly confident in aspects of keeping themselves safe and healthy.  We track children’s attendance and work with families to promote the benefits of good attendance.  Staff are all SSSC registered, they are aware of their PRTL responsibilities and of statutory duties, including annual Child Protection training.  Personal Care Plans have are in place for all children include staged intervention information for ASN and care experienced children. This combined with improved tracking data has had a positive impact on our ability to tailor support/challenge for individual children.  We have regular attendance at Team With the Family Meetings for vulnerable children and we have established effective relationships with all of our partners, resulting in a very cohesive and robust approach to supporting our most vulnerable children.  Centre values reflect the need for equality and respect. Inclusion and support for all children is always high on the centre agenda. We have effective strategies in place to support all children and families in an understanding and sensitive manner. This results in us being able to mitigate the impact of poverty and life’s challenges on some of our families. |
| 3.2 Securing children’s progress   * Progress in communication, early language, mathematics, health and wellbeing * Children’s progress over time * Overall quality of children’s achievement * Ensuring equity for all children   **Grade 4 - Good** | The four capacities of Curriculum for Excellence underpin all that we strive to achieve for our children. They interweave with our vision, values and aims. Our planning supports our children to achieve their full potential and they are developing skills across all curricular areas and making good progress in communication, early language, mathematics and health and wellbeing.  Tracking the progress of our children termly ensures that the team have access to accurate data which has been moderated for consistency and allows them to identify children requiring support as early as possible. Interventions put in place are effective and aim too close the poverty related attainment gap.  Our children are happy and confident in the Centre. Their achievements are recognised and celebrated by the staff, however we recognise that we need to improve methods of tracking wider achievements and support the development of a range of wider skills. Our use of praise and the promotion of positive attitudes are supporting the children to become confident learners, building their skills in independence and responsibility.  We work closely with the Family Learning team successfully supporting families to reduce barriers to learning. The uptake of PEEP sessions is good and the option of 1:1 support has been invaluable to our most vulnerable families. |
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**What are the key priorities for Improvement 2022-2023**

* **Priority 1.**  Health and Wellbeing - To support our children through a ‘Right’s-based approach’ and to gain accreditation. To improve approaches to family learning – developing confidence and a culture of learning within families.
* **Priority 2.** Maths and Numeracy – To improve attainment.
* **Priority 3.** Communication and Language – To improve attainment.
* **Priority 4.** Learning Teaching and Assessment – Planning for Learning Our curriculum planning will better meet the needs of our children and ensures continuity and progression in learning

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| **What is our capacity for continuous Improvement 2023-24** |
| Within the context of the flexible and varied service provided at Cherry Tree Early Years Centre priority will always be given to quality. Self-evaluation and improvement lie at the heart of Cherry Tree and ongoing support will be given to staff to continue to deliver high quality education and care to children and families. Our Centre Improvement Plan will continue to address the needs of our Centre whilst reflecting local and national priorities. This plan will be a working document which will be regularly evaluated and reflected upon. We look forward to sharing and celebrating our successes.  We will continue to strive to close the attainment gap while improving outcomes for all our children. We will continue to work towards raising attainment in literacy, numeracy and health and wellbeing across the centre through targeted supports and interventions. We will also continue to provide experiences and opportunities for children to develop their broad general education through cross curricular learning experiences during play.  This session the focus for self-evaluation and improvement will be: New Manager to review the following   |  |  | | --- | --- | | HGIOELC   * 1.1 Self-evaluation for self-improvement * 1.3 Leadership of change * 2.2 Curriculum * 2.3 Learning, teaching and assessment * 3.2 Securing Children’s Progress | CI Quality Framework (June 2021)   * 1.1 Nurturing care and support * 1.3 Play and learning * 2.1 Quality of the setting for play and learning * 3.1 Quality assurance and improvement are led well * 3.2 Leadership of play and learning | |