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| Cherry Tree Early Years Centre Standards and Quality Report |
| 2024 -2025 |
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Introduction By Head of Centre

We have been working hard this session to develop a team spirit throughout the centre. At Cherry Tree last session staff and parents created an aspirational vision that we are proud of. Cherry Tree is committed to delivering a centre that is welcoming, adaptable, nurturing and child centred - to meet the needs of all our children. We do this by providing exciting spaces indoors and outdoors. We provide an environment where children can develop a love of learning by engaging in a variety of high-quality experiences enabling them to develop skills for life.

The purpose of this report is to provide an answer to the question – ‘How Good is our Early Learning and Child Care 2024-2025?’ This report tells you about the quality of education in our Early Years Centre (EYC) and how children benefit from coming here. Our Centre took part in a pilot joint inspection for the new Early Years Framework with Care Inspectorate and Education Scotland in February 2024. This focused on 3 Quality Improvements – Learning, Teaching and Assessment, Nurturing Care and Support and Safeguarding and Childhood Protection. Although no grades were published the feedback, we received was very positive.

**Visions**

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

**Together we believe**

**Together we can achieve**

**Values**

**At Cherry Tree we are rich….**

 **R**espectful  **I**ncluded  **C**aring  **H**appy

**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 STEAM.
* ensure staff are knowledgeable of current practice and seek to provide interesting and stimulating activities for all our children both indoors and outdoors.
* value and be ambitious for our children, allowing them to develop and progress at their own pace.
* have child centred approach to transitions.
* support work which endeavours to reduce inequalities for all.
* consistently reflect on current practice and strive for continuous improvement.

Context of the Early Years Centre

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. We also have a large multi-purpose plaza area in the centre of the building. All playrooms have direct access to landscaped gardens. Currently we have 106 children attending the centre.

Cherry Tree Early Years Centre (EYC) is situated in the Dalmilling area of the Ayr North. In 2021 the population of North Ayr was 21,726 and 1 in every 4 children are identified as living in poverty and all of the population is classed as living in the most deprived quintile according to the Scottish Index of Multiple Deprivation 2020. 94% of our preschool children live in decile 1 and 2.

Most of our children go on to attend Dalmilling Primary School with whom we share a campus and we have a yearlong 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 continue to work with the schools, developing relationships and supporting children and families as much as possible.

Cherry Tree EYC is part of the Ayr Cluster; we work closely with other Cluster schools on a variety of projects. Our Cluster schools are Dalmilling PS, Annbank PS, Coylton PS, Newton PS and Ayr Academy. We also work in partnership, as required, with all other agencies involved in the care of our young children. The managers from the Stand alone EYC’s in Ayrshire -Wallacetown EYC, Girvan EYC, Space Place EYC, and Prestwick North EYC and Cherry Tree EYC meet termly to discuss current initiatives and share good practice.

Our current staff team is made up of a Centre manger, two Depute Managers, 1 Principal Teacher ( 2 days a week), 3 Senior Early Years Practitioners (SEYP), 1 Equity and Excellence Lead, 19 Full time Early Years Practitioners (EYPS), 8 part time EYPs and a Playroom Assistant. Over this session we have had a new manager, a new depute and 3 new seniors join our team.

Cherry Tree offers provision for 51 weeks of the year and is open from 8am – 6pm. All 3-5-year-old children along with eligible 2-3-year-old children are entitled to 1140hrs. Parents can purchase additional hours/sessions to follow working patterns.

We also have a room for babies/toddlers under 2 and places are allocated by the Early Years Forum.

We are registered with Care Inspectorate to accommodate a total of 150 children with no more than 10 children under 2, 40 2–3-year-olds and 100 3-5 year olds.

Currently we have 9 children under 2.

 13 children aged 2-3 years.

 84 children aged 3-5 years.

Cherry Tree EYC has excellent links with the local community. We are often out in the community going for walks, working on our allotment, visiting local parks and library. We also have close links with our local Care Homes. The children visit regularly enjoying the company of their residents.

A positive ethos and building good relationships with families underpin all 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 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 families. 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 Plan meetings with the parents when 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/carers who want to discuss progress, ideas, concerns etc. at any other times.

The data for the children who achieved 8, 9 or 10 milestones by June 2025 compared to South Ayrshire Average.

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| 8,9,10 milestones achieved by Preschool in June  | Cherry Tree EYC | South Ayrshire Average |
| HWB | 100% | 96% |
| Literacy and Communication | 86.8% | 83% |
| Numeracy | 97% | 91.7% |

**What key outcomes have we achieved?**

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| **School Priority 1: Develop shared vision, values, aims and leadership opportunities** |
| **NIF Priority:** **Placing the human rights and needs of every child and young person at the centre of education** | **Links to HGIOELC?****1.2 Leadership of Learning****1.3 Leadership of Change****2.2 Curriculum****2.3 Learning, Teaching and Assessment****3.1 Ensuring Wellbeing, Equality and Inclusion** | **CI Quality Framework****1.1 Improvements in the safety, wellbeing and life chances of vulnerable children and young people.****6.1 Policies, procedures and legal measures.****9.1 Vision, values and aims.** **9.2 Leadership of strategy and direction.**  |
| **Embed vision, values and aims of the centre within our practice.****Progress and Impact**The caring and nurturing ethos of our centre demonstrates our early years centre values of respectful, included, caring and happy. The Quality Indicator Nurturing Care and Support was included in our recent pilot and the document says- “Children experienced warm, consistent and responsive care that fostered their wellbeing. They were safe and sensitively cared for by staff who supported them to express their needs. This supported them to feel safe and to have fun. Children's privacy and dignity was respected. They asked for help naturally from an adult and were supported to be independent. For example, children were confident to get ready independently for outdoors, putting on wellington boots and splash suits. Some children needed help to get ready and they were supported sensitively by the staff to do this.”Staff, children and parents continue to embed our aspirational vision, strong values and ambitious aim in our practice as we move forward. The Vision, Values and Aims are on display in the centre and we have a values song that the children sing to help support their knowledge. Our values are at the bottom of emails and included in our weekly news sheets this helps the parents and carers become more familiar with them. Children’s rights are beginning to be promoted during the play. Children are becoming confident in talking about their rights and what they mean for them. **Improve our family learning engagement which will contribute to a culture of learning within the centre, family and the wider community.** **Progress and Impact**We know our families and children very well and we create a warm and welcoming environment in which children and their parents/carers feel respected, valued and supported. We learn from and build upon the strengths that families bring and actively involve them in the centre for example, a parent runs our baby massage class and another parent offered haircuts before Christmas. We have a wide and varied programme of events for parental involvement. We invite families into the centre as much as possible to work with their children including – Jiggy Wrigglers, baby massage, curriculum workshops, coffee mornings/afternoons. We also have monthly stay and play sessions. We have toddler group once a week to support and encourage our families with younger children. This has also helped develop friendships between families. Our family worker has strong relationships with families and regularly runs peep sessions, Sleep Routine Sessions, Toilet Learning workshops and Fun with Food sessions. We encourage all our families to attend. We are fully aware of the financial difficulties some of our families endure therefore we support them in a variety of ways including a second-hand clothes rack to support recycling. We also ran a Bring and Buy sale at Christmas. We get a donation of unsold foods from Marks and Spencer – this food is freely available to all in the community. Woman’s Aid also come and take some of the food to support their families. We were able to deliver 15 Night before Christmas Santa Sacks donated by a local charity. We consistently work to engage families in the life of the centre. 96% of our families have attended at least one event this session and 86% have attended 2 or more events. We continue to build on relationships with our community through care home visits, working on our allotment and forest kindergarten at Rozelle Park. Our recent inspection noted “Families had regular opportunities to discuss their child's care and development, both informally and formally. This was further supported by effective communication through journals, displays, questionnaire and other information sharing. This supported families to have a voice and feel fully involved in their children's care and life of the setting. Staff and management recognised potential barriers that could make it difficult for families to be involved in the setting or support their children's development. They understood that each child's development is shaped by their family, friends, community and experiences. Families were welcomed into the setting to many different events, and to participate in programmes and engagement sessions. One person told us, "They regularly have stay and play which is great, and there is a woman who works closely with the nursery and runs classes which we attend, and these are great.” This impacted positively on the quality of children's care and support, both at home and in the setting.” **Develop leadership qualities within the staff team to ensure all our children’s needs are being met.****Progress and Impact**Leadership groups for digital technology, parental partnerships, Rights respecting Schools Intergenerational working, Expressive arts, Literacy, Numeracy and HWB have been established and time was given in staff meetings and in-service days to facilitate this work. Staff created Action Plans that allow then to measure the impact of their work. Our recent inspectors were very interested in our focus on Expressive arts.This year 100% of our preschool children assessed attained 8,9 or 10 health wellbeing milestones. This year 71% of our preschool children assessed attained 10 Health and Wellbeing milestones. Next Steps* We need to ensure that the children are more aware of the vision, values and aims and they are fully embedded in our practice.
* Continue to develop understanding and implementation of the UNCRC rights of the child through working towards our bronze award.
* Adopt the cluster Think Equal Health and Wellbeing programme - Think Equal is a global initiative which calls for a system change in education, to end the discriminatory mindset and the cycle of violence across our world and ensure positive life outcomes for our children.
* Improve the number of children achieving 10 milestones.
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| School Priority 2: IMPROVING CHILDREN’S ATTAINMENT IN MATHEMATICS AND NUMERACY/COMMUNICATION AND LANGUAGE |
| NIF Priority: Improvement in attainment, particularly in literacy and numeracyClosing the attainment gap between the most and least disadvantaged children and young people | Links to HGIOS 4 / HGIOELC2.2 Curriculum2.3 Learning, teaching and assessment.3.2 Securing children’s progress. | CI Quality Framework2.1 Impact on children and young people |
| **Improve children’s maths and numeracy/communications and language through rich and meaningful play experiences.****Progress and Impact** Over the course of the year, we have developed our planning and because of this the staff are able to provide experiences which meet our children’s needs, it reflects both intentional and responsive play. We make good use of resources to provide a rich range of appropriate experiences for children. Children respond well to play spaces and resources that promote and encourage independence and curiosity. 2 members of staff completed the South Ayrshire Numeracy Training and 2 members of staff are in the middle of the Frobel training. There is an improved consistency in quality interactions between practitioners and children. A range of practitioner training including training from Educational Psychologist on Intensive interactions, training on Effective Questioning delivered by the principal teacher and playroom monitoring by practitioners and management is supporting this key area and building confidence and skills. Staff have access to and use data from a variety of sources to support closing the attainment gap Progress meetings are held termly and children who are not achieving are identified and supports are put in place, there is scope to increase the number of interventions supporting children. Staff working groups for literacy, numeracy have been established and time was given in staff meetings and in-service days to facilitate this work. In our 3 -5 rooms our speech and Language Therapist (SLT) runs a weekly Equity Targeted Support group aimed at groups of children – including children who require support in developing an understanding of basic concepts and children who require support to focus and concentrate. Practitioners link with the SLT so they can continue the interventions after the focused sessions. A practitioner who is not a key worker, supports keyworker practitioners to get time on the playroom floor to focus on their keyworker children supporting quality interactions and targeted learning. This year 86.8% of our preschool children assessed attained 8,9 or 10 communication and literacy milestones. This year 44.7% of our preschool children assessed attained 10 communication and literacy milestones.This year 97% of our preschool children assessed attained 8,9 or 10 Numeracy milestones.This year 39% of our preschool children assessed attained 10 Numeracy milestones.**Focus on closing the attainment gap by identifying and supporting children and families who are vulnerable.**Where children had additional needs, support plans were in place. Staff and management worked proactively with children, families and other professionals to identify support needed, and agree clear strategies to ensure that children's wellbeing was supported, and children reached their full potential. Our Equity and Excellence Lead targets children who are identified at progress meetings as not making appropriate progress. 94% of our preschool children live in decile 1 and 2. Attendance has an impact on all our children, next session we will have a focus on improving our attendance. This session 52% of our children have attended for more than 90% of the year and 87% of our children have attended for more than 80% of the year.Next Steps* To improve attendance
* In Literacy and numeracy increase the number of pre-school children attaining 10 milestones.
* Further develop staff knowledge of interactions and how to scaffold learning.
* To embed digital technologies to support learning within the playrooms.
* Improve daily transitions in the 3-5 room to reduce interruptions to learning.
* Focus on attendance to help drive attainment and support developing good habits
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| School Priority : Learning, Teaching and Assessment – Planning for learning |
| NIF Priority: Improvement in children and young people’s health and wellbeing | Links to HGIOS 4 / HGIOELC2.1 Safeguarding and child protection2.2 Curriculum3.1 Ensuring wellbeing, equality and inclusion. | CI Quality Framework1.1 Improvements in the safety, wellbeing and the life chances of vulnerable children and young people5.2 Assessing risk and need |
| **To improve outcomes for all children through improving:****Planning, tracking and monitoring, Assessment approaches, the quality of the environment and****the quality of children’s Personal Profiles****Progress and Impact**Over the course of the year, we have developed our planning and as a result of this the staff are able to provide experiences which meet our children’s needs, it reflects both intentional and responsive play.Practitioners make very good use of the indoor and outdoor spaces to provide high quality experiences for all children. We make good use of resources to provide a rich range of appropriate experiences for children. Children respond well to play spaces and resources that promote and encourage independence and curiosity.Staged intervention plans are clear and have appropriate targets that are regularly reviewed and can be achieved in a timely manner. Parents/carers contribute to staged intervention plans and review them regularly. Practitioners work with a range of partners to meet individual needs and to remove barriers to learning, this includes Family Learning Worker, Speech and Language, Health Visitors and Health Visiting Support Worker, Educational Psychology and Occupational Therapy. Practitioners gather and use a wide range of information about children’s learning, including observations to inform their practice. This information informs planning and ensures activities are at the appropriate level for each individual child.Practitioners use data to identify where support or challenge is required. Our Equity and Excellence Lead links with keyworkers to provide support to individuals to mitigate and reduce barriers to learning. The impact is discussed at the termly progress meetings with the leadership team.Practitioners in each playroom have fortnightly tracking meetings where information on the children’s progress is discussed and shared. This helps to ensure effective support and challenge is provided and is reflected in planning. Practitioners are increasingly confident in their professional judgement as they continue to engage in peer moderation across the centre. Next session we will focus on moderation within the cluster to support consistency in understanding of the milestones. Each child has a learning journal to show the progress they are making across key areas. These include monthly observations. We are continuing to work towards consistency and quality of profiles. Children are supported to access their journals and, with support, contribute and talk about their learning and achievements. Our Recent CI report stated that “Children's wellbeing was supported through effective personal planning. All children, regardless of their personal characteristics, were recognised as individuals who were listened to, valued and respected. Personal plans reflected what staff knew about individual children. Personal plans promoted children's rights and valued the individuality of each child and their family. They were tailored to each child's individual strengths, needs and interests. Plans were regularly updated in partnership with families. One person said, "Care plans are updated on a one-to-one basis with staff regularly, my child has a key worker however all staff know are happy to help." This meant staff could sensitively respond to changes in children's lives.”Next Steps* Ensure consistency and quality of observations for all children.
* Continue to embed our planning with a focus on support and challenge children.
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Evaluation Summary

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| Quality Indicator | Centre Self Evaluation  |
| 1.3 Leadership of change | **Developing A Shared, vision, values and aims relevant to the ELC setting and its community.**Ambitious vision value and aims were developed in 22/23 which involved parents, children and other stakeholders. We are embedding these within our centre, and they provide strategic direction to the EYC, they are in line with national and local aims and are contained within our handbook, blog and displayed throughout the centre. The Vision, Value and Aims are reflected in our high expectations for all our children. Staff have a good understanding of the vision, values and aims.Children and staff reflect the values in the day-to-day life of the Centre, and we are increasing the number of conversations that we have with the children about our Vision, Values and aims. Next session we intend to continue to embed our vision values and ensure they are used regularly through daily interactions. We have a song that helps teach the children the values.**Strategic Planning for Continuous Improvement**The Senior leadership Team has changed this session. A new manager started in the centre in August 24 and a second depute started in the centre in October 24. A Principal teacher 2 days a week who started in August. The three seniors have all changed this session. Currently we have one new permanent senior and 2 temporary seniors. The management team have a range of leadership experiences, there are clear remits in place. It is evident that most staff are leading learning and staff embrace leadership roles across the centre and are beginning to work collaboratively for change across the centre. Annual PRD’s include leadership responsibilities for all to help shape the improvement plan and opportunities for personal and Continuous Lifelong Professional Learning (CLPL).  **Implementing Improvement and Change**There are clear processes in place for self-evaluations and quality assurance. Over the past year all staff have been involved in self-evaluations tasks and a few have visited other centres and we will continue to look outwards and have more frequent visit other centres. Children’s views are gathered regularly to contribute to the development of the centre. Centre Improvement Plan (CIP) is manageable and staff are involved in its creation. The CIP is regularly evaluated, and the impact is reflected in our data. This session the number of children achieving 8,9 or 10 milestones in Health and Wellbeing has improved from 98% in 2023 - 2024 to 100%. This session the number of children achieving 8,9 or 10 milestones in literacy has improved from 80% in 2023-2024 to 87%. This session the number of children achieving 8,9 or 10 milestones in Numeracy has improved from 84% in 2023 - 2024 to 97%.Staff have a real understanding of our children and our local community and as a result we have agreed evidence-based strategies to mitigate any barriers. We would evaluate ourselves as a 4 in this area. |
| 2.3 Learning and teaching | **Learning and Engagement** Most children are confident and engage well with a variety of real life and sensory experiences outdoors and indoors. Children are confident and can talk about their learning through their Learning Journals.Staff have worked to create a nurturing environment which reflects our approach to learning.**Quality of Interactions**Use of digital technology is beginning to enhance learning and teaching. Regular gathering of data about the children’s learning supports consistency in pace of learning.  We continue to work to ensure we meet the needs of every child in the centre. Children have opportunities for independent learning and are developing in confidence. We provide a good pace of learning and children are encouraged to take responsibility for their own learning. In our centre we strive to raise our expectations and aspirations for every child and our focus is on ensuring that every single child reaches their potential. **Effective Use of Assessment**Staff know the children very well and share with others regularly to ensure all needs are met.Assessment of learning is clearly linked to planning. Assessment is used to plan for next steps for individuals. Practitioners are making effective use of the assessment data to ensure children’s needs are being met. **Planning, Tracking and Monitoring** Children are involved in planning and there is a balance between responsive and intentional planning, however we are reviewing this process. The Management Team meets with staff termly to discuss children’s progress to ensure strategies and targeted interventions are relevant and meet the needs of all children. Staff use relevant data to support learning. To build consistency staff are beginning to look outwards to other centres – we will continue to develop this over next session. Self-evaluation and quality assurance is well planned, and there is a clear link between CLPL and Centre Improvement Plan (CIP).We evaluate ourselves as a 4 in this area |
| 3.1 Ensuring wellbeing, equity and inclusion | **Wellbeing**All staff have a clear understanding of their responsibility for promoting wellbeing of children. Children are becoming increasingly confident in talking about what they need to keep themselves safe and healthy. Over the next year we will continue to develop this work as we progress towards our bronze RRS award. **Fulfilment Of Statutory Duties**We are aware of and follow all statutory duties and this includes the importance of keeping children safe in our centre and community. We have personal care plans for all children that are updated regularly in consultation with parents. These personal care plans contain appropriate targets for the children. We have appropriate Staged Intervention Paperwork in place for children who require it, with targets that are measurable, and they are also updated regularly with parents. Our recent CI report said “Management and staff demonstrated a very good understanding of legislation and national and local guidance to support the health and safety of children. They had taken part in training and learning around safeguarding and child protection. They were confident in their procedures for reporting concerns and supporting children. They were reflective and took time as a group to keep abreast of guidance and legislation. For example, they had recently taken part in "The Promise" training.”**Inclusion and Equality**Children’s needs are met, and clear plans are in place to ensure this. Attendance data is analysed monthly however we are developing more rigorous strategies to improve our attendance data. We are proactively mitigating the cost of the school day through a wide range of experiences.Positive relationships are central to the work of the centre, and they underpin all that we do.  Our Recent Care Inspectorate report stated “Where children had additional needs, support plans were in place. Staff and management worked proactively with children, families and other professionals to identify support needed, and agree clear strategies to ensure that children's wellbeing was supported, and children reached their full potential.” Although our grades were not published the inspectors praised out work in this area very highly.We would evaluate ourselves as a 5 in this area. |
| 3.2 Securing Children’s Progress | **Progress in Communication, Early Language, Mathematics and Health and Wellbeing.**We have worked hard to promote learning and as a result of our work almost all of our children are making good progress, they are becoming confident, successful, responsible and effective communicators.**Summary of milestone 23/24**

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| 8,9,10 milestones achieved. Preschool | Sept | Oct | Nov | Jan | Feb  | March | April | May | June |
| HWB | 38% | 49% | 60% | 86% |  89% |  92% |  95% | 97% |  100% |
| Lit | 16% | 25% | 25% | 42% |  42% | 53%  |  70% |  74% |  86.8% |
| Num. | 7% | 23% | 23% | 44% |  44% |  50% |  70% | 76% |  97% |

Tracking milestones monthly allows us to moderate and ensure consistency across the centre. We use this data to identify children who require support or challenge.Children are developing skills knowledge and understanding in all other curricular areas and progress through early level experiences and outcomes are tracked for every child to enable staff to identify gaps in learning that can then be addressed through planning and then provision of high-quality experiences.Children are encouraged to develop independence through helping to prepare snack, serving themselves at lunch and clearing away the dishes. Our recent CI report said “Overall, children experienced supportive and positive mealtimes. Staff catered for allergies and dietary requirements well, and foods were nutritious. Staff sat with children as they ate, supporting them to self-select their foods and chat about their day. Rolling lunch in the two to three years age group was respecting of children's right to play, allowing children to come to a natural pause in their play when attending for lunch. The children are also encouraged to dress themselves when appropriate e.g., puddle suit on when going outdoors in winter.During outings into the local environment children go on bus journeys. **Overall quality of Children’s Achievement**Achievements in activities out with the centre is recognised and celebrated using meta skills.We provide a wide range of activities throughout the session to ensure that children are not missing out. Preschool children have had access to Forest School sessions at Rozelle this session. All children have access to the allotment and our babies and under 3’s are often out for walks in the local community. All children have had access to a music specialist this session.**Ensuring Equity for All Children**Staff know the children have identified a range of barriers to learning within the centre including Speech and Language difficulties and ASN. We work with partners to mitigate the barriers identified. We have a Speech and Language Therapist in the centre every week working with children which is very helpful and we had another Speech Therapist who completed an intensive course with some children with a focus on attention. We evaluate ourselves as a 4 in this area. |

What are the key priorities for improvement in 2025/26?

Our key priorities for session 25/26 will be

* To embed our Vision Values and Aims
* Developing higher quality interactions and observations
* Further develop our transitions between rooms, to P1 but also throughout the day
* Develop the quality of the care plan targets ensuring that they are SMART and individualised.
* Engage with the new Early Learning and Childcare Quality Indicators.
* Focus on improving our attendance.
* Raise the number of children achieving 10 milestones in HWB, Communication and Literacy and Numeracy.

What is the capacity for improvement?

Overall our capacity to continue to improve overall is very good. Our Management Team works well together and children come first in all our decisions. We have one new senior joining us on a temporary basis for a year, this will complete our management team and allow for greater improvement.

All members of staff are committed to improving outcomes for all children through promoting high standards in learning and teaching, ensuring health and wellbeing is at the centre of all we do as well as making sure we have a robust self-evaluation process embedded in our practice. We are committed to ensuring that we build for capacity and continue to have high standards to improve outcomes for all children. We will engage with the new Early years Framework throughout next session immersing ourselves in the new quality indicators.

All staff have a very good knowledge of children and their individual needs, this information helps us to identify our key strengths and next steps on our journey of improvement. Our strong partnership with parents is a key strength which we will continue to value and develop. We relish the opportunity to strive forward and deal with the new session in a united and supportive manner to ensure best outcomes for all.