

Forehill Early Years Centre

Standards and Quality Report 2025-2026

Our Vision, Values & Aims



Context of Forehill EYC

Forehill EYC has a 2-year-old room and two large playrooms for children aged three and not yet attending school. Our staffing structure includes a newly appointed Head of Centre since October 2025, two full time Depute Managers, one newly appointed in November 2025, a Principal Teacher, an Equity and Excellence Lead, four Senior Early Years Practitioners (two part time), twenty full time and two part time Early Years Practitioners.

Our centre offers provision 51 weeks of the year opening from 8am – 5.30pm. We are registered for 130 children, ten who are 2 years old and 120 aged 3 and not yet attending school.

We are part of the Kyle Cluster group and work closely with our colleagues at Kyle Academy, Forehill and Grammer Primary and EYC and Wallacetown EYC.

Significant Changes

There have been significant changes within the centre since August 2025 as this is our first year as a standalone centre as the EYC was previously attached to Forehill Primary School and was managed by a Head Teacher and Depute Head Teacher.

Our new Head of Centre started at the end of October 2025 and then a new appointed Depute Manager in early November joining the original Depute Manager. Staffing changes continued as our SEYP was appointed in a temporary promoted post, and we gained a new temporary SEYP. Maternity leaves and promoted posts for EYP have also changed including new EYP's and supply staff.



Forehill EYC Strengths

- The senior leadership team have the same vision for the centre which is supported by the initial engagement and feedback from the staff team through regular self-evaluation approaches which provides a positive outlook for the future in driving improvement and implementing change through clear roles and remits and distributing leadership at all levels.
 - Positive playroom observations and monitoring have been effective in demonstrating positive interactions between children, staff, and parents.
- Staff commitment to change including rolling lunches and playroom planning have reflected improvements to children's milestone progress and individual trackers.
- Prioritising children's wellbeing and progress through programmes such as PATHs, Kodaly and Forest Kindergarten while increasing staff knowledge in early literacy and creativity.
- The development of spaces to enhance experiences for children has increased confidence in practitioners to lead change for improved experiences across the curriculum.
- Effective partnership working across sectors to provide early support to children and families with additional support needs have created positive relationships and successful outcomes for children.

Improvement Priority 1: To improve children's attainment in Language and Literacy:

- **to improve opportunities for children to develop rhythm and rhyming skills.**
- **To develop children's fine motor/prewriting skills through play-based activities**

The staff team have attended various training sessions across term 1,2 and 3 from the South Ayrshire Reads team, Karen Henderson, and Kodaly to help develop their knowledge of the benefits of songs and rhymes and prewriting skills. Kodaly sessions were implemented into weekly sessions across the playroom that have shown an increase in children making progress from baseline data of 18% in Sept to 91% in June.

A baseline target of 96% - 100% of children going to school can 'draw a recognisable person' has not been achieved but great progress from 33% to 94%. The baseline of 96% - 98% of children going to school can 'use small tools' has been achieved from 31% in Sept to 96% in June. South Ayrshire Council have adapted the way they record information and children with additional support needs were also included in this data therefore this would adjust results from previous years. Regular weekly Bookbug and PEEP sessions being led by our Family Learning Practitioner Elaine have had a focus on rhyme as well as our November family shared learning experiences and Term 3 focus was on fine motor skills although consistent feedback on the impact as parents feedback using technology has not been accessed as much as anticipated.

Improvement Priority 2: To improve creative opportunities for all children.

- **To develop children's curiosity and imagination through creativity, drama, and storytelling.**
- **To further enhance children's knowledge and practical skills of digital technologies.**

Our principal teacher delivered training sessions in 'talk for writing' and creativity. Staff have since implemented learning through helicopter stories, acting out traditional tales in the centre and in the community and a staff survey baseline showed progress in confidence in all staff involved.

A leadership team was created to audit resources for creative storytelling and new resources were bought to support learning in the centre alongside home links which have been completed. Staff training included the Early years conference where the focus was creativity across the curriculum which was demonstrated in playroom monitoring, brilliant book monitoring and individual trackers showed good progress for children. Staff have visited other centres to gain examples of good practice which they have implemented into the centre. Digital technologies have not been a focus this year as other areas have been developed such as staff leading their own planning and rolling mealtimes.

Milestone data has shown an increase in children going to school from 51% in Sept to 89% in June for "retell a familiar story" but did not achieve the 98% target. "I can talk about my learning" increased from 47% to 81%, again not reaching the target of 98%. Like priority one the amendments from South Ayrshire Council recording of data have had an impact due to including additional learners previously not included.

	<u>Baseline Sept 2025</u>	<u>December 2025</u>	<u>June 2025</u>
<u>HWB</u>	<u>49%</u>	<u>81%</u>	<u>95%</u>
<u>Literacy</u>	<u>39%</u>	<u>42%</u>	<u>81%</u>
<u>Numeracy</u>	<u>35%</u>	<u>41%</u>	<u>88%</u>

Learning, Teaching and Assessment

In our centre children's learning is enhanced by high quality enhanced indoor and outdoor spaces that are well maintained and resources included are natural and real. Across our centre children engage in a wide range of experiences engaged in learning develops curiosity about the world. This has been enhanced by staff leading their own planning and developing their understanding of actively listening to children's voices to respond to their interests at in the moment.

Our staff team are experienced, skilled and have a very good understanding of child development. Most staff are skilled in their interactions and providing experiences across all areas to extend children's learning using effective questioning strategies. Staff interactions support children well to extend learning and staff intervene at the right moment to interact and engage with children who need support. Their Interactions are respectful and demonstrate positive body language and a nurturing tone.

Our rigorous and flexible child centred planning and assessment has been a priority this year to build staff capacity in identifying outcomes that take account of children's interest and voice to engage children in different experiences across the centre. We have coherent plans in place to ensure learning is progressive as staff follow a three weekly plan to track progress of all skills and milestones to ensure consistency across children's individual tracking and monitoring for assessment.

Our brilliant books are personalised and build on prior learning and regularly record significant aspects of all key areas. They help to show us the good or very good progress children make across our centre. We record children's voice and support them to talk about learning. We carefully plan and get to know individual children before they start through centre visits which allow us to get to know the children and families before they start. Parents feedback supports progress through personal care plan meetings to understand children's interests and where children are developmentally. Knowing children as individuals and respecting parent views ensure children receive personalised care and are nurtured as an individual supporting children in "the right to be me."

We plan in advance for children before they move to primary school and share information about children's achievements and progress and provide opportunities to visit with keyworkers and send info regarding individual milestones. Parents are informed and kept up to date with transition information resulting in a seamless transition into primary school.

We evaluate ourselves as a level 4 – good.

Wellbeing, Inclusion and Equality

At Forehill we pride ourselves on the positive relationships we have with the children and families we care for and support. We recognise that our commitment to early intervention and gaining the right support at the right time has made a significant impact to securing positive outcomes for all children. Our skilled senior leadership team have the capacity to ensure support is implemented by respecting the views of families and other professionals which has been a key feature in the success of children achieving progress in their wellbeing milestones and transitions into primary school. Senior leaders plan regular team with the family meetings to gather and review assessment information to help plan effectively for children's next steps alongside their keyworker, enabling staff to feel included as part of the child's journey as they feel valued when sharing their professional views. Robust tracking and monitoring using our flexible pathways tool ensures learning is achievable for children who require an alternative to mainstream primary school provision.

Staff are trained in understanding different communication approaches both verbal and nonverbal and use these in daily practice to support children when they require it. This can be extended to strengthen staff knowledge and understanding of communication strategies next term.

Children's individual learning needs are identified through early observation and regular reviews of individual tracking and assessment information. This is shared with parents through planned personal care plan meetings to discuss next steps for learning and identify where any challenge or support should be implemented.

We evaluate ourselves as a level 4.

Children's Progress

Children in our centre are making very good progress across the curriculum, but they have made significant progress in their health and wellbeing development, this has been a key feature in the success of our milestone data showing significant progress for children moving into primary school. We use our data effectively and plan for areas of development in detail. Staff have also observed this through brilliant book observations and playroom observations highlighting that almost all children were confident within the playroom and talking about their learning through evaluation processes and brilliant book quotes.

Children are also making very good progress across literacy and numeracy development again highlighted in milestone data but also individual trackers. Challenge and support meetings will further promote scope to extend and strengthen staff's knowledge and confidence in completing trackers. Our evidenced based interventions in literacy such as South Ayrshire Reads training and Kodaly sessions are leading to progressive learning for children. Our Principal teacher, equity and excellence lead and senior practitioners have had an active role in leading support and challenge groups that have tracked progress in particular areas with detailed plans of how to capture children's interest while focusing on skills. The adaption to the planning process has provided opportunities for more areas of the curriculum to be covered so that the skills in this area are also identified.

We have had a positive response to the wider achievement skills that have been developed through providing football sessions with Ayr United and Senjori Karate over 10-week blocks to support listening and attention, co-ordination, and physical skills for children. Our play Forest Kindergarten blocks have provided children with the opportunity to develop skills in risk assessment promoting a rise in our health and wellbeing trackers. Brilliant Books have provided evidence for parents to see children's achievements which sharing their own throughout achievement wall which children demonstrate a sense of pride while adding their successes to the wall with parents.

We would evaluate ourselves as a level 5.

Capacity for continuous improvement

Key priorities for 26/27

Our capacity for Improvement is very encouraging for next year. We continue to move forward in a positive trajectory and believe we have a staff team that is skilled, knowledgeable, and experienced to ensure that our next steps can be implemented successfully and evaluated effectively to continue to provide high quality care and learning for the children and families of Forehill Early Years centre.

Our main priorities are:

- Outdoor Learning – developing staff knowledge, confidence, and skills in providing high quality learning experiences and spaces.
- Nurture – Support children to regulate their emotions by using different strategies and working with families to develop their knowledge in nurturing practices.
- Further extend opportunities for creativity and curiosity that support children's progress across the curriculum.