



Standards and Quality Report

Girvan Early Years Centre 2025/26

Vision

At Girvan Early Years Centre our vision is to support and inspire everyone to achieve their full potential.

Values

Fun, Respect, Equity, Consistency, Honesty and Quality

Aims

To provide:

- A safe, happy, nurturing environment where families are treated with respect in a non-judgemental and polite manner
- High quality inclusive learning experiences that value the needs of all the children
- Opportunities to build relationships with parents/carers enabling them to be part of their child's learning and experiences in the Centre
- The space where children can thrive and feel valued

Context of Girvan Early Years Centre

The catchment area is mainly Girvan but we work closely with our Cluster and have a positive and responsive relationship with them. The Cluster comprises of Ballantrae, Colmonell, Barr, Barrhill, Dailly, Invergarven, Girvan Primary and Girvan Academy. Girvan EYC are part of the Stand-Alone Managers group (SAM) which includes Wallacetown, Space Place, Prestwick North and Cherry Tree. We meet termly and discuss current initiatives and share good practice.

We are situated within Girvan Primary School where we accommodate 3 playrooms, including a 2-3 year old room, a secure outdoor area and a parent/family room. We have developed a quiet area within the family room where children can access this at any time when they require a space to relax and get away from the busy rooms. We also have access to one of the school classrooms where PEEP sessions take place and other groups can meet. The building is located centrally within the town of Girvan, where families can access us easily. We are currently working with the Local Authority on developing ideas for the new build, which we hope to accommodate within the next year or so. An exciting time ahead with many changes making us an independent Centre offering spaces for children from 6 weeks old until school age.

Staffing at present comprises of:

- 1 Manager
- 1 Depute Manager
- 1 Clerical Assistant
- 1 Teacher part time for 2 days
- 1 Equity and Excellence Lead
- 2 Senior Early Years Practitioners
- 14 permanent Early Years Practitioners
- 1 temporary Early Years Practitioner
- 1 Full time School Assistant
- 1 Part time temporary School Assistant

All staff are registered with SSSC or GTCS.

Children on the register	
2 - 3 age group	16
3 - 5 age group	85
Children on STINT paperwork	15
LAC	1

What key outcomes have we achieved?

Centre Priority 1 : TO IMPROVE ATTAINMENT IN LITERACY, LANGUAGE AND COMMUNICATION

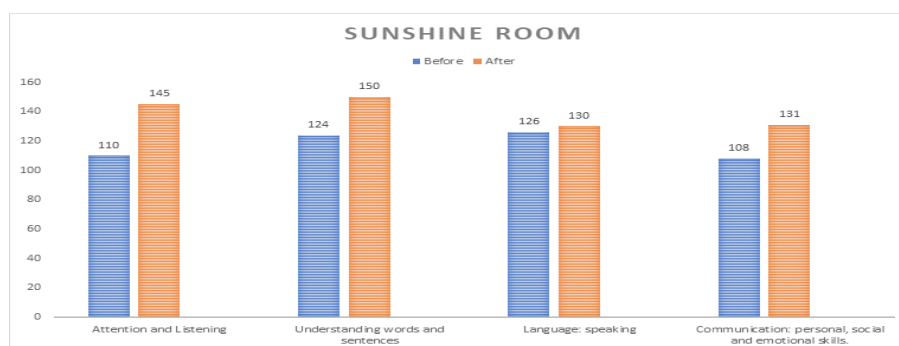
NIF Priority:
Improvement in attainment

Quality Improvement Framework:
Learning, teaching and assessment
Curriculum

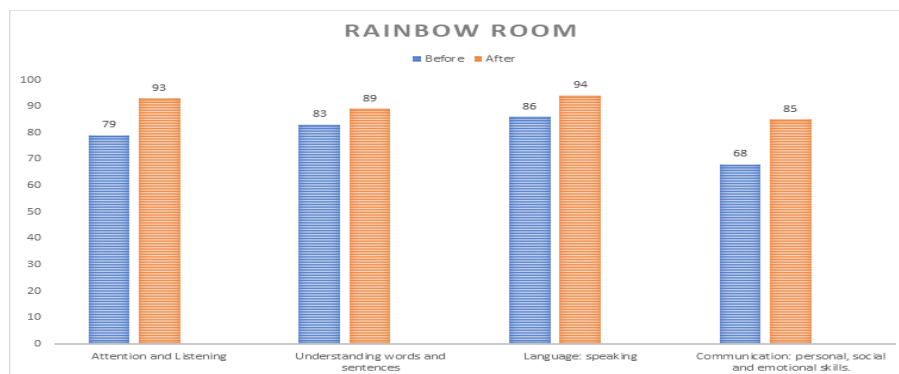
Progress and Impact;



Talkboost data



Sunshine room results, out of 180



Rainbow room results, out of 100

The data shows that there has been improvement overall throughout the 4 areas. In the speaking section the change was slightly less but there were 3 children out of 14 children with SLT input and another 2 children that our Speech and Language Therapist was supporting. There were 2 children with ASD diagnosis included in the groups. Overall, the results have had a positive impact on the 14 children involved.

Rhythm and Rhyme group

The data from this intervention shows the input for the targeted group has been positive and this is evident through the data below:

Date results collated	I can follow a simple instruction	I can tap out syllables in words	I can identify rhyming words	I can identify words that start with the same sound
15 December 2025	95% of children achieved	61% of children achieved	36% of children achieved	34% of children achieved
8 May 2026	100% of children achieved	93% of children achieved	71% of children achieved	71% of children achieved

The sessions were led by the EEL who was supported by another EYP. This has been beneficial to staff in developing their own skills and confidence in achieving these milestones. The data reflects that the support has resulted in improvements but the non-attendance and lack of concentration has had an impact on children achieving.

Communication Friendly Accreditation

We successfully achieved our Accreditation in June, which all the staff were involved in, and was led by the 2 Senior EYPs.



Giglets

Parental participation has not been as high this past year but the parents who did use it have given very positive feedback and enjoy sharing the books with their children at home.

Froebel Childhood Practice Award

The importance of singing and finger rhymes

Musicality is within us and helps us to provide music, it is natural and spontaneous (Horning 2012).

Introduction

I noticed that singing and rhymes have been less evident in every day practice. Froebel was aware of how important this area of learning was for children from babyhood onwards. He recognised how it benefitted families by building relationships and affection through singing, making them bond in a positive and relaxed way. Suzanne Zeddy has been aware for some time that babies' brains need good experiences of emotional connection to shape their emotional pathways and singing or talking is a really easy and powerful way to do this.

Rationale

We looked at the Improvement Plan priorities. Professor Sara Baker from the University of Cambridge (2024), has studied the relationship between nursery songs/rhymes and how they can strengthen children's self-regulation which can lead to other positive outcomes. Identifying that staff did not seem as confident or enthusiastic about singing as they used to be.

Implementation

Providing a box with puppets and one book. I had picked the Old MacDonald book and all the toy animals relating to the song were in my box. The children joined in with the noises of the animals and the activity lasted approximately 10 minutes. I also introduced singing within everyday play activities.

Evaluation

I thoroughly enjoyed leading this project and being more involved on the floor with the children. The observations from these times have benefitted the staff as I shared with them any relevant points of learning or any concerns regarding language skills, concentration or behaviour. Going forward, staff will be including specific songs in the planning and we have now introduced a more rigorous agenda for small group times which will relate to milestones. To support staff I have suggested making books for each area to encourage and remind them that they can be singing anywhere. I will provide more opportunities to build confidence through training.

References
Education Scotland (n.d.) Curriculum for Excellence. <https://curriculumforexcellence.org/curriculumforexcellence/>. DfES. 2. (2005) A Froebelian Approach: Songs, rhymes and finger play. Froebel Trust. Available at: <https://www.froebel.org.uk/teaching-and-learning/curriculum/curriculum>. Tenney, H. (2017) Bringing the Froebel approach to your Early Years Practice. *Early Years*. London: Routledge. Brock, Y. (2011) (2012) Early Childhood Practice: Froebel today. London: SAGE Publications Ltd. Brock, Y. (2011) (2012) Early Childhood Practice: Froebel today. London: SAGE Publications Ltd.

The Manager and 2 other staff members attended and completed the training from December 2024 to June 2025 and the knowledge gained through this has been shared with the team and evidenced in practice by increasing the level of singing and rhymes through daily play. Increase in the milestones related are evidence of the success so far.

Introduction of Camembear

This was led by an EYP who worked alongside a colleague from Marr College and sent postcards to different schools in France. They shared information about food and their own country. The children learned about landmarks in France, learned a few French words and how to sing Frere Jacques. The children who chose to take part were keen to share what they learned about with adults and other children.

Next Steps:

- Continue working with Speech and Language Therapist in supporting the children in need
- Using the knowledge gained through the Communication Friendly Accreditation, to continue developing children's skills in communicating effectively
- Continue with robust monitoring of all interventions and outcomes

Centre Priority 2 : TO IMPROVE OUTCOMES IN NUMERACY THROUGH POSITIVE INTERACTIONS AND EXPERIENCES

NIF Priority:

Improvement in attainment

Quality Improvement Framework:

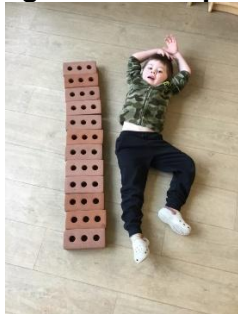
Curriculum

Learning, teaching and assessment

Nurturing, care and support

Playing, learning and developing

Progress and Impact;



Quality interactions have been observed through regular monitoring and from visiting agencies. Staff have been developing their confidence in offering experiences that are able to challenge or support children's learning. The PT has been active in promoting this by role modelling and sharing different initiatives/ideas to help extend learning. Homelink activity bags were given out to support subitising and mathematical learning. This allowed parents to support learning at home. Data collected from Broad General Education (BGE) meetings with staff, has shown that most children have made good progress in achieving the early level across numeracy. Our target was to increase the amount of children achieving 8/10 milestones from 84% to 95% but due to the cohort of children, we have only managed to maintain the same % achieving this year but across the milestones, 91% of them have been achieved.

Planning has been reviewed across the Centre to support staff in covering all areas of the curriculum with more breadth and depth, and numeracy was highlighted as a priority. The data tells us that we have stayed consistent with the milestones achieved but there is still scope to further extend and strengthen confidence in this area. The cohort of children have had different levels of need and interests this year and reflecting on this we will be observing in more depth to relate learning to these factors.

Various training was offered to staff to build confidence in developing positive interactions with children. The staff were made aware of how important they are to the learning and teaching of children and this was later evidenced in practice in a more confident manner. Staff were also reminded about the importance of experiences and how these should reflect the children's interests and needs across the Centre. The outcome of this training was reflective in the playrooms as the difference in engagement and behaviour was

evident when staff were offering experiences relevant and interesting. To be more consistent in this there will be more robust monitoring throughout the year from the management team.

Subitising training was offered, and this has led to 71% of the children achieving this milestone which has greatly improved from last year, where only 31% were achieving it. Through Stand Alone Managers discussions, it was evident that EYPs did not have the opportunity to observe practice in other establishments, so arrangements were made to allow this to happen. The feedback from this was very positive and ideas and initiatives were shared. This time was valuable as some staff had never worked in any other Centre apart from the one they were in. From these visits there was a change in attitude and approaches to practice which was positive for the staff and the children.

Next Steps

- **Continue to use the knowledge gained from Mathematical Thinking training**
- **Develop staff confidence in using outdoors to promote mathematical learning**

Centre Priority 3: TO ENSURE ENVIRONMENTS ARE OFFERING RELEVANT AND CHILD FOCUSED OPPORTUNITIES

NIF Priority:
Improvement in children's health and wellbeing and attainment

Quality Improvement Framework:
Wellbeing, inclusion and equality
Playing, learning and development

Progress and Impact;

Children talking about their learning was a milestone we chose to address this year and looking at the data the target we were hoping to achieve has been met with 88% of children achieving it. The increase has been from 61% last year and this years target was 85%. We will continue to monitor this milestone to ensure maintaining the good work that has been evidenced.

Using the Realising the Ambition throughout the year on a more consistent basis has refreshed staff's knowledge and confidence in referencing it.

The target of 95% of children being able to assess risk and keep safe has been achieved due to 98% now able to do so.

Various training was offered to support the importance of the environment and the staff role within this. Feedback was positive and it confirmed our thinking that they were the main factor in learning and resources/environment was an added extra. Using Tuff trays as a worksheet was one of the main areas discussed and reviewed as a learning activity. Most staff are now more confident in offering continuous provision and being able to set up activities where learning is taking place without an adult having to be there all the time. Contact with outside agencies supported the learning of children on STINT paperwork and their targets being met.

Through staff becoming Froebelians, practice reflected some of the learning relating to this pedagogy. Children were offered weaving and sewing, which was a popular activity for most children and items made were taken home to enjoy. Parents were also included and came in to join us for a workshop on how weaving can be introduced at home. Opportunities for song and rhyme throughout the day was increased and most of the children joined it with this throughout the Centre.



There has been an increase in the number of milestones being achieved overall in the past year but there is still scope to increase these numbers further. Input from Speech and Language Therapy provided targeted support for small groups of children to develop ability to use creative, original language and talk about emotions. These children were identified through need by Autism Outreach or through discussions with staff. The aim was to offer a more accessible communication support without the need for a Referral for Assistance. Boardmaker was also used as a supportive resource. The impact from this intervention has helped children access support more quickly and has increased skills in asking questions and identifying their emotions. Training was provided around Provocations where staff had to be actively involved in demonstrating their understanding of this. The feedback was very positive and the language and engagement when the children were involved was increased and this gives us confidence going forward using provocations effectively.



Due to the high number of children presenting with additional support needs in the Centre and within Girvan, there was a small step for change introduced as we recognised the need for a parent support group that focussed on supporting our children with additional support needs, particularly our neurodivergent families. This involved an initial interagency discussion with our pupil support coordinator, the Early Years home visiting team, NEST, speech and language and Health visitors to discuss how we create a new asn family group that would help families to get support from each other, and relevant outside agencies in an inclusive and supportive environment that was near to where live. The sessions were co-delivered by our family learning eyp, alongside the early years home visiting team and included different specialist representatives each week who came and offered group support/1-1 discussions with families. The specialist representatives included Autism Outreach, NEST and Speech and Language Therapy and was aimed at helping support parents in areas that they were finding challenging e.g. sleep, safety out and about, speech, coping with new environments etc. The sessions ran weekly for 5 weeks. 11 families from the centre were keen to participate with the group alongside additional community families working with the early years home visiting team. Although the attendance from the parents in the community was more consistent than parents attending from the centre, there were date clashes with other events/commitments e.g sports days etc that meant attendance at times was low, particularly in the lead up to the end of the school year. We are hoping that the group will continue next term and we will look at the dates in the hope that attendance will increase too.

The families did speak positively about the sessions and the help that was offered. They said the chance to talk to other families in the same position was really helpful. The sessions also created an additional transition opportunity for the pupil support coordinator and staff to get to know some of our new children with additional support needs and their families before they start with us in August.

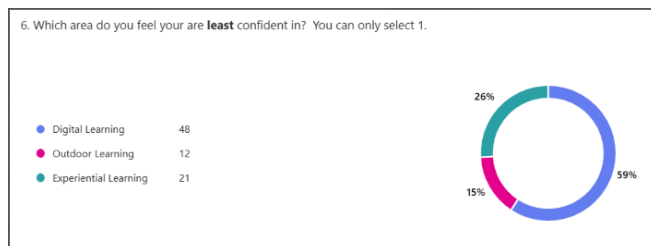
Next Steps

- **Continue putting into practice what we have learned through training**
- **Monitor and support staff in offering provocations**
- **Continue using Froebel as a reference for our pedagogical approach within our practice**
- **Continue offering Family Fun Friday for families with children with additional support needs**

Cluster Priority: Outstanding Learning, Teaching and Assessment

Progress and Impact;

Girvan Cluster indicated a need across all Cluster Primaries and EYCs to improve the quality and consistency of digital, experiential and outdoor learning approaches. This will be addressed over a three-year period (2025-2028). Data was collected from all staff.

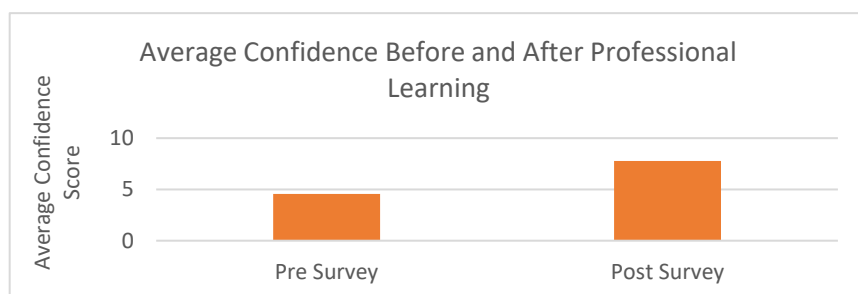


This indicated notable inconsistency in practitioner skill and readiness across all three areas and as a result signals a need for a coordinated, long-term progressive professional learning project. Practitioners will engage with all three areas over the three-year period, progressing from their lowest-confidence area to their highest, as identified through the baseline confidence surveys. The project aimed to ensure that all practitioners develop a confident, consistent and well-embedded understanding of digital, experiential and outdoor learning, leading to improved learning experiences for all learners across the schools and EYCs.

This three-year programme (2025–2028) aligns directly with South Ayrshire Education Services Plan – Priority 2: Outstanding learning, teaching and assessment, supporting the authority’s commitment to high-quality pedagogy, equitable learner experiences, and continuous improvement across all settings.

The feedback and findings from this past year have been positive and staff have found that what they have learned has improved their practice and built their confidence in the specific area they were involved in. The data below confirms this. We had no staff attending the outdoor play training this year but will have next term therefore, there is no data relating to this.

Experiential Learning (21 practitioners in total)



Digital Learning (43 practitioners in total)



Next Steps

- **Moving forward, most practitioners would like to focus on reflecting on what is working well and seek further opportunities to embed digital learning, experiential learning and outdoor learning to further develop their skills and confidence. This is important to ensure that the impact continues as practitioners move into Year 2.**

Evaluation Summary

Quality Indicator	School Self Evaluation
Leadership	The Centre is led by a Manager who has become a Froebelian, alongside another 2 staff members, over the last year and who has been supporting on the floor for the majority of the last 2 terms during times of need. Vision and values are embedded in the life of the centre and parents/carers are reminded of these regularly. Children benefit from a play based pedagogy with Froebel principles being introduced throughout. The leadership team has become more confident in role modelling good practice and through the training attended, has built on their knowledge and confidence in leading. Senior EYPs have become more confident in their role and support EYPs on the floor role modelling good practice as well as covering groups as required. All staff have leadership roles and are confident in taking their responsibilities forward. We have a shared understanding of pedagogy and how this enables the implementation of the curriculum. Regular observations of practice allows the opportunity for meaningful feedback to ensure continuous improvement. 2 members of staff involved in the BA Childhood Practice qualification have now passed and one continues in her studies. We have a manageable improvement plan in place with clear targets and outcomes identified through observations and the needs of the children. It is a working document which staff are involved in writing and reviewing. All staff are aware of the importance of being involved in the community either through activities we are offering, stay and play sessions for families, or building relationships through our Intergenerational visits to the local care homes and day care centres. Collaborative working with other Stand Alone Centres has proven to be worthwhile and positive for all staff involved. We will continue to encourage visits to other Centres. Staff meetings have structure and are planned to ensure review of practice and improvement plan. Time is allocated to collegiate working within the cluster where practitioners develop skills and relations. Management are able to identify strengths and areas that need improved through professional dialogue and PDRs. Staff understand the importance of self evaluation and are actively involved in recording this to evidence reflection on practice. Unfortunately, there has been periods of times where staffing has been inconsistent, but a few practitioners have been able to take the lead and support temporary staff where there has been a lack of confidence in areas. Children and families have been kept informed and supported through these times. The Senior EYPS have led the centre in achieving the Communication Friendly Award and have involved all staff in this in a positive and effective manner. Management team are visible and proactive in providing strong guidance and direction. They offer solutions and support to staff enabling them to provide high-quality learning and teaching. Evaluation:- Good

Children Play and Learn	Children are happy to come to the Centre and have fun where they enjoy a range of experiences inside, outdoors and in the community. Parents/carers can enjoy time with their children in the Centre for various activities and feedback around stay and play sessions have been positive. Children's Rights continue to be shared with children and staff can evidence this through activities and displays. Children have been actively involved in learning and their interests considered when planning. Spaces and the environment are well maintained and offer quality experiences. Children are respected by all staff in a kind and nurturing manner. Staff know their children well and treat them as individuals by using their name to address them. We collect information through All About Me booklets, parents/carers, observations, milestones data and tracking. We will continue to build on the confidence in staff in providing quality learning and teaching experiences for all children with additional support needs. Staff provide learning experiences that are relevant to the children and demonstrate their knowledge of the children which is evidenced in effective planning. All staff are developing skills through cluster enquiry project. We have a good balance of child led experiences and adult led where we use small groups to support, language and communication skills. We have very effective transitions where we get to know the children before they attend. We plan visits to the feeder schools and teachers visit the Centre to observe children in play. Information is sent to the schools before they start including tracking and milestone data. We offer home visits to new families of 2 year olds which have proven to be very advantageous and gives staff an insight into family life. Children are tracked rigorously with management meeting with staff regularly to discuss progress and the supports put in place. Monitoring of progress through Learning Journals remains a priority and going forward a more robust plan in place to support a few staff who are less confident in this area. The outdoor environment provides an interactive and beneficial space but going forward, requires attention to allow it to offer more opportunities for learning. Appropriate risk assessments are in place and children have been involved writing some of these for outdoors, with guidance from Care Inspectorate (SIMOA). We have been using the 3g pitch in the town to allow the children to explore a new, larger space, which was also used successfully for sports day. We have used the gym hall in the school weekly for targeted outcomes relating to physical development and communication skills. These visits support children with transition and offers another space for learning. Evaluation:- Good
Children are Supported to Achieve - Welbeing, inclusion and equality	We have a welcoming and open door policy approach for all visitors, entering the Centre. Forest Kindergarten continues to be a great success with positive feedback from children, staff and parents/carers. Different staff are taking leadership roles when involved and this helps develop their confidence and leadership skills. The Family Learning EYP continued to support parent/carers with concerns and worries and still running the PEEP sessions. The Family

	PEEP sessions were supported by the EEL from the Centre which fosters good relationships when the children move into the Centre. Continued close relations with the Health Visitors helped us to identify the needs of children coming into the centre and they continue to support us by attending TWTF meetings. Care plans are filled in within 28 days as a statutory duty and reviewed every term. Child Protection and GDPR training completed by all staff. Child Protection Co Ordinator is in place and staff know who to approach and know the procedures regarding CP concerns. A consistent method of recording chronologies is in place. Very good use of the local community and visiting our friends within the care homes and day care facilities is built into our planning. We continue to have a high percentage of children requiring support with language and communication. The Rhythm and Rhyme intervention offered support to these children alongside the input from the Speech and Language Therapist. The outcomes were positive and the children involved saw their skills develop and some more milestones being achieved due to the extra input. We continue to work closely with the Educational Psychologist in supporting children with diagnosed conditions or behaviour that requires interventions/strategies. Support is put in place to allow the children and staff to work together to achieve the targets set out in the STINT paperwork. Parents/carers have been invited into the Centre throughout the year to engage in stay and play sessions, Bookbug, going to lunch with their child, various workshops including safety awareness and fun with maths. Concerts and sports day is always very well attended and this is no different this year. We have had various visitors contributing to the childrens learning through sharing their job roles and allowing children to ask questions. Eg, Police and Coastguard. Children have been able to access more digital learning through coding and are becoming more confident in accessing their Learning Journals and sharing wider achievements and home activities with their peers. Evaluation :- Good
Children are supported to achieve – Children's Progress	As a team we reflect on the learning environment to ensure that is stimulating and engaging enough for the children to freely choose experiences which will support the development of skills for life and learning. Children's achievements are recognised and celebrated by practitioners. Through the planning process we track children's learning to ensure that over time they are accessing a broad and varied education. As a Centre we are continually reviewing the planning and are always looking to improve. Planning for 2 year olds is under review and will possibly change. Personal plans are tailored to the children's needs and interests. Good relationships and open communication between staff, parents/carers and partners allows for mutually agreed support and interventions to be put in place as required. We have a high level of engagement with external agencies which ensures that we can signpost families to, or to support us in reducing barriers to effective learning. Regular meetings with parents/carers allow us to share information and build relationships. Regular TWTF meetings are held due to change or need within a family and are well attended by a representative from the Health

	Visiting team. We discuss any potential barriers to children learning and progressing and together find solutions to reduce these. The Pupil Support Co Ordinator continues to robustly monitor children requiring extra support and works alongside the Manager to provide the best opportunities and outcomes for all children. Providing an inclusive and needs based curriculum enables children to feel included and heard. All staff are aware of the importance of positive relationships and well being and this is evident in their practice. Staff can make professional judgements about the progress of children, and this is discussed and evidenced at regular progress meetings with management. Almost all children have made good progress across all areas of the curriculum. Children's work and progress is displayed and valued. Children's voice is heard and respected through positive interactions with staff. Staff understand the shared responsibility they have regarding the safety and well being of children. All staff are updated on Child protection guidance and attend the annual training. New staff are involved in the robust induction programme and are kept informed of new guidance as required. Information regarding children is shared in a sensitive manner and management attend meetings hosted by Social Work or other agencies as required. Almost all children are confident in expressing their needs and feelings and these are respected and responded to appropriately. Chronologies are an effective way to record concerns, positive events and interventions required to support the family. Evaluation:- Good
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What are the key priorities for improvement in 2026/27

- Develop confidence in learning outdoors
- Continue to support staff in strengthening quality of observations
- Develop confidence in using Quality Framework Indicators
- Develop new approach in supporting children with ASN

What is the capacity for improvement?

Our capacity to improve is good. We have 2 new Early Years Practitioners joining the team who will give us new and fresh ideas. The management team have become stronger over the past year and this will continue. Staff are happy in their rooms and have built up good relations so will be able to work together and support each other in the year ahead with confidence. Using effective observations to improve outcomes and evidence progress for each child. Supporting the new PT and including her in the team and allowing her to share her knowledge and expertise.

Going forward with a new approach to supporting children with additional needs, which will hopefully prove to be beneficial for staff and children.

All staff have the same vision and values so going into the new year we are going to be working together and supporting one another to ensure we offer the best experiences and quality practice we can.