

Heathfield

Early Years Centre



Standards & Quality Report 2025 - 2026



At Heathfield Early Years Centre, we provide a safe, nurturing and stimulating environment where all our children can learn, explore, and grow. Our dedicated team is committed to fostering curiosity, creativity, and confidence in every child.

We support all children whether through play, storytelling, music, or hands on activities, we ensure every child thrives in a fun and supportive space.



Context of the Early Years Setting

Heathfield Primary is a large non-denominational primary school and early years centre serving the Heathfield area of Ayr. In June 2026 the school has a roll of 443 children, arranged in 15 classes plus 5 classes supporting children with complex needs. The Early Years Centre accommodates 54 children accessing full day provision for three- and four-year-olds during term time. Wrap around additional hours from 8:30 – 9:00 and 3:00 – 4:00 pm can be purchased via South Ayrshire Council.

We have a diverse and enthusiastic staff team, deployed across the school and early years centre, making use of a wide range of learning environments, including classrooms, music room, playground, Cruyff Court, and the local community.

There was a significant change in the Staff Team in 2024/25, with continued changes this session. The Leadership Team comprises of the Head Teacher, 2 x Depute Head Teachers, 3 x FTE Principal Teacher, 1 x Acting FTE Principal Teacher paid through PEF and a Pupil Support Principl Teacher (Pilot). Our newly appointed Depute Manager, EYC started in August 2025.

The Early Years Staff:

1 x Depute Manager

1 x 0.6 SEYP (Currently on maternity leave – 0.4 SEYP maternity cover until June 2026)

1 x 0.4 SEYP (Currently taking on additional 0.2 SEYP role)

5 x 1 FTE EYP

2 x 0.6 EYP

1 x 0.6 EEL (currently on maternity leave since February 2026 – no maternity cover in place)

1 x 0.2 Principal Teacher (1 day per week)

"Heathfield Early Years Center is in the Prestwick Cluster with all children moving on to Heathfield Primary School. Prestwick Cluster Primary schools include Glenburn, Kingcase, Monkton and Symington and our secondary school is Prestwick Academy. We value the close working relationships we have with our cluster colleagues and promote 'The Prestwick Promise' strengthening our strong belief in working effectively to benefit all children in our community.

The Prestwick Promise

We aim to work collaboratively across the cluster, supporting and challenging each other to improve outcomes for children and young people to help raise attainment for all. We will work together across establishments to support equity and address gaps by sharing time, expertise, and resources. By working collaboratively, we endeavor to reduce workload and provide consistent approaches, pedagogy, and systems to promote high quality learning and teaching.

Care Inspectorate

Our Care Inspectorate inspection took Place in November 2024. We are proud of our grades and remain committed to continually striving for improvement.

Quality of Care 7 Support	4 – Good
Quality of environment	4 – Good
Quality of Staffing	4 – Good
Quality of Management & Leaderships	4 – Good

Centre Roll – 54

Pre School Children – 33 (2 x split placements, majority external EYC)

Ante – Pre Children – 21

Centre roll by deprivation (% pupils in SIMD quintiles): 2025-2026 (54)

	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Percentage of children	24%	33%	7%	30%	7%

Information from the table above show that approximately 24% of our children live within Quintile 1, an increase of 6% on the previous year with 7% live within Quintile 5,

School Priority 1: Strengthen Planning, and Observation and Assessment

NIF Priority	Links to HGIOS 4/HGIOELC	CI Quality Framework QI's
Improvement in attainment, particularly in literacy and numeracy.	QI	Nurturing care, support and safe guarding.
Closing the attainment gap between the most and least disadvantaged children and young people	1.3 Play and Learning 2.2 Curriculum 2.3 Learning, teaching and assessment. 3.1 Ensuring Wellbeing, Equality and Inclusion	1.4 Personalised care and support. 3.1 Quality assurance and improvement.

Progress and Impact : The Early Years Centre has made strong progress in strengthening planning, observation and assessment. There is clear evidence that planning is now more effectively informed by high-quality observation, assessment and reflection, resulting in purposeful and well-sequenced learning experiences for children. Greater consistency is emerging across the setting, with staff using observations more confidently to identify clear and relevant next steps that support progression in learning.

Children's SeeSaw profiles increasingly reflect learner voice and individuality and are being used effectively to inform responsive and personalised planning. This has supported greater child engagement, with learners playing a more active role in shaping their learning experiences.

Ongoing professional learning has supported staff to develop confidence and consistency in both intentional and responsive planning approaches, striving for high-quality experiences and continuity of learning for all children. This improvement work has been well supported and guided by the Principal Teacher and Depute Manager. The Depute Manager has provided effective leadership in planning, developing an approach to ensure clear coverage of learning, progression of skills and robust tracking of children's development across the curriculum.

Targeted interventions have been carefully monitored by the Equity and Excellence Lead, with progress recorded through SeeSaw to strengthen tracking and evaluation. This has improved the centre's ability to monitor attainment, close the poverty-related attainment gap and provide timely support. As a result, children are demonstrating improved progress and attainment within their learning.

Next Steps

- Further embed consistency in planning across the Early Years Centre by continuing to strengthen staff confidence in using observations and assessments to identify high-quality, skills-based next steps.
- Continue to develop the use of SeeSaw to deepen evidence of learner voice, progression and impact, ensuring this consistently informs responsive planning and evaluation.
- Strengthen moderation and professional dialogue to ensure shared understanding of standards, progression of skills and equity in assessment.
- Build on effective tracking of targeted interventions to further evidence impact on attainment and wellbeing, ensuring continued focus on closing the poverty-related attainment gap.
- Continue to triangulate observations, assessments and interactions using a robust tracking system to improve outcomes for all children.

School Priority 2: Improve attainment in literacy – closing the gap

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.
Closing the attainment gap between the most and least disadvantaged children and young people

Links to HGIOS 4/HGIOELC

QI
2.3 Learning, teaching and assessment.
3.2 Securing children's progress.
2.5 Family Learning
2.2 Curriculum

CI Quality Framework

n CI Quality Framework QI's
1.3 Play and Learning
3.2 Leadership of Play and learning.

Progress and Impact

The Early Years Centre has taken focused action to improve attainment in Literacy and English, with particular emphasis on developing children's phonological awareness and early communication skills. Staff engaged in targeted professional learning to build confidence in identifying and supporting speech, language and phonological development. CLPL linked to South Ayrshire's (SARS) Toolkit and Principal Teacher Input supported practitioners' understanding of developmental milestones and intervention strategies.

The Rhythm and Rhyme opportunities have had a notably positive impact on children's literacy development. These regular, engaging experiences have supported children to develop listening, attention, rhythm, rhyme recognition and early sound awareness, contributing to improved progress against literacy milestones.

Significant work has been undertaken to enhance both indoor and outdoor literacy-rich environments. Improvements have supported increased opportunities for mark-making, early reading behaviours and communication during play. Continued development is required to ensure environments consistently promote high-quality literacy experiences and progression.

Tracked observations and milestone data are increasingly used to inform intentional, high-quality learning experiences. This has supported more focused planning for phonological and early literacy skills, contributing to improved outcomes for learners.

The Early Years Centre continues to maintain strong and effective relationships with partner agencies. Support from Speech and Language Therapy has been particularly valuable, with clear and measurable impact on children's communication and language development. This collaborative approach has strengthened early identification, targeted support and improved outcomes for learners.

Next Steps

- Develop and embed a consistent approach to the delivery and tracking of the *Three Reads* strategy across all settings.
- Enhance opportunities for creativity, mark-making, and the development of fine motor skills, both indoors and outdoors.
- Continue to develop and embed structured phonological awareness group sessions for all learners, ensuring consistency and progression.
- Implement a robust home-EYC communication approach to support the development of rhyme and rhythm, strengthening links between nursery and home learning.

School Priority 3: Embedding Reflective Practice, Distributed Leadership and Self-Evaluation to Improve Outcomes for Children

NIF Priority

Improvement in children and young people's health and wellbeing
Improvement in attainment, particularly in literacy and numeracy.

(EYQIF)

Leadership of Continuous Improvement
Wellbeing Inclusion and Equality
Play and Learning
Children's progress

CI Quality Framework QI's

4.2 Leadership and Management of Staff

Progress and Impact: Leadership capacity across the centre has been strengthened through the effective introduction of distributed leadership roles aligned to staff strengths and interests. This approach has empowered staff to lead key areas of improvement, resulting in a more skilled, motivated and confident staff team. Regular professional dialogue and collaborative reflection have supported high-quality, consistent practice across the centre. The impact of this leadership model is evident in staff confidence and professional engagement. Practitioners feel empowered to contribute ideas, lead developments and take responsibility for improving outcomes. This has led to greater consistency in approaches to learning and teaching and enhanced experiences for children.

Targeted improvements to learning and teaching have led to positive outcomes for children. The pilot of Rhythm and Rhyme was highly successful in supporting early language and communication skills, raising attainment and increasing children's engagement and confidence. Parental workshops linked to this initiative further strengthened learning at home and improved parental understanding of how to support children's development. Children's wider achievements are now recorded, and a robust tracking system is emerging. Over time this will provide clear evidence of improved progress across key developmental areas. This ensures learning is well planned, responsive and supports children to achieve their full potential.

Staff engagement in Career-Long Professional Learning (CLPL), directly linked to leadership roles and improvement priorities, has strengthened practice and leadership skills, supporting sustainable improvement. A nurture group has been successfully implemented to enhance children's emotional wellbeing, resulting in improved confidence, emotional regulation and readiness to learn. Children's rights are increasingly embedded in daily practice, with children's views valued and respected.

Parental involvement has increased significantly through a range of well-attended opportunities including Coffee and Chat sessions, PEEP, Stay and Play, and Rhythm and Rhyme workshops. Feedback from families has been very positive, highlighting stronger relationships, increased confidence in supporting learning at home and a strong sense of partnership with the centre.

Overall, the centre demonstrates very effective leadership of change, with clear evidence of improved staff practice, strong family partnerships and positive outcomes for children's learning, wellbeing and achievement

Next Steps:

- Continue to embed distributed leadership and further develop leadership opportunities for staff.
- Strengthening approaches to measuring and evidencing impact using robust data and evaluative evidence.
- Build on the success of Rhythm and Rhyme to sustain and extend gains in language and attainment.
- Further develop tracking of children's progress and wider achievements.
- Continued targeted CLPL linked to improvement priorities.
- Sustain and further develop parental engagement and nurturing approaches.

Evaluation Summary

Leadership

(Leadership and management of staff and resources, Staff skills, knowledge, values and deployment, Leadership of continuous improvement)

This session, the addition of our Depute Manager has strengthened the leadership team, providing greater capacity, clarity of roles and a more strategic approach to managing staff and resources. This has enhanced consistency in practice and strengthened day-to-day operational leadership. We are developing our approaches to ensure triangulation evidence from observations, staff feedback and children's experiences inform decision-making and drive improvement. Stronger communication and collaborative working have created an improved positive, supportive ethos. The leadership team has laid solid foundations for ongoing improvement, with increasingly robust systems in place to monitor impact..

Staff demonstrate a strong commitment to nurturing, child-centered practice and inclusive values. The strengthened leadership structure, has supported staff to further develop their skills and confidence through clearer guidance and shared expectations. There is a growing consistency in practice across the team, supported by more focused professional learning and opportunities for reflection. Making more effective use of staff strengths has been a focus, ensuring that knowledge and expertise are shared and used to enhance the quality of provision. Leadership of continuous improvement is a developing strength. The addition of the Depute Manager has enhanced our capacity to drive forward improvement priorities with greater pace, focus and rigor. A good foundation has been laid in triangulating approaches to self-evaluation, drawing on a range of evidence including observations, staff input and feedback from families. This has led to more informed planning and a clearer understanding of what is working well and where further improvement is needed.

There is a shared commitment across the team to continuous improvement, with staff actively engaged in reflecting on and developing their practice. The leadership team is increasingly defining effective practices in tracking progress and evaluating the impact of changes, ensuring that improvements are meaningful and lead to better outcomes for children.

Overall Leadership at Heathfield is a clear and emerging strength. The introduction of a Depute Manager has significantly strengthened leadership capacity, improved consistency of practice, and established strong foundations for effective self-evaluation and continuous improvement. The EYC is well positioned to build on this momentum and continue improving outcomes for children.



Children Thrive and Develop in Quality Spaces

(Children experience high quality spaces)

There has been a significant and sustained focus within the Early Years Centre on improving the quality of learning environments. Staff have worked collaboratively to review and enhance the organisation and layout of the EYC, aiming to ensuring that all areas are purposeful, accessible and support children's engagement across the curriculum.

The reorganisation of spaces has led to clearer learning zones, allowing children to navigate the environment more independently and make meaningful choices in their play. This has been further supported by the improved organisation of resources, which are now more accessible and thoughtfully presented. As a result, children are experiencing a richer, more stimulating environment that promotes curiosity, creativity and sustained involvement.

There has also been a targeted focus on improving early literacy experiences, particularly in relation to mark making. Staff have ensured that a wide range of mark making opportunities are available both indoors and outdoors. These are increasingly well-integrated into different areas of play, encouraging children to develop their early writing skills in meaningful and engaging contexts.

We thrive on engagement with our local community. Staff have created a strong foundation for outdoor learning and wider community partnerships. Learners especially benefit from regular visits to a local nursing home, where they take part in activities such as singing nursery rhymes, karaoke, bingo, planting flowers, and enjoying afternoon tea sessions, fostering meaningful intergenerational connections.

Preschool learners have benefitted from an enriched programme of physical development and outdoor learning. A 10-week block of swimming lessons were provided at Prestwick Swimming Pool with 24 of our Preschool children participating. 33 Preschoolers also participate in a 6-week block at Prestwick Tennis Centre, helping to build confidence, coordination, and resilience. In addition, the weekly *Play on Pedals* sessions have been an outstanding achievement, supporting children to develop balance, perseverance, and independence. As a result of this consistent and targeted provision, all 54 children within the EYC participated. Through a progressive approach—beginning with balance bike use in the ante-pre stage and moving on to pedal bikes as appropriate to age and stage—18 children can now confidently ride a pedal bike, marking a significant milestone in their physical development and self-esteem.

EYC—Primary 1 transition is a clear strength, with a well-planned and inclusive programme that makes full use of the school environment. All children due to start Primary 1 experienced a range of opportunities to become familiar with the school, including visits to different areas of the building and regular engagement with the Primary 1 space. The P5 Buddy programme, which begins in January of Term 3, further supports children in building relationships, confidence and a sense of belonging. Strong partnerships with cluster Early Years Centres ensure continuity, enabling children to develop familiarity and confidence within the school setting prior to transition. Participation has been excellent, with 100% of pre-school children engaging in the transition programme and a small number benefiting from enhanced, individualised support. As a result of this collaborative and well-structured approach, children move into Primary 1 feeling confident, settled and ready to learn.

Overall, children benefit from increasingly high-quality spaces that are well organised, thoughtfully resourced and continuously improving. The work undertaken has created strong foundations for further development, ensuring that the environment effectively supports children to thrive and make progress in their learning.

Children Play and Learn

(Play, learning and developing, Curriculum, Learning, Teaching and Assessment)

Within Children Play and Learn, a strong focus has been placed on enhancing play, learning and development through a range of collaborative and engaging approaches supported by the Principal Teacher. Targeted work in literacy, creativity and parental engagement has been a focus this year, which has led to strengthened relationships with families and supported shared understanding of children's learning. Creativity is being further developed through the introduction of our weekly large scale creativity sessions. A recent clay project, supported by the Principal Teacher and led by an Early Years Practitioner also providing high-quality opportunities for children to develop fine motor skills, engage in meaningful dialogue and build confidence. This project also enhanced staff confidence in leading creative experiences, contributing to a positive culture of shared practice. Overall, these approaches reflect a growing emphasis on responsive, play-based learning, with continued opportunities to embed consistency across curriculum, learning, teaching and assessment.

Ongoing professional learning is developing across the staff team, with a strong emphasis on collaboration and shared ownership of planning. While the Senior Leadership Team (SLT) continue to play a key role in modelling high-quality practice, the focus has been on building collective understanding, confidence, and consistency across the whole team.

Through professional dialogue and consultation, staff contributed to decisions around planning processes, including the move from a two-weekly to a monthly planning cycle. Leadership of planning has also evolved over time, ensuring continuity while broadening leadership experience and promoting a shared approach.

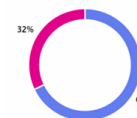
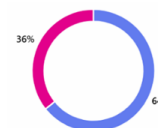
Professional learning sessions have focused on developing a shared understanding of high-quality planning, including child-led, responsive, and intentional approaches. Staff have also explored how to use assessment and data more effectively to inform next steps, ensuring that learning experiences are relevant and meaningful. There has been a collective emphasis on delivering a broad general education, with appropriate coverage across all curricular areas.

A key priority has been ensuring that all children are visible within the planning. Staff have worked together to embed the use of relevant developmental milestones as part of skills-based success criteria, supporting inclusive practice and enabling all children to experience success. Continued focus will ensure planning continues to reflect individual needs, including personalised pathways for a small number of children.

Moving forward, there is recognition of the need to strengthen whole-team engagement through more structured, centre-wide professional learning and regular opportunities for shared reflection, to further embed a consistent and collaborative approach to planning.

Learning and Development

- All families agreed that their child's learning and development is well supported. (64% strongly agree)
- All families feel that learning experiences are at the right level. (68% strongly agree)



Children are supported to achieve

(Nurturing care and support, Wellbeing inclusion and equality, Children's progress, Safeguarding and child protection)

Children are very well supported to achieve within an ambitious, supportive and inclusive environment where positive relationships underpin all practice. Staff demonstrate a shared commitment to nurturing every child, ensuring they feel safe, valued and empowered to succeed. Ambition is evident in the high expectations for children's wellbeing and progress, while a deeply supportive ethos ensures that individual needs are recognised and responded to with care and consistency. Inclusive practice is embedded throughout, with robust safeguarding and child protection systems led effectively by the Senior Leadership Team. The team works collaboratively through approaches such as STINT, Team Around the Family meetings and strong partnerships with external agencies, reflecting a proactive and joined-up approach. This collective commitment ensures that children and families receive timely, targeted support, enabling positive and equitable outcomes for all.

Team with the Family Meetings Held: 9

EYC – PI Enhanced Transition TwFs Held: 5

Children on Staged Intervention Paperwork:

Stage 1: 0 Stage 2 :1 Stage 3: 6 Stage 4: 6

Equity and Excellence Lead Impact

Our Equity and Excellence Lead has made a significant contribution to improving outcomes through targeted interventions, high-quality interactions, and a strong focus on equity. Programmes such as *Tiny Tales*, *Chatty Champs*, and *Listening and Attention Groups* provided focused support, alongside intervention groups and effective home link activities.

Staff were upskilled through the development and use of data within the *Rhythm and Rhyme* project, strengthening practitioner confidence in tracking progress and measuring impact. This has supported more responsive planning and targeted interventions. As a result, literacy attainment increased from 79% to 87.5%, demonstrating improved outcomes for children.

Child engagement and wellbeing were prioritised through the use of the Leuven Scale to measure involvement and identify focus children. Baseline assessments informed targeted support, with ongoing reviews at 3–4 weeks and a final evaluation at 6 weeks. The Equity and Excellence Lead worked directly with 24 out of 32 children in 6-week blocks.

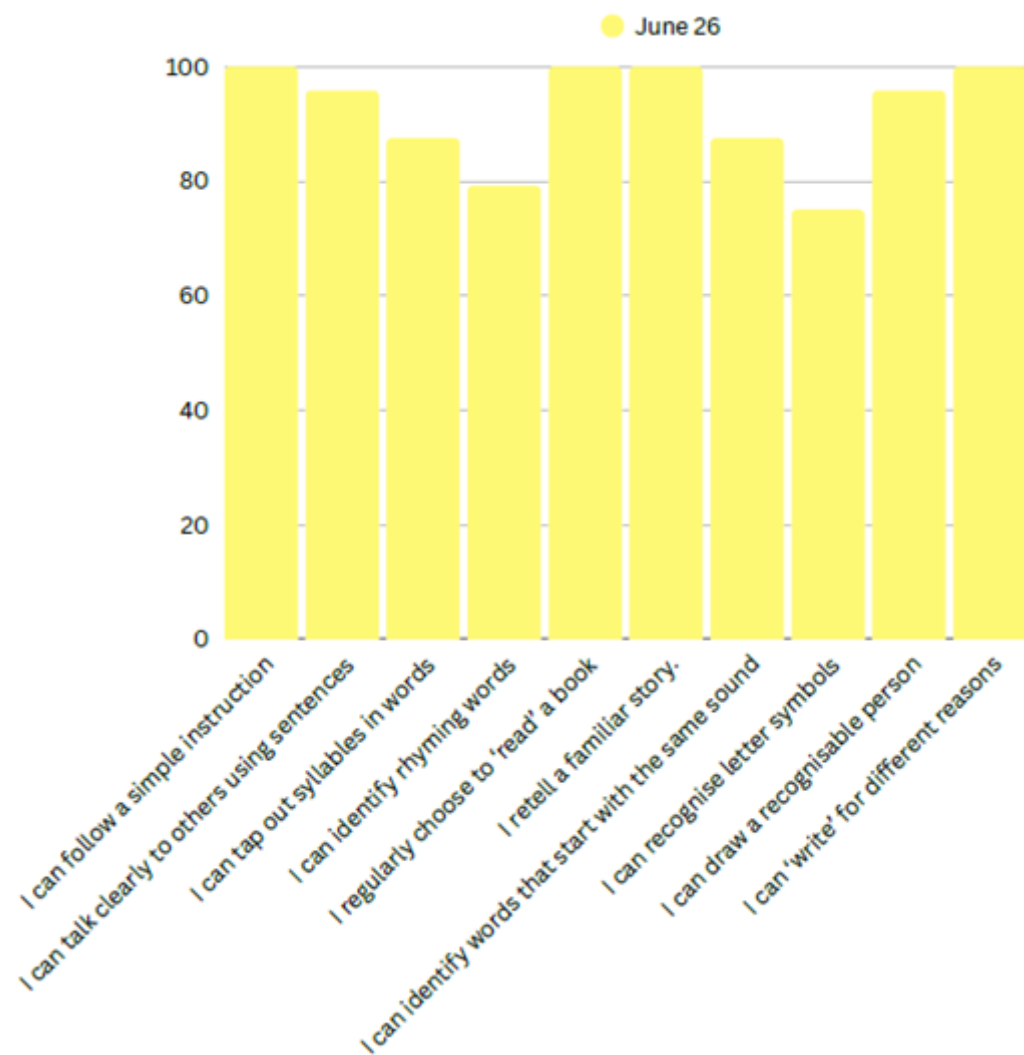
This targeted approach led to measurable improvements in:

- Listening and following instructions
- Communicating clearly using sentences
- Independent interest in reading
- Retelling familiar stories
- Writing for different purposes

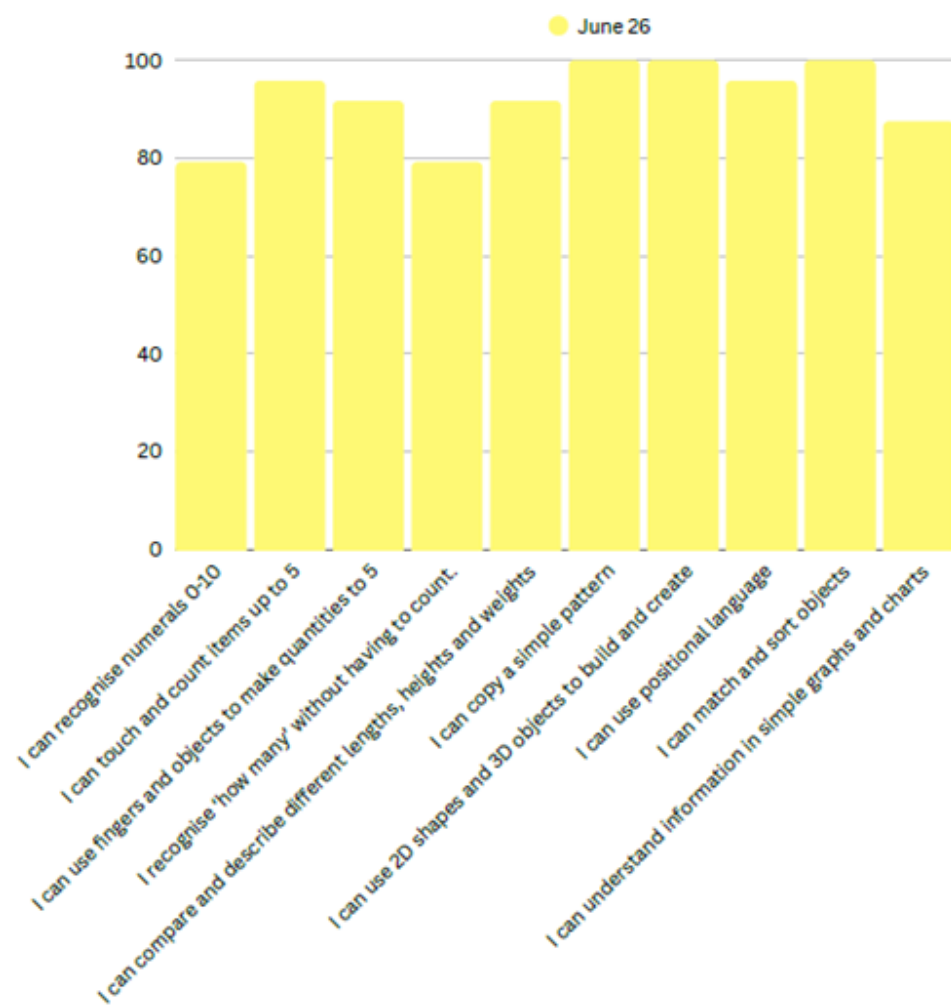
These improvements are evidenced through milestone data, highlighting clear progress in both engagement and attainment.

Developmental Milestones

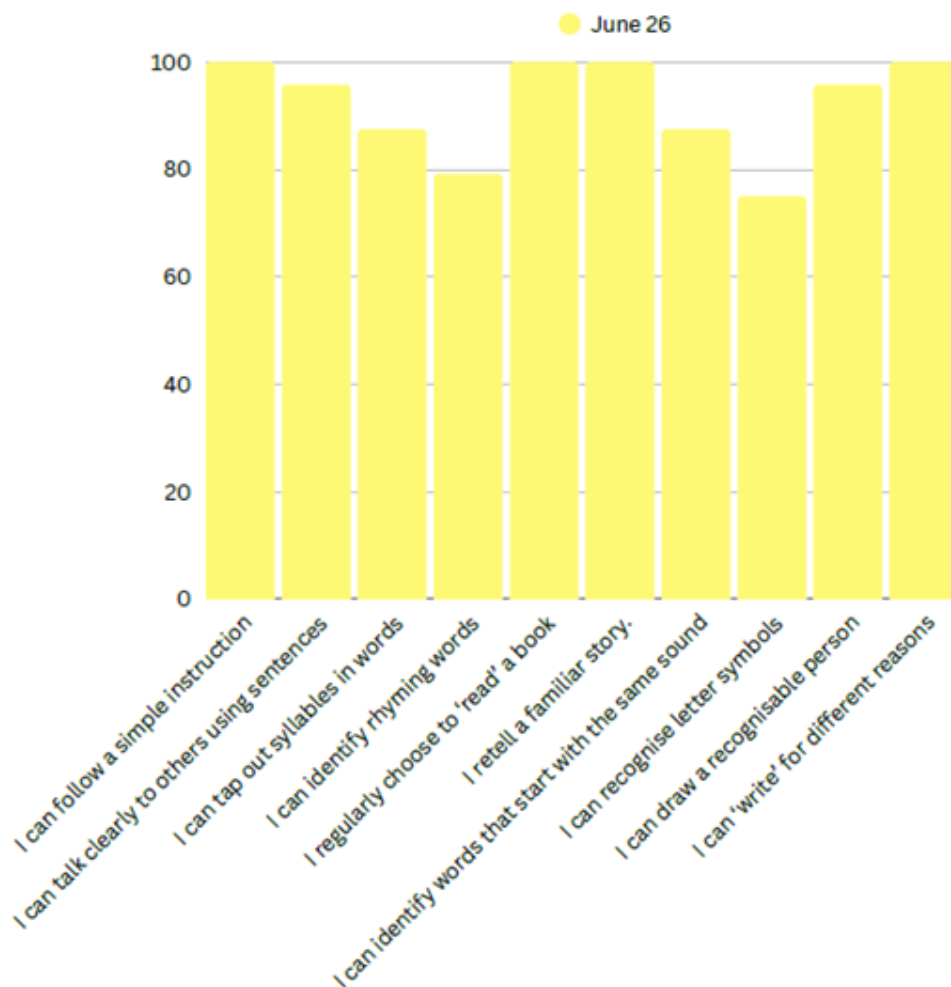
Literacy Milestones	Achieved %	Number
I can follow a simple instruction	100%	24
I can talk clearly to others using sentences	95.8%	23
I can tap out syllables in words	87.5%	21
I can identify rhyming words	79.2%	19
I regularly choose to 'read' a book	100%	24
I can retell a familiar story	100%	24
I can identify words that start with the same sound	87.5%	21
I can recognise letter symbols	75%	18
I can draw a recognisable person	95.8%	23
I can 'write' for different reasons	100%	24



Numeracy Milestones	Achieved %	Number
I can recognise numerals 0-10	79.2%	19
I can touch and count items up to 5	95.8%	23
I can use fingers and objects to make quantities to 5	91.7%	22
I recognise 'how many' without having to count.	79.2%	19
I can compare and describe different lengths, heights and weights	91.7%	22
I can copy a simple pattern	100%	24
I can use 2D shapes and 3D objects to build and create	100%	24
I can use positional language	95.8%	23
I can match and sort objects	100%	24
I can understand information in simple graphs and charts	87.5%	21



Literacy Milestones	Achieved %	Number
I can follow a simple instruction	100%	24
I can talk clearly to others using sentences	95.8%	23
I can tap out syllables in words	87.5%	21
I can identify rhyming words	79.2%	19
I regularly choose to 'read' a book	100%	24
I can retell a familiar story	100%	24
I can identify words that start with the same sound	87.5%	21
I can recognise letter symbols	75%	18
I can draw a recognisable person	95.8%	23
I can 'write' for different reasons	100%	24



Children's Progress over time

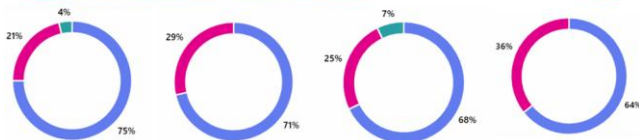
8+ milestones achieved	October			February			May		
	23/24	24/25	25/26	23/24	24/25	25/26	23/24	24/25	25/26
HWB	67%	56%	+7.5%	N/A	75%	73%	89%	87%	92% (+6)
LIT	41%	20%	29%	N/A	40%	51%	82%	79%	86% (+7)
NUM	52%	30%	+3%	N/A	53%	61%	91%	90%	86% (-4)

Comparison with previous sessions highlights clear progress across children's learning and engagement. Developmental milestone data shows consistently high achievement across literacy, numeracy and health and wellbeing, with many areas now at or close to full attainment, including following instructions, retelling stories, using positional language, building with shapes and demonstrating positive behaviours. This reflects the positive impact of more intentional, creative and inclusive approaches, such as themed learning, enhanced practitioner leadership and increased parental engagement opportunities. In comparison to earlier sessions, children are demonstrating greater confidence in communication, improved independence in their learning and stronger application of key skills across contexts. While attainment is strong overall, a small number of areas, such as early mark-making, drawing and some aspects of early numeracy, continue to provide a focus for further development, ensuring consistency and sustained progress for all learners.

End of Year Family Feedback

Child's Wellbeing & Emotional Support

- Almost all families said their child likes being at Heathfield and feels safe there. (96%)
- All families believe the EYC helps their child feel confident and that staff know their child as an individual. (71% strongly agree)
- Almost all families feel their child is safe. (93%)
- All families believe the EYC supports children's emotional Wellbeing. (64% strongly agree)

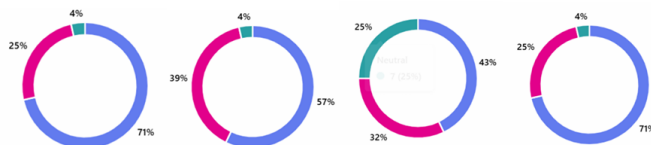


Child's Wellbeing & Emotional Support

Points 1 and 3, with 4% and 7% evaluated as neutral. Following further engagement with families, the key area identified for discussion relates to occasional congestion during drop-off and pick-up times. We recognise that this is a busy part of the daily routine and remain committed to working collaboratively with families to review arrangements and implement improvements. Our ongoing aim is to ensure a safe, smooth, and positive experience for all children and families.

Partnerships with parents

- Almost all families feel they receive regular feedback about how their child is learning (96%)
- Almost all families believe the EYC organises activities where they can learn together with their child (96%)
- Most families feel the EYC gives ideas on how to support their child's learning at home. (75%)
- Almost all families feel comfortable approaching the EYC with questions and suggestions (96%)



Partnerships with parent

Partnerships with parents are very strong, with high levels of satisfaction and engagement. Families value regular communication and opportunities to be involved in their child's learning. Moving forward, there is a clear opportunity to build on this by providing more consistent, practical ideas and resources to support learning at home, strengthening links between the setting and home environment. This session we also held a 'Welcome to Heathfield EYC' open evening for new and returning families. 11 families turned up, 9 new and 2 returning. Information was shared and all families with children starting in session 26.27 were emailed out electronic versions of the presentation. Our children's Transition stay and pay was also well attended with 95% of children from the 7 external EYC's visiting at least 1 of our transition events over our 6 week /6 session transition events

Evaluation Summary

Key priorities for Improvements in 2026/27

Priority 1: Embedding and refining high-quality planning, observation and assessment to ensure consistent, meaningful practice and improved outcomes for all children.

Priority 2: Embedding Improvements in Literacy.

Priority 3: Strengthening reflective practice, distributed leadership and self-evaluation to improve outcomes for children

What is the Capacity for improvement?

Our capacity for improvement remains very strong, underpinned by a committed and reflective staff team who prioritise high-quality learning and teaching. Over the past year, there has been increased confidence, collaboration and consistency across the team, supported by clearer planning processes and a shared understanding of effective practice. As the team has become more settled, there is a growing sense of collective ownership and distributed leadership, with practitioners increasingly leading aspects of practice and contributing to whole-centre developments.

We continue to foster a culture of ongoing professional learning, where dialogue, reflection and the sharing of practice support continuous improvement. Our focus remains on further embedding high-quality, responsive experiences for children, alongside strengthening the use of data to inform planning and next steps. With stable leadership now in place and strengthened capacity across the team, we are well-positioned to sustain improvements and build on our progress. This will enable us to further enhance outcomes for all children and ensure consistency in the delivery of high-quality early learning and childcare.