



Prestwick North Early Years Centre

Centre Improvement Plan 2026 - 2027

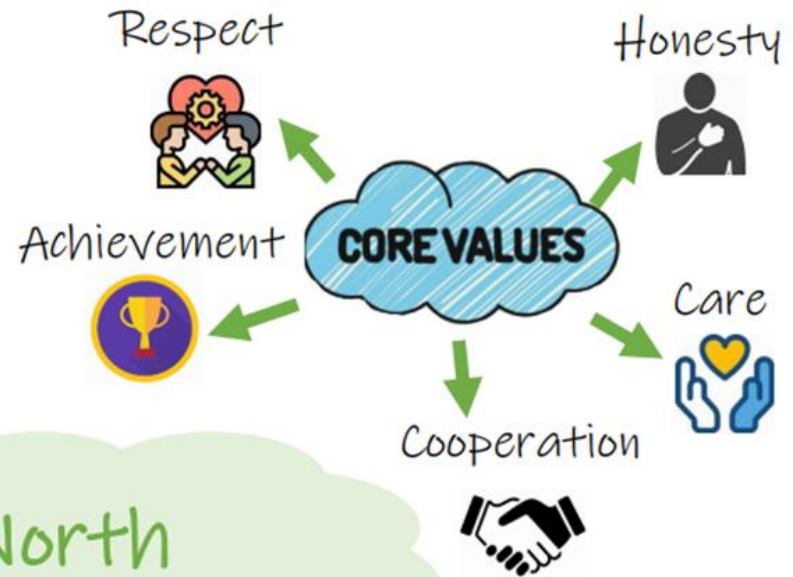


Vision, Values and Aims



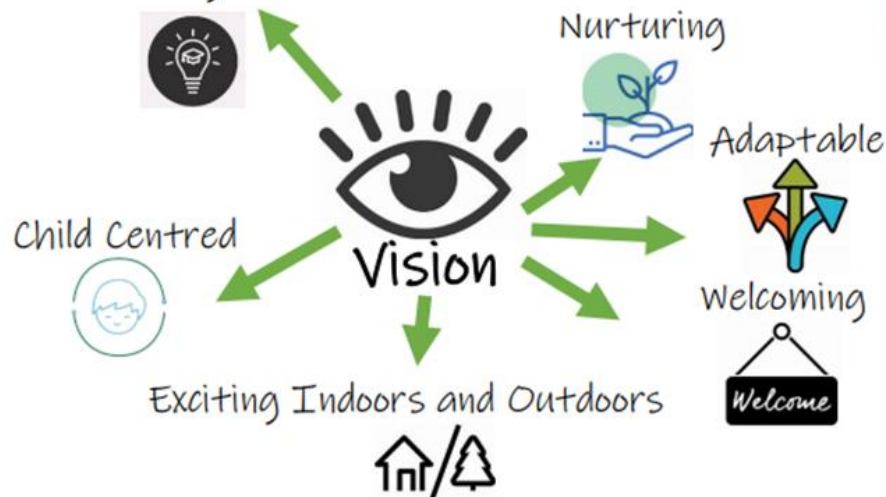
We will achieve excellence by:

- ♥ High quality, engaging experiences accessible for all
- ♥ Treating each other with respect
- ♥ Inclusive and respectful environment
- ♥ Valuing and empowering children and staff by recognising and celebrating successes and achievements.
- ♥ Develop a sense of wonder.
- ♥ Letting children be heard.
- ♥ Feeding and developing children's imagination.



Prestwick North
Early Years Centre

Rich Learning Experiences



The Prestwick Promise

We aim to work collaboratively across the cluster, supporting and challenging each other to improve outcomes for children and young people and 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 endeavour to reduce workload and provide consistent approaches, pedagogy and systems to promote high quality learning and teaching.

United Nations Convention On The Rights of The Child

Article 3 All organisations concerned with children should work towards what is best for each child.

Article 12 Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 15 Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 31 All children have a right to relax and play, and to join in a wide range of activities.

Article 36 Children should be protected from any activities that could harm their development.



South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- The Promise: Our commitment to Keeping the Promise
- Family: Promoting whole family wellbeing
- Included: Early help for children with diagnosed or undiagnosed additional support needs
- Healthy: Improving physical and mental health for children and young people
- Voice: Involving children and young people in local decision making
- People: Collaborative learning and reflection opportunities for the work force

Education Services Priorities

- Included, engaged and involved
- Delivering excellence in learning, teaching and assessment
- Transforming our curriculum
- Towards a self-improving education system

National Improvement Framework Priorities

- Placing the human rights of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

Priority 1: Improving Early Speech, Language and Communication Skills				
What do we want to achieve?	How will we achieve this?	Lead person	Start and finish dates	How Will We Measure Impact on Children and Young People?
To improve children's speech, language and communication skills, ensuring that all children make age-appropriate progress and those identified with additional needs are supported early and effectively.	• Communication friendly environments -improve use of visuals for all children • Enhance provision for songs, rhymes and storytelling within the playroom. • Targeted group for listening, attention and communication. • Increase use of Makaton - Makaton lead/champion - 2 more staff attend level 1 training • Home links with families including workshops and resources to borrow • Introduction of a "communication champion" within the centre. - Model high quality interactions - Lead on communication friendly accreditation • Incorporate new technology to support story reading to engage children • Participate in testing Speech, Language and Communication Knowledge and Skills Matrix for the Early Years Workforce - Participate in workshop - Model 'Foundation', 'Enhanced' and 'Leadership' Skill Level	All staff	August 2026 – Dec 2026	• All children will demonstrate increased independence in communication by using visuals to make choices and understand routines. • Most children will develop improved vocabulary, listening skills and confidence in speaking through regular exposure to songs, rhymes and stories. • "I can talk clearly to others using sentences" milestone will increase from 80% to 90% achieved. • All children attending targeted groups will show improvements in attention, turn taking and expressive language. This will be measured through longer periods of sustained attention, ability to follow instructions and take turns • Almost all children will use Makaton signs to support communication, leading to increased understanding and reduced communication barriers. • All Practitioner will have the necessary skills for supporting SLC development. • All Practitioners will have knowledge for understanding SLC development. • All Practitioners will have collaborative skills required to effectively support SLC development. • Most children will develop improved SLC outcomes leading to a decrease in communication barriers.
		All staff	August 2026 – March 2027	
		Sarah/Lee	August 2026 – June 2027	
		Fiona D/Gillian/Jemma	August 2026 – Dec 2027	
		Sarah	August 2026 – March 2027	
		Jemma	August 2026 – March 2027	
		Kara/Fiona D	Oct 2026 – June 2027	
		Fiona / Karen / Nicola		

Priority 2: To improve health and wellbeing outcomes for children				
What do we want to achieve?	How will we achieve this?	Lead person	Start and finish dates	How Will We Measure Impact on Children and Young People?
All children to develop positive oral health habits Children and families to make healthy lifestyle choices	• Dental health workshops for children and families • Promoting daily supervised toothbrushing routines. • Promoting healthy snacks and limiting sugary foods and drinks through workshops, info sessions, stay and play. • Providing oral health learning experiences through play, stories and discussions. • Sharing advice, resources and local dental service information with families. • Working in partnership with health visitors, dental teams and community services to support good oral health practices. • Providing nutritious snacks and promoting healthy food choices through setting the table guidance. • Embedding learning about healthy eating through play, cooking activities and gardening experiences with families. • Promoting an active lifestyle with family groups to the forest. • Supporting children's emotional wellbeing through Think Equal. • Creating a welcoming and supportive environment for breastfeeding families through the breastfeeding friendly accreditation.	Sarah All staff All staff Sarah Rhian All staff All staff Outdoor leads Irene/Ainslie/Sarah Ellie/Rhian	August 2026 – June 2027 August 2026 – June 2027 August 2026 – June 2027 August 2026 – Dec2027 Feb 2026 – June 2027 Oct 2026 – Dec 2027	• Almost all children will participate confidently in daily toothbrushing routines and can talk about why brushing teeth is important. • All families will report greater awareness of good oral health practices via forms. • All children within the setting will be registered with a dentist. • Almost all children will be able to make healthy food choices. • All children will engage in regular physical activity and demonstrate improved confidence, coordination and wellbeing. • Leuven scale observations will show an increase in children participating in physical outdoor experiences to almost all. • Families report increased knowledge and confidence in supporting healthy eating and active lifestyles at home. • Children develop positive habits that support their physical, emotional and social wellbeing. • All families feel supported, informed and confident in making feeding choices that meet the needs of their child.

Priority 3: Strengthening staged intervention processes across the centre				
What do we want to achieve?	How will we achieve this?	Lead person	Start and finish dates	How Will We Measure Impact on Children and Young People?
To improve staff and family understanding of staged intervention processes, ensuring consistent, effective support for children's learning and wellbeing through clear pathways, early identification, and appropriate targeted support.	• Deliver professional learning sessions on the staged intervention process and local authority procedures. • Use case studies during team meetings to discuss levels of support and next steps. • Develop a simple flowchart outlining the staged intervention pathway for all staff. • Develop flowchart outlining TWTF process for all staff. • Provide professional learning sessions on Trellis for all staff. • Provide mentoring and coaching opportunities for senior staff. • Create parent-friendly information leaflets explaining the staged intervention process. • Offer drop-in sessions or workshops where families can learn about available support services. • Ensure families understand who they can contact for advice and guidance.	Rhian	August in service 2026	• Staff demonstrate increased confidence and consistency in identifying and supporting children who require additional support – via MS forms • All staff have a clear understanding of staged intervention pathways and their role within the process. • All staff have a clear understanding of TWTF process and the contribution expected as a Keyworker. • All families report feeling informed, involved and empowered in decisions relating to their child's support needs. • All families demonstrate an increased understanding of available support pathways and services.
		Rhian	Termly 26-27	
		Rhian	Sept 2026	
		Rhian	Nov 2026	
		Rhian		
		Rhian/Nicola/Ashley/Kirsty	August 2026 – June 2027	
		Rhian/Lee		
		Nicola/Rhian/Lee/Sarah		
		Rhian		

South Ayrshire Service Plan Priority					
Priority: Improving Our Curriculum					
ALL SOUTH AYRSHIRE SCHOOLS 2025-2026					
Aims	Actions	Intended Impact	Resources	Measures	Completion Date
To increase all teacher understanding of the purpose and relevance of the CIC and the rationale behind curriculum reform.	- The school will identify a curriculum lead to support the implementation of curriculum reform and act as a link with authority-wide developments. - The curriculum lead will participate in authority Train-the-Trainer professional learning to ensure consistent messaging and build internal capacity. All staff will engage in planned CLPL to build understanding of curriculum reform during the two allocated twilight sessions using materials created by Curriculum PTs.	Staff are clear on the key terminology around curriculum and educational reform.	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions)	August 2026
		Staff can clearly articulate why curriculum change is being made.		Evaluation	September 2026
		All staff are clear on the national timeline for implementation of the CIC			January 2027
To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum	- Staff will access the authority's central digital hub for curriculum resources, exemplars and professional learning materials. - All staff will attend the relevant authority curriculum conference. - Content will be created centrally to raise awareness of the CIC and used by schools to engage wider school community. - The Curriculum PTs will offer support with parental engagement as requested.	Staff will feel supported during the early stages of transition.	Central digital padlet	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2027
		Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families.	Exemplars and professional learning materials		May 2027
		Parents and stakeholders will better understand Scotland's	Schools preferred media platforms		December 2026

	- School leadership team will receive regular CIC information via director's education update. - All Head Teachers will attend two authority HT Curriculum Conferences.	<i>curriculum and the future changes.</i>			June 2027
<i>To establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model.</i>	- 'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session for key leads. - Values from the 'Curriculum of Hope' text shared with all staff during twilight sessions . - Key leads to gather staff feedback at the beginning of the first twilight. - Key leads to repeat the staff survey at the end of the second twilight to gauge progress.	<i>All staff understand the principles of a concept-based curriculum.</i> <i>All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.</i>	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026 February 2027