



Prestwick North Early Years Centre

Standards and Quality Report
2026-2027

Introduction from the Centre Manager

Over the past year, our centre has experienced a period of significant change and development. Despite a number of challenges, we have worked collaboratively to strengthen our team and improve outcomes for our children and families.

A key focus has been supporting the team through a period of redeployment and the integration of an increased number of Early Years Practitioners within the centre. This brought both opportunities and challenges, as we welcomed new staff while ensuring consistency in practice across the setting. Through ongoing professional dialogue, mentoring and shared learning, we have worked hard to embed our values, enabling staff to feel supported and confident in their roles.

Alongside this, the centre experienced a change in leadership, with both a new permanent manager and depute manager taking up post. While this initially required a period of adjustment, it has ultimately resulted in a more stable and cohesive leadership structure. The now settled leadership team has provided clear direction, strengthened communication, and supported a more consistent approach to decision-making and improvement planning.

Throughout the year, there has been a strong emphasis on teamwork, resilience and professional growth. Staff have demonstrated flexibility and commitment, adapting to change and maintaining a focus on high-quality experiences for children.

As we move forward, we are now in a strong position, with a more established staff team and a settled leadership structure. This provides a solid foundation for continued improvement, allowing us to further develop practice, build on our strengths, and ensure the best possible outcomes for all children in our care.

Context of the Early Years Centre

Prestwick North Early Years Centre (PNEYC) shares a campus with Glenburn Primary School and St Ninians's Primary School.

Our current staff team is made up of a Centre Manager, a Depute manager, 1 Principal teacher 2 days a week, 2 senior Early Years Practitioners (SEYP), 1 Equity and Excellence Lead, 16 Full time Early Years Practitioners (EYPS), 4 part time EYPs and a Playroom Assistant. PNEYC offers provision for 51 weeks of the year and is open from 8am – 5.30pm. All 3-5-year-old children along with eligible 2-3-year-old children are entitled to 1140hrs. Parents can also purchase additional hours/sessions to follow working patterns. We are registered with Care Inspectorate to accommodate a total of 110 children with no more than 20 2-3-year olds. Currently we have 11 children aged 2-3 years and 92 children aged 3-5 years. All places are allocated according to South Ayrshire Council's Admission Policy. PNEYC offers 3 options for attendance, morning sessions, 2 ½ day flexible option and 9am-3pm term time.

PNEYC has strong links with the local community, and we are uniquely placed to visit the airport, the beach and our local environment. We have an identified area in the community that we regularly use to develop our outdoor learning and we have a member of staff qualified to provide a Forest School experience. Forest School sessions run weekly. We have an allotment which the children maintain with staff. We also have close links with our local Care Home. The children visit regularly enjoying the company of their residents. The residents visit the centre to watch the children perform concerts and attend other events.

The population of Prestwick in 2021 was around 22,891. • 11.8% of children aged under 16 live in relative low-income families before housing costs. • 9.6% of children aged under 16 live in absolute low-income

families before housing costs. • 19% of the population in Prestwick live in the least deprived SIMD quintile. • 2.7% of the population live in the most deprived SIMD Quintile

Progress from Improvement Plan

Priority 1: Develop planning and tracking processes

Progress and Impact

New planning format

In August 2025 we introduced a more streamlined planning format along with a clear planning protocol. Staff now have a shared understanding of expectations, roles, and responsibilities within the planning process. This has led to more consistent, focused, and purposeful planning across the centre. As a result, learning experiences are more relevant and responsive to children's interests and developmental needs, while also ensuring clearer progression and continuity within the curriculum. This has strengthened the quality of provision, supporting improved outcomes for children through more intentional and well-planned learning opportunities.

Ensuring planning meets all needs

Through regular playroom monitoring, detailed observations, and ongoing consultation with children, planning has become highly responsive and tailored to individual needs. Clear intentions and outcomes ensure that learning experiences are meaningful and inclusive, supporting each child's development effectively. As a result, children are more engaged, their interests are reflected in the curriculum, and their individual needs are consistently identified and met, leading to improved quality of learning and positive outcomes for all.

Principal teaching input

The Principal Teacher delivered bespoke training focused on the new planning format and protocol, providing practitioners with clear, tailored support to deepen their understanding of the planning process. As a result, all staff report increased confidence and clarity in their roles, with feedback indicating a significantly improved understanding of the curriculum. This has strengthened the quality and consistency of planning, enabling practitioners to create more purposeful learning experiences that better support children's progression.

Inclusion of group time plans

Improvements to group time planning have been achieved through a clear focus on nurture, phonological awareness, and numeracy, alongside a responsive approach to children's interests and needs. Regular observations and constructive feedback have supported ongoing refinement of practice. As a result, group times are more purposeful, inclusive, and engaging, promoting children's confidence, early literacy and numeracy skills, and emotional wellbeing, while ensuring sessions are adapted effectively to meet the needs of all learners.

Priority 2: Develop transitions within the campus and wider cluster

Progress and Impact

Shared vision and collaborative planning

Strong progress has been made in developing a shared vision and collaborative planning through regular, purposeful engagement with Glenburn and St Ninians Primary Schools. Joint meetings with leadership

have strengthened professional relationships and established clear, shared expectations. A collaborative transition plan has been developed, clearly outlining roles, responsibilities, and agreed approaches, while shared activities have ensured continuity in learning from EYC to P1.

As a result, children experience a more cohesive campus approach and feel increasingly included within the wider school community. Transitions are now more familiar, supportive, and nurturing, leading to children feeling secure, confident, and well prepared as they move to P1.

Cross setting staff collaboration

Effective progress has been made in strengthening cross setting staff collaboration, supporting a more cohesive approach to children's learning across the campus. Opportunities for P1 teachers to visit the EYC have enhanced professional dialogue and improved shared understanding of early level practice and progression. Feedback from practitioners showed that all staff felt these visits significantly improved their understanding of how learning progresses from early years into P1.

Regular contact across the cluster has further strengthened professional relationships, fostering greater consistency and collaboration in approaches to learning and teaching. In addition, children have benefited from wider campus engagement opportunities, including participation in shared reading experiences with older pupils and consistent access to the gym hall for weekly sessions. As a result, there is a stronger, more connected learning community where staff have a clearer understanding of progression, leading to more consistent and supportive transitions for children. Collaborative practice has enhanced the quality of learning experiences, increased children's confidence in engaging with the wider school environment and promoted positive relationships across stages.

Priority 3: Improving wider achievement and skills for world of work

Progress and Impact

Significant progress has been made in ensuring all children have access to wider achievements and opportunities to develop key skills for life and the world of work. The development and implementation of a wider achievement skills tracker has provided a clear structure for identifying, monitoring, and supporting children's participation in a broad range of experiences. A baseline of children's access to wider learning opportunities has been established, enabling targeted planning to address gaps and ensure equity.

Staff skills have been effectively utilised to enrich the curriculum, offering children varied experiences such as play on pedals, dance, cooking, and forest schools. The introduction of meta-skills tracking has strengthened the focus on developing transferable skills, including confidence, creativity, and resilience. Parental engagement has also been enhanced through workshops on the curriculum and meta-skills, supporting shared understanding and reinforcement of these skills beyond the setting.

Tracking information has been used to identify gaps in participation and inform targeted interventions, ensuring children who require further support are given appropriate opportunities to develop their skills. Celebrating achievements through approaches such as "Achieving Annie" has raised the profile of wider achievement across the centre.

As a result, children are accessing a broader and more balanced range of experiences that support their holistic development. There are increased awareness and intentional development of meta-skills, better tracking of individual progress, and more equitable opportunities for all learners. Children are developing confidence, independence, and key skills that support their readiness for future learning and life beyond the early years setting.

Children's learning and engagement

Children thrive in a high-quality early years provision. They engage very well with a wide range of creative, sensory experiences that support and extend their learning. Children in our centre have opportunities to be confident, responsible and independent. All our experiences are underpinned by children's rights. Respect forms a core part of our practice and staff consistently and positively encourage positive behaviour. Every child is valued and warmly welcomed into the centre along with all members of their family.

Our learning environment is well organised. Children have opportunities to explore, play and rest. Children have the freedom to access resources and the freedom to transport them to other areas. Children know what to expect from their routine and flexibility is built into communication with any changes being discussed with children.

Group times are short, well planned and focussed on small pieces of learning. This helps children develop key skills in literacy and numeracy. In our centre our staff consistently work towards using a very good range of high quality questions. Staff are skilled in offering support and challenge to the children. New staff are mentored to ensure they ensure high quality questions across the centre.

We make very good use of our local community, inviting local businesses in and building up partnerships with others in our community. This includes intergenerational link with our local residential care home and STEM input throughout links with the airport. Children's experiences are enhanced through high quality, nurturing spaces both indoor and outdoor and staff make very good use of natural resource.

Consideration is given to transitions for children throughout the day. Transitions into the centre include the option of a home visit and a transition process that is bespoke to the child's needs. Transitions throughout the day are kept to a minimum and staff support children to ensure they are smooth as possible. We plan in advance for children moving on to primary school. We work closely with the receiving schools, sharing key information and developing a robust process

The majority of staff use their extensive knowledge about child development and pedagogy to support and extend children's thinking and play. We have nurturing approaches towards children and families and staff use their skills and knowledge to support transitions for children as individuals. The staff team are continuing to develop their understanding of pedagogy to ensure they are providing a cohesive approach to play based learning within the centre. All staff are skilled in their interactions with children indoors and outdoors.

Learning profiles (LABooks) are a rich source of information about significant learning across key areas. Our play based approach is based on children's rights. There are clear and consistent expectations on behaviour and all staff use consistent language and strategies to support children

Learning environments are sensory and developmentally appropriate to promote learning, creativity, curiosity, independence, rest and quiet and outdoor play. Children are well supported in routines and experiences to develop responsibility eg for tidying up. There is a good balance of the day between adult directed and child initiated play

Children's Progress (3.2)

Grade 5 – Very Good

At Prestwick North, there is a strong focus on ensuring that children's progress is clearly evidenced, meaningful, and reflective of their individual learning journeys. Children's profiles (LABooks) capture significant learning and development over time, rather than simply recording experiences. This provides a clear picture of progression across the Broad General Education (BGE) and supports high-quality assessment.

All practitioners have a robust understanding of children's progress. This is supported through regular pupil progress meetings, ongoing high-quality observations, and accurate, up-to-date tracking systems. As a result, staff are confident that almost all children are making good progress from their starting points.

All children's learning is tracked across both curricular areas and wider achievements, ensuring a holistic view of development. The centre makes effective use of this information to identify next steps and to provide targeted

opportunities to further develop skills. A clear focus on wider achievements ensures children are developing important life skills, including confidence, creativity, and independence.

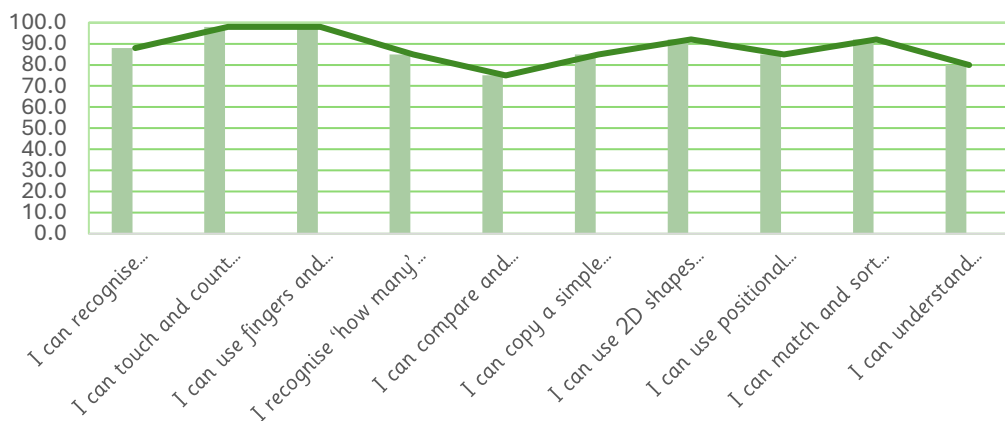
Targeted interventions, such as Talk Boost, listening and attention groups, and responsive small group work, are having a positive and measurable impact on children's progress. These interventions are carefully monitored and regularly reviewed to ensure they meet individual needs and support improved outcomes. 75% of children who participated demonstrated positive progress in their listening and attention skills between the baseline assessment and the follow-up assessment, while the others maintained their already strong baseline score. Overall, the group's average score increased from 7 to 10, representing an improvement of approximately 35%. The most significant gains were seen in children who began with lower baseline scores, indicating that targeted support and interventions were effective in developing listening, concentration and sustained attention skills.

Children benefit from a rich and varied curriculum that promotes skills for learning, life, and work. For example, children are developing an understanding of sustainability through their engagement with the allotment and are building enterprise skills through eco initiatives. These experiences support children to apply their learning in meaningful, real-life contexts.

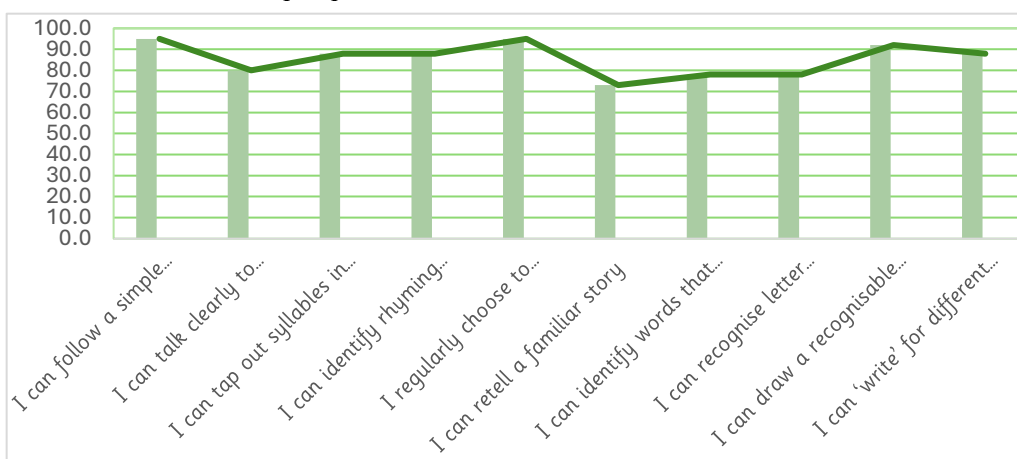
Practitioners adopt nurturing, relationship based approaches to support both children and families, ensuring barriers to learning are reduced. There is a strong emphasis on early intervention and supportive engagement with families, contributing positively to children's progress and wellbeing.

As a result, children at Prestwick North Early Years Centre are making consistent and meaningful progress in their learning and development. They are engaged, motivated, and able to apply their skills across a range of contexts. Targeted support ensures that children who require additional help make improved progress, while a strong focus on wider achievement supports the development of confident, capable learners who are well prepared for the next stage of their learning journey.

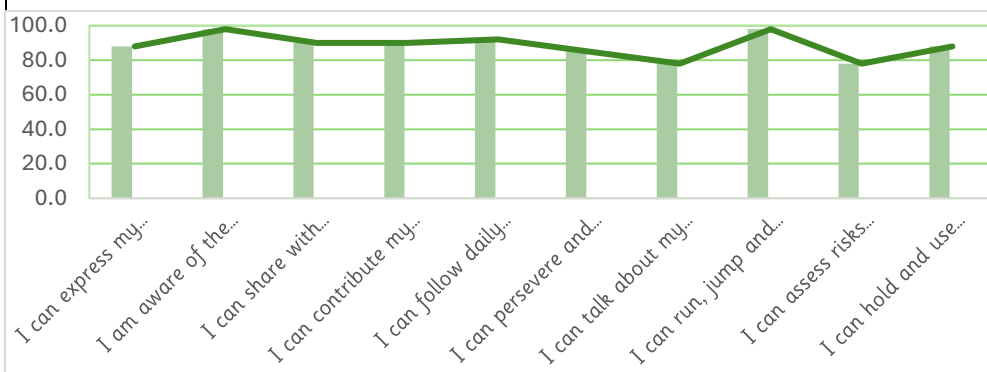
Maths and Numeracy Milestones



Communication and language milestones



Health and Wellbeing Milestones



Wellbeing, inclusion and equality (3.1)

Grade: 5 – Very Good

At Prestwick North Early Years Centre, there is a strong culture of nurture and inclusion that underpins all aspects of our practice. The centre's nurturing ethos is embedded through a shared understanding of wellbeing, supported by the SHANARRI Superhero project, which enables all children to meaningfully explore and understand wellbeing indicators in an engaging and age-appropriate way. As a result, all children are developing a clear awareness of their own wellbeing and that of others, promoting empathy, confidence, and positive relationships along with respecting resources.

The centre has demonstrated a strong commitment to children's rights through its ongoing journey towards achieving the Silver Rights Respecting Schools Award. Children's rights are actively promoted and threaded through daily practice, empowering the children to have a voice and to feel respected, included, and valued within the setting.

All practitioners show a high level of commitment to child protection and safeguarding, ensuring all children feel safe and secure. All staff are confident in their roles and responsibilities and respond promptly and appropriately to any concerns, underpinned by our robust policies and a shared understanding of GIRFEC principles.

Effective systems are in place to track and monitor children's progress, particularly for those requiring additional support. Through staged intervention processes, all practitioners carefully assess, plan, and review targeted supports, ensuring that all children are making progress appropriate to their individual needs. This proactive and responsive approach ensures early identification of barriers and effective partnership working to support positive outcomes.

Highly inclusive practice is further supported through strong relationships with families, who are actively involved in discussions around their child's wellbeing and development. The centre's focus on equity ensures that all children have access to the support and opportunities they need to succeed.

Attendance has remained high across the centre with our average being maintained at 89% for session 25/26. Absence reasons typically included family holidays, family days and expected illnesses. We will continue to monitor centre absence and support families to improve children's attendance within the centre.

As a result of these approaches, children at Prestwick North Early Years Centre feel safe, nurtured, and included. We know this through their demonstrated knowledge of our Shanarri superheroes and recognise how these apply to them in the centre. They demonstrate high levels of confidence, engagement, and

respect for others. Children requiring additional support are identified early and make consistent progress through appropriate interventions. The embedding of children's rights and wellbeing has created a positive, inclusive environment where every child feels valued and supported to achieve their full potential.

<u>Leadership of continuous improvement (1.3)</u>	<u>Grade 5 – Very Good</u>
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At Prestwick North Early Years Centre, leadership of continuous improvement is embedded within a strong, shared vision, values, and aims that place children, families, and community at the centre of all practice. The vision is clearly understood by all staff and underpins daily decision making, ensuring a consistent focus on high-quality outcomes for all children.

Leadership is promoted and valued at all levels across the setting. Practitioners confidently lead on identified areas of improvement, taking ownership of specific priorities and contributing meaningfully to the centre's ongoing development. This distributed leadership approach empowers staff, builds capacity, and encourages innovation in practice.

Staff demonstrate a clear commitment to reflective practice and continuous professional learning, contributing to a culture where improvement is everyone's responsibility. Staff have been keen to attend training on offer from both within the authority and nationally.

There is a strong sense of teamwork and collaboration, with almost all staff feeling motivated, supported, and valued in their roles. Regular opportunities for professional dialogue, self-evaluation, and shared reflection enable staff to identify strengths and areas for development, ensuring improvement is informed, targeted, and sustainable.

Parents and carers are actively encouraged to be involved in the life of the centre and are valued as key partners in improvement. The centre provides meaningful opportunities for engagement, ensuring families can contribute their views, support their child's learning, and feel connected to the setting's vision and priorities. This is done in a variety of ways such as through questionnaires, discussions and meetings.

Robust self-evaluation processes are in place, using a range of evidence including staff feedback, children's voices, and parent and carers input to inform improvement planning. This ensures that priorities are relevant, responsive, and focused on improving outcomes for children.

As a result, there is a strong culture of continuous improvement across Prestwick North EYC. Staff feel empowered, motivated, and confident in leading change, resulting in high quality practice and positive outcomes for children. The shared vision ensures consistency and clarity of purpose, while strong partnerships with families enhance the overall effectiveness of the centre. Children benefit from an environment where innovation, reflection, and collaboration drive ongoing improvement and support them to achieve their full potential.

Capacity for Improvement

Our capacity for improvement in the coming year is very strong. We now have a settled senior leadership team, which provides clear direction and continuity. This is further strengthened by the addition of a new Equity and Excellence Lead (EEL) and the planned support from the Principal Teacher for two days per week in Term 1, enhancing leadership capacity and professional guidance.

The staff team shares a clear vision and is well established. The majority of staff are in permanent roles. This stability supports consistency in practice and fosters strong working relationships across the team. Staff

demonstrate a high level of commitment and passion for supporting the children in their care, which underpins the high quality experiences and positive outcomes.

Overall, these factors place us in a very strong position to drive forward improvement priorities and sustain positive progress over the year ahead.

Key priorities for next year

- 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. Children achieving 8 or more milestones within language and communication has stayed at 82% for the last 3 years, we will focus on improving this figure to 90% over the next academic year.
- Data shows that the proportion of children achieving 8, 9 or 10 Health and Wellbeing developmental milestones decreased from 95% in session 2024/25 to 79% in session 2025/26. We recognise that this reflects the changing needs of our setting, including a significant increase in enrolment and a higher proportion of children requiring additional support. In response, we will maintain a strong focus on promoting health and wellbeing through targeted interventions, nurturing approaches and a range of health promotion initiatives.
- 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.