

Standards and Quality Report - Space Place Early Years Centre



2022 - 2023

Introduction

Space Place Early Years Centre is a warm, friendly environment that meets the needs of local families in the community. In July 2021 we made a successful temporary move to the Prestwick Community Centre creating a Reggio inspired learning centre for children and families. We have a variation to our registration with a maximum of 42 children at any one time. For session 2022/23 there was a total of 32 children aged 3-5 years old registered at Space Place. Our centre continues to offer flexible options to access 1140 hours to support the needs of families.

Children are at the heart of our work and our team are ambitious and resourceful educators who have created a rich learning environment for our learners in the temporary provision.

Space Place EYC is part of the Prestwick Cluster and we have very good partnerships. We will continue to work collegiately together and build upon our current joint work in transitions.

Vision

Our vision as a Reggio Emilia inspired centre is to learn together in a fully inclusive environment.

Aims

S – Supportive

P- Personalised learning

A – Achievement for all

C- Continue to learn and develop as a staff team and centre to achieve the best outcomes for our children and families

E- Endeavour to achieve excellence in all that we do

Values

P-Positive relationships

L-Loving and respectful

A- A nurturing and stimulating environment

C- Community partnership

E- Equity for all

Context of Space Place Early Years Centre

Space Place has made a successful transition to a temporary accommodation within the local community centre in July 2022 and we are based on the left wing of the building. We feel part of the local centre sharing facilities with the Jigsaw Playgroup. Local music groups have invited the children to join sing-alongs which has been great fun. We have also had child yoga sessions from a local teacher within the centre. The building can accommodate 42 children. We have 2 attractive playrooms, 1 kitchen, 1 wheelchair accessible toilet, additional child toilets, garden, entry door and hallway access and a multi-purpose office space for staff. Our team have created a cosy, inviting learning environment for children. The temporary location is situated in the heart of the community and children gain regular outings to local shops and the beach.

Our team allocation is a Centre Manager , Senior, 4 full time EYPs and 3 part time EYPs, clerical assistant, Janitor and 3 part time pupil support assistants. Children are supported in learning and we work with partner agencies to support child development.

Prestwick Locality Population – Estimated Recent Figures Generated 2021

14,900 Population [2021] – *Estimate*

6.180 km² Area

2,411/km² Population Density [2021]

-0.40% Annual Population Change [2016 → 2021]

2022 Child Admission SIMD

SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
1	2	2	6	3	1	3	4	7	3

Our centre gained an unannounced inspection by Care Inspectorate in May 2018. As a centre we are incredibly proud of the evaluations detailed below:

Care and Support	5 Very Good
Management and Leadership	6 Excellent

Developmental Milestone Data Comparator 2020/2021 period into June 2023: Pre School Children

2020/2021	2021/22	2022/23
Health & Wellbeing 96%	Health & Wellbeing 100%	Health & Wellbeing 70%
Communication & Language 64%	Communication & Language 90%	Communication & Language 70%
Numeracy & Maths 80%	Numeracy & Maths 95%	Numeracy & Maths 60%

What key outcomes have we achieved?

School Priority 1: To improve attainment in communication and language

NIF Priority:

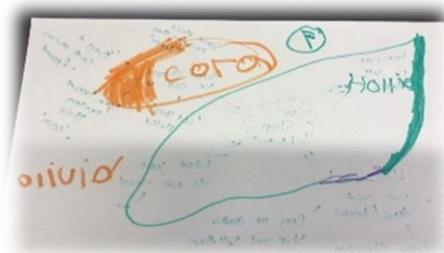
- Improvement in attainment in communication and language

Links to HGIOELC:

- 2.2 Curriculum
- 2.5 Family Learning
- 3.2 Securing Children's Progress

Progress and Impact

To improve children's outcomes in communication and language we have purchased the Talk Boost programme which is at the early stages of delivery, practitioners are building confidence delivering the programme following training gained by Speech and Language Therapy. Some children have participated in small group sessions to support language and communication skills, this has led to further interventions and supports within Language Provision placements. This initiative will continue to be delivered to allow data to be gathered overtime. As part of supporting Language and Communication skills wider work took place including targeted interventions utilising resources from our partner agencies in EAL and SLT teams. Referrals have been made and a few families have been signposted to SLT Triage for support. We have supported some children with English as a second language and early intervention has been supported by the English as a second language team, this has been inclusive and children are settling well. We have observed children with EAL growing in confidence overtime.



Within the centre we created a Children's Committee group to gain child views and ideas for the service, this work is new to Space Place and will continue to become embedded in practice. Children shared that they would like to create a newsletter, poster and create a toy swap shop. The children also developed a shop within the playroom and talked about money handling and the roles of people within a shop environment. Our child committee work will continue involving a voting system of views, supporting children make big decisions about the service.

Family learning groups have been a focus for the centre following COVID recovery and we are observing families engaging in literacy learning. The centre has been utilising the local community observing environmental print involving children using charts and graphs.



We have devised Care Plan Journals and children are becoming familiar with its purpose. Children are recording documentation linked to learning and Care Plan targets, we are observing children taking ownership of the special books and sharing learning with peers.



We took part in local community walks to the park, beach, train station and airport which promoted discussions with peers and we had family members supporting the visits. This is all language rich learning promoting vocabulary and communication skills. Our team participated in Phonological Awareness training and we engaged in two sessions as part of Inservice training, this has supported our skills in this area. Book bug sessions took place within the centre, we engaged with parents and grandparents promoting familiar songs and stories. Our lead practitioner of Book Bug gained a place on Hanen training and this is supporting the centre promote early literacy and communication.

Next Steps:

- **To embed literacy initiative programmes; Talk Boost and Hanen**
- **Begin to engage in communication and language moderation work within the centre and across the Prestwick Cluster**

School Priority 2: To improve attainment in Numeracy and Mathematic Skills	
<p>NIF Priority:</p> <ul style="list-style-type: none"> ➤ Improvement in Numeracy and Mathematics attainment 	<p>Links to HGIOELC:</p> <p>3.2 Securing Children’s Progress 2.5 Family Learning 2.2 Curriculum</p>
<p>Progress and Impact</p> <p>Our numeracy developments have promoted child and family learning as we continue to promote numeracy within the centre and beyond making links with our family learning team. We have promoted stay and plays as well book bug sessions linking numeracy songs and storybooks. We have promoted dot pattern indoors and outdoors for example adding dot oyster shells and recycled number bottles. We have been fortunate to gain Block Play training and new blocks for learning. We have observed children having increased skills in using block play also using imaginative play as well as numeracy language with peers. We continue to visit the local environment and beach and engage in number games. Baking outdoors supports number recognition and counting skills. We have supported children using pre-school milestones during play opportunities. Our team have developed the garden area and included creative activities for children, children also took part in garden consultation using a mind map to gain child views. We continuously review the indoor and outdoor environment to ensure they are numeracy rich. A member of staff has completed Education Scotland training to further develop our knowledge at non-standard subitising to develop depth in numeracy learning. Most pre-school children are able to subitise using regular dot pattern. They have a great variety of resources to practice this skill.</p>	



Next Steps: Further develop block play numeracy learning indoors and outdoors and continue to review and improve our learning environments.

School Priority 3: To maintain attainment in Health & Wellbeing

NIF Priority:

- Placing the human rights of every child and young person at the centre of education

Links to HGIOELC:

- 1.1 Self-evaluation for self-improvement
- 2.2 Curriculum
- 2.5 Family Learning
- 3.1 Ensuring well-being, equality and inclusion
- 3.2 Securing children's progress

Progress and Impact

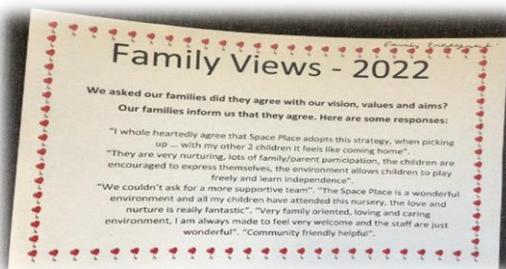
We have developed our knowledge and skills introducing the PATHS wellbeing programme to some children. Some children participated in group learning, this has promoted an understanding of emotions using props and child friendly storybooks. Children are developing social skills, turn taking and listening with peers. We plan to offer PATHS to all children as part of together time.



Community partnership has increased as we are part of the local centre and we have taken part in singing sessions with the local Ukulele group our children had lots of fun. We also gained Active School learning and children developed balancing skills and wider learning involving team games. We also participated in a Tennis lesson and café visits and our families came along too. We visited the local train station and gained lovely books donated by the Rail Service, families supported our children and we read the book together promoting literacy skills. Children also further built relationships with the yoga teacher and we gained a free class learning about relaxation and movement.



We continue to gain the views of our families and wider partners and we are proud of our family participation, the responses tell their own story of success, we will continue to engage in gathering family views in our new centre using various platforms. Our parent council group liked our active Improvement Plan and our parents have also shared views in the creation of a Nurture Policy. This has been fantastic work and our team have also shared views on the creation of the policy.



Outdoor learning and development work are ongoing and we are proud of our team, children and families developing the garden together. We have gained donations from families and children have shared their views about what is important to them as part of outdoor learning. Our team have created a garden floor book to capture the progress and child views. Our skilled team have led the way creating an attractive cross curricular space for all. We plan to further promote our outdoor learning and community work within the Prestwick area and re-connect with the local Care Home to promote intergenerational links.



We continue to promote our Reggio Emilia learning centre and took part in further training as part of revisiting our pedagogy approach. We engaged in a learning walk using the authority 'See, Hear, Feel' framework. Documentation of child learning has gained depth and we are very proud to be recognised by Education Scotland as our block play documentation was featured in the first online newsletter, the team are very proud.



Next Steps: Further develop a nurturing approach and promote community links to include intergenerational relationship and develop outdoor learning as we have gained Forest School training. Further promote PATHS for all children.

Evaluation Summary

Quality Indicator	
1.3 Leadership of change	<p>Values and aims have been refreshed by stakeholders in 2022 and 2023. Our team also took part in consultation to share views. Moving to the new Space Place will give new families the opportunity to further shape our values</p> <p>A newly formed Child Committee supports children to lead decision making in the centre and regular meetings ensure the child voice is at the heart of our work</p> <p>Good strategic planning for continuous improvement promotes leaders at all levels and educators are ambitious. The team are creative and find innovative ways to enhance learning and teaching to ensure improved outcomes for all learners using local and national guidance</p> <p>Good continuous reflective practice is promoted within the centre. Leaders support, empower and enable our team to make decisions on self-evaluation. This shared learning leads to well informed improvements</p> <p>Good monitoring systems support the evaluation and impact of outcomes for our children</p>
2.3 Learning and teaching	<p>Good planning and monitoring of children’s learning support Practitioners to make sound judgements of children’s progress to ensure learning opportunities meet the needs of individuals</p> <p>Good tracking and monitoring of children’s progress on a termly basis support a robust child development and progression pathway meeting individual needs</p> <p>Good learning environments are positive, nurturing and adapted to meet the needs of individual children. Continuous reflective practice supports a culture of professional practice which leads to high-quality learning outcomes</p> <p>Moving to online E profiles supports families to be involved in child development. Additional learning books for Care Plan targets’ support children to have the opportunity to share learning with peers</p>
3.1 Ensuring wellbeing, equity and inclusion	<p>Targeted interventions for children support early intervention work that targets development areas for progress in child development. Further work has taken place in 2022 to support families and a new intervention leaflet and Pre-TAC meeting opportunity and a child progress report supports an inclusive pathway</p>

	<p>Fulfilment of statutory duties in place complying actively with requirements and code of practice. All staff are SSSC registered and Teaching staff are GTC registered</p> <p>Annual Child Protection authority guidance sets an expectation for all staff to protect children. CLPL opportunities' available for all staff in the centre</p>
3.2 Raising attainment and achievement	<p>Good tracking and attainment involve all staff identifying targeted support within literacy, numeracy and health & wellbeing</p> <p>The team are professional and have high standards aiming to close the gap; tracking individual children using CfE , GL Assessments and South Ayrshire milestones to improve better outcomes for all learners. Children requiring support and challenge are identified as early as possible and timely targeted intervention is used where requires. We work closely with wider agencies</p> <p>Interventions supports children, staff and families identify strategies and support pathways for learning. Talk boost and PATHs training is beginning to support closing the attainment gap. One practitioner is training in Hanen which will support our children and wider team</p>

What are the key priorities for improvement in 2023/24

Priority 1: To improve attainment in Communication and Language Skills

Priority 2: To improve attainment in Numeracy and Mathematic Skills

Priority 3: To improve attainment in Health and Well-being

What is the capacity for improvement?

We will recruit additional staffing to support the delivery of a larger centre in the Prestwick community as we plan to return to a lovely Reggio Emilia centre in the new term. Space Place has undergone an extension which has involved a decant to Prestwick Community Centre. We will continue to develop and grow our staff team and we aim to further build the leadership capacity within the team.

Our improvement plan will continue to address the needs of our children and families also; reflect local and national priorities'. We will continue to raise attainment in Literacy, Numeracy and Health and Wellbeing through targeted interventions. We plan to further promote initiatives in Talk Boost. We plan to further embed PATHs initiative and build this into our daily practice. We plan to further develop Hanen communication learning. We plan to promote outdoor forest school learning as well as promoting local links, we are fortunate to have parks and our Prestwick beach nearby. We plan to work in partnership with Active Schools as well as re-establish our intergenerational work with the local Queens Care Home.