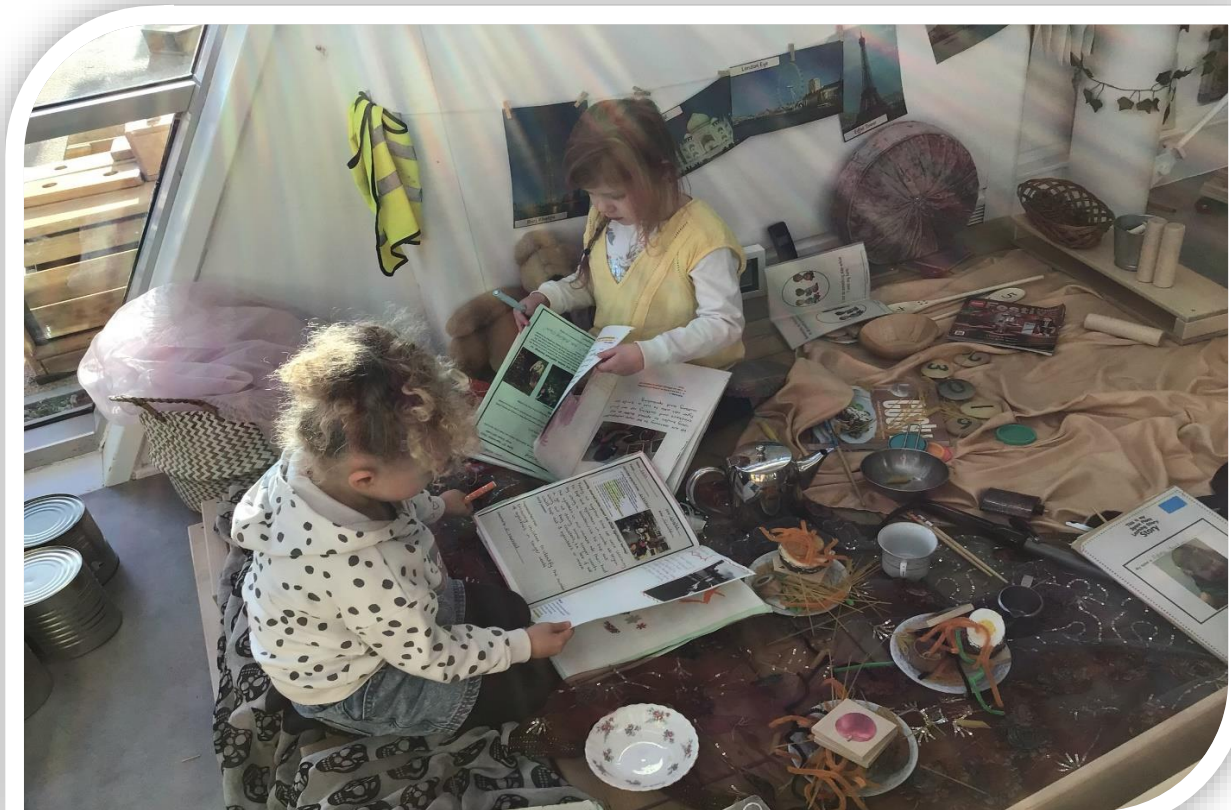


## Standards and Quality Report - Space Place Early Years Centre



2023 – 2024

## Introduction

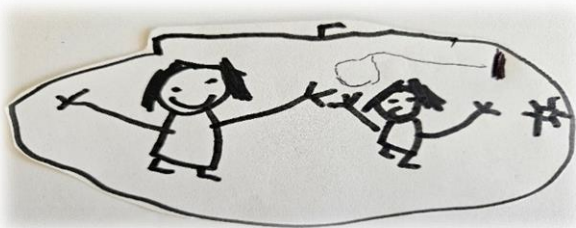
Space Place Early Years Centre is a warm, friendly environment that meets the needs of local families in the community. In July 2023 we made a successful return to our extended Centre creating a nurturing learning environment for children and families. The new extended centre has a capacity for 100 children with an additional playroom. For session 2023/24 there was a total of 24 children aged 3-5 years and 10 children aged 2-3 years 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 practitioners' who have created a rich learning environment for our learners, providing a nurturing and caring ethos.

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

## Vision

*Our vision is to be a great place for children to grow and learn in a nurturing environment promoting essential skills for early learning in wellbeing, communication, mathematics, curiosity, inquiry and creativity for all children (Family Survey Consultation 2024)*



*"Me and Zara playing in the nursery garden, by Sophia Age 5"*

## Values

**\*Nurturing**

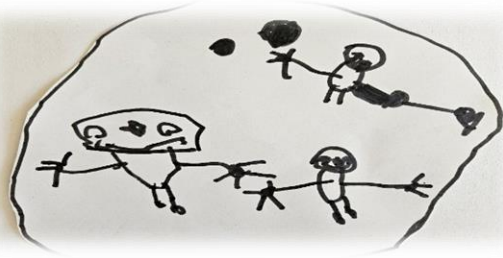
**\*Creative**

**\*Belonging**

*(Chosen by our families, team and community partners June 2024)*

## Aims

**To provide a 'home from home' environment with families at the heart (Team voice, June 2024)**



*"Mummy, Daddy and me, by Lilly Age 4"*

## Context of Space Place Early Years Centre

Space Place is a beautiful, bright, welcoming early years centre accommodating families within the local community. The building can accommodate 100 children. We have 3 attractive playrooms, 1 kitchen, 1 wheelchair accessible toilet, additional child toilets, garden, entry door and hallway access, exploration room, family room, office spaces and kitchen facilities. Our team have created a cosy, inviting learning environment for children. The location is situated in the heart of the community and children gain regular outings to local shops and the beach. We have a large open green space for children to explore using Forest School approaches.

Our team allocation is a Centre Manager, Senior, Depute, 4 full time Early Years Practitioners (EYPs) and 3 part time EYPs, clerical assistants, Janitor and 2 part time pupil support assistants. Children are supported in learning and we work with partner agencies to support child development.

### 2023-2024 Child Admission SIMD

SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
1	1	6	7	7	0	2	2	6	2

### Developmental Milestone Data Comparator 2021/2022 period into June 2024: Pre -School Children

2021/22	2022/23	2023/24
Health & Wellbeing 100%	Health & Wellbeing 70%	Health & Wellbeing 91%
Communication & Language 90%	Communication & Language 70%	Communication & Language 82%
Numeracy & Maths 95%	Numeracy & Maths 60%	Numeracy & Maths 100%

## What key outcomes have we achieved?



\* Increased engagement in Block Play and creative learners displaying skilful play with peers



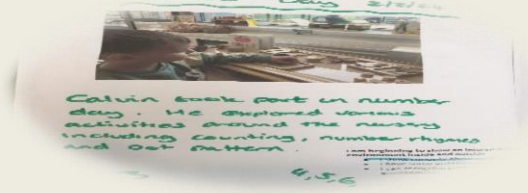
\*Children sharing learning journals with peers having a sense of ownership and belonging



\*Family learning library and information sharing



\*Developments towards creating a UNCRC environment



\*Literacy Book Bug family participation



\*Recognition nationally for our garden developments and music learning linked to Reggio our Pedagogy approaches promoting dance and creativity



<b>School Priority 1: To improve attainment in communication and language</b>	
<b>NIF Priority:</b> ➤ Improvement in attainment approaches in communication and language	<b>Links to HGIOELC:</b> 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
<p><b>Progress and Impact</b></p> <p>All staff received refresher training in Talk boost during our August in service day. Our EYP took a leadership role implementing and assessing children, identifying groups and delivering blocks of the initiative. This programme has been successful and has resulted in an increase in confidence and listening skills.</p> <p>HANEN Teacher Talk training in February 2024 has impacted practice within the centre as staff were then observed utilising various HANEN strategies such as OWL and using appropriate comments/questions to support the development of language appropriate to the age and stage of children they are working with during playroom observations. PATHS is now built into the playroom and children are gaining understanding of the puppets and building relationships.</p> <p>South Ayrshire Communication Friendly Environments Training and accreditation for Level 1 and 2 supports staffs’ understanding. Children have been observed ‘reading’ and responding to the visuals around the centre. Staff utilised the CIRCLE Literacy Rich Environment Tool to audit our current environment; creating action plans based on the outcomes of the audit. EYPs visited other centres to seek out good practice within this area. This includes an increase of children’s work being displayed and referred to across the centre, the creation of storytelling/rhyme support resources within the playroom such as story spoons and utilising QR codes for children to access stories and rhymes. Literacy experiences in the playroom have been richer as a result, which has been evident through playroom observations. Children were observed engaging in rhyme activities utilising support resources during these. As part of the audit staff worked to increase opportunities for families to engage in literacy learning. Staff created rhyme and story sacks that support the development of early literacy skills for families to utilise at home and added QR’s of staff reading stories from our lending library to the books which increased engagement with this. Parents fed back:</p> <p><i>“We really enjoyed the book bags! Calvin loves a story and the time together reading and looking at the pictures”.</i></p> <p><i>“We took the story bag home with the tea set and sang and read, we played with the ta set and Evie enjoyed doing it.”</i></p> <p><i>“We took out a book from the lending library with a staff recording and Thorfinn LOVED it and listened to it over and over...Mum likes the adult library too!”</i></p> <p>The story and rhyme sacks have been well utilised by our families and Book bug sessions were well attended feedback included: <i>“Bookbug was a lovely experience, Lorna made it fun and engaging for the kids and adults”, “book bug was a great opportunity to see how my child interacted with others in a different context, we enjoyed the time together and having the chance to bring sister along.”</i></p> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>➤ <b>To develop learning, teaching and a play based pedagogy</b></li> <li>➤ <b>Create a transition cluster booklet EYC-P1</b></li> </ul>	

<b>School Priority 2: To improve attainment in Numeracy and Mathematic Skills</b>	
<p><b>NIF Priority:</b></p> <ul style="list-style-type: none"> <li>➤ To improve attainment approaches in Numeracy and Mathematics.</li> </ul>	<p><b>Links to HGIOELC:</b></p> <p>3.2 Securing Children’s Progress  2.5 Family Learning  2.2 Curriculum</p>
<p><b>Progress and Impact</b></p> <p>We further invested in Block Play training and have continued to develop our block play area. This area is well utilised by children and they engage in complex block play daily indoors and outdoors. Children display sustained concentration for longer periods of time creating and exploring. This supports early numeracy and mathematical skills as children problem solve, count, explore properties of shape, symmetry and pattern.</p> <p>Our Senior attended Numeracy CLPL and as a result has carried out an audit of our numeracy environment and began to implement some positive changes to the environment and experiences. The numeracy training implemented by South Ayrshire has significantly boosted the teams’ confidence in leadership. Practitioners now possess a solid understanding of the fundamental numeracy principles at the early level and comprehend the potential impact of an effective provision. In addition, an auditory toolkit has been introduced to allow the team to reflect on and ensure the quality of the learning environment is rich. As a result of the training, adjustments have been made to the environment to incorporate theory-informed practice; particularly in the garden space, which now offers ample opportunities for learning through numeracy. Our Senior has shared the audit with the wider team and the audit was carried out within our 2-3 playroom and an action plan formed as a result. The environment outdoors has been further developed to include a variety of learning opportunities in numeracy and we have natural number lines and a mud/ creative station for children to count quantities, sort, and measure using potions and mud pies. Developmental milestones have supported best practice day to day and regular monthly data uplifts ensure that children are gaining support and challenge, the team inform us that using a new working milestone document builds leadership at all levels, we will continue to utilise this practice. Children are becoming confident learners using number songs, natural materials to count and learn concepts in play. We plan to gain additional training in numeracy for practitioners'. PEEP family learning groups supported our numeracy developments and sessions involved number games and engagement with families; recognition of numerals 0-10. As part of the sessions also linked 1-1 correspondence using mathematical beach adventures as a learning location. Numeracy data is increased from 60% in 2022/23 to 100% in 2023/24 , training opportunities and coaching and mentoring have impacted better outcomes for children.</p> <p><b>Next Steps:</b>  <b>Further develop our knowledge in digital technology to support learning</b></p>	

**School Priority 3: To improve attainment in Health and Wellbeing and Support the move to a New Early Years Centre**

<p><b>NIF Priority:</b></p> <ul style="list-style-type: none"><li>➤ Placing the human rights of every child and young person at the centre of education</li></ul>	<p><b>Links to HGIOELC:</b></p> <ul style="list-style-type: none"><li>1.1 Self-evaluation for self-improvement</li><li>2.2 Curriculum</li><li>2.5 Family Learning</li><li>3.1 Ensuring well-being, equality and inclusion</li><li>3.2 Securing children’s progress</li></ul>
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**Progress and Impact**

We have made a successful return to the newly extended centre and our team are developing the environment. We have created a welcoming, nurturing space for children to play and learn. We revisited our Vision, Values and Aims with partners and stakeholders and we believe we a joint mission for all children.

We are proud to be recognised in the “**Nursery World**” national magazine for our outdoor music wall and learning. We plan to further develop the music space outdoors and create a stage for performing and dance.

Community partnerships continue to grow making links with the local Queens Care Home building our intergenerational work. We have had visits from parents; a pilot who shared his role and safety with the children. Families participated in stay and play sessions across the year and experienced the lunch provision too. Utilising the local beach for ‘family learning sessions’ has been successful taking the curriculum outdoors.

Forest kindergarten has been a huge success utilising the local park and baking and cooking outdoors using cross curricular skills such as counting, sharing and measuring.

We continue to gain the views of our families and wider partners and we are proud of our family participation, we will continue to engage in gathering family feedback for the new centre; positive relationships have been a key factor. Parent coffee and chat meetings continue to build a forum for sharing ideas and views for the centre, we will continue to meet sharing the 2024-25 centre improvement plan and work towards it. We have made wider partnership links with Aberlour, Social Work, Woman’s Aid and CLD offering a meeting room to support local engagement and raise the centre profile. We engaged with NHS breastfeeding and have gained a ‘breast feeding’ recognition and gained a nursing chair for our family room. We plan to further create community links with mother and babies creating a group within the centre led by our Family Learning Worker.

The new early years garden has opportunities for children to have risky play running up and down the new hill and sliding as well as using the climbing wall, we plan to further develop this area.

**Next Steps:**  
**Work towards UNCRC practice and community partnerships embedding our new Vision, Values and Aims**

## Evaluation Summary

Quality Indicator	
<p><b>1.3 Leadership of change</b></p> <p><b>GOOD</b></p>	<p>Values and aims have been refreshed by stakeholders in 2024. Our team also took part in consultation to share views. Moving to the new Space Place gave new families and community partners the opportunity to further shape our values</p> <p>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 linked to UN Rights</p> <p>The EYCs 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>Leaders support and encourage continuous reflective practice is 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>
<p><b>2.3 Learning and teaching</b></p> <p><b>GOOD</b></p>	<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>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>Returning to paper Journals supports families to be involved in child development. Children have ownership of the special journal and have the opportunity to share learning with peers</p>
<p><b>3.1 Ensuring wellbeing, equity and inclusion</b></p> <p><b>GOOD</b></p>	<p>Targeted early supports lead to progress in child development. Attendance is monitored monthly to support access for children. Good partnership links are visible with partner agencies. Team around the family (TAF) meetings ensure communication and targets are focused for learners</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> <p>Care PLP are regularly revisited and built into curriculum planning to support child development alongside milestone tracking</p>
<p><b>3.2 Raising attainment and achievement</b></p> <p><b>GOOD</b></p>	<p>Effective systems for tracking of attainment involves all staff identifying targeted support within literacy, numeracy and health and wellbeing</p> <p>The team are professional and have high standards aiming to close the gap; tracking individual children using CfE , Teacher Talking toolkit and South Ayrshire milestones to improve outcomes for all learners. Children requiring support and challenge are identified as early as possible and timely targeted intervention is used . We work closely with wider agencies and gain advice for best practice to improve outcomes for learners</p> <p>Effective interventions support children, staff and families identify strategies and pathways for learning. Talk boost and Blank Questions as well as HANEN training is beginning to support closing the attainment gap</p> <p>Numeracy CLPL supports the team to use audit tools in practice and reflect on high quality learning for children</p>

### What are the key priorities for improvement in 2024/25

**Priority 1: To develop learning, teaching and a play based pedagogy**

**Priority 2: To improve access to digital technology for lifelong learning**

**Priority 3: To work towards UNCRC in early years and accreditations': Bronze and Silver**

### What is the capacity for improvement?

Our improvement plan will continue to address the needs of our children and families also; reflect local and national priorities. We will continue to work towards raising attainment in Literacy, Numeracy and Health and Wellbeing through targeted interventions. We plan to develop our resources to support digital technology in learning. We plan to work in partnership with the local Queens Care Home to build intergenerational links as well as further build community partner links to raise our profile. We plan to revisit our curriculum approaches and systems for recording learning with a focus on empowerment for the team and play pedagogy. We plan to work towards accreditation for UNCRC Bronze and Silver awards.