



Space Place Early Years Centre



IMPROVEMENT PLAN: 2025-2026



What is our capacity for Improvement 2025-26

Within Space Place Early Years Centre, we strive for better outcomes for our children and promote a creative environment for all with pedagogy at the heart of learning and family partnerships. We continue to drive forward a literacy, numeracy, health and wellbeing rich environment. We have a focus on our shared vision, values, aims and rationale for lifelong learning. We are embedding a shared approach to curriculum planning systems for best practice. We plan to go deeper exploring the 4 capacities, 7 principles and interdisciplinary learning (IDL). We are proud of our beautiful centre and families share positive feedback using surveys. We plan to continue intergenerational work with the Queens Care Home and Ukelele group in the community and Prestwick Academy. We plan to gain our Communication Award and RRSA UNCRC bronze award with a focus on Gender Equality. Block play will have a deeper focus using the 7 stages of play.

This session we will continue to focus on quality indicators:

- 1.5 Management of resources and environment for learning
- 1.2 Children leading learning
- 1.3 Developing a shared vision, values and aims
- 2.2 Rationale and design
- 2.7 The promotion of partnerships

Pre- School Milestone Data 2024-2025	Literacy Data 90%	Numeracy Data 100%	Health & Wellbeing Data 100%
	Stretch Aim 2025-2026 95 %	Stretch Aim 2025-2026 Maintain 100%	Stretch Aim 2025-2026 Maintain 100%

Vision

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.



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

Values

*Nurturing

*Creative

*Belonging

Aims

To provide a 'home from home' environment with families at the heart



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

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 workforce

Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

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: To develop learning, teaching and a play-based pedagogy

What Outcomes Do We Want to Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact on Children and Young People? (Include Where Possible Current Measure and Target)
Embed consistent practice for learning and progression using effective systems	<ul style="list-style-type: none"> Staff training in curriculum design and rationale, IDL: revisit interdisciplinary learning, 4 capacities and 7 principles Embed our refreshed rationale for learning 	Caroline	October 2025 to May 2026	<p>Monitoring and tracking data Journals: observations</p> <p>Curriculum displays showcasing child development – 4 capacities Playroom observations evidenced based practice linked to RTA/ CFE</p>
	<ul style="list-style-type: none"> South Ayrshire Reads: Communication Friendly Award Playroom Developments- rich play spaces RTA guidance 	<p>Lorna</p> <p>Lisa</p> <p>All Staff</p>	September to December 2025	<p>Communication friendly centre across playrooms using child friendly signs for learning</p> <p>Enriched play experiences for children and high-quality learning as well as scaffolding play</p>
To promote a language rich setting that works in partnership with Speech Therapy	<ul style="list-style-type: none"> Equity Funding SIMD SALT Programme Weekly based SALT Speech Therapist to support children and families 	Caroline	September 2025 to March 2026	Data Monitoring of interventions for children and promoting staff training linked to Communication and Language
To further promote partnerships with parents	<ul style="list-style-type: none"> Staff training “Connecting with parents, families and communities: a starting point” Coffee & chats Stay & Plays Home links: lending library Book bug sessions SALT advice – speech therapy Baby & Toddler group Musical Peep 	<p>Caroline</p> <p>All staff</p>	October 2025 to February 2026	<p>Monthly attendance monitoring of children</p> <p>Parent participation in centre</p>

Priority 2: To improve access to STEM for lifelong learning

What Outcomes Do We Want to Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact on Children and Young People? (Include Where Possible Current Measure and Target)
Child experiences enriched by STEM experiences promoting skills for life long learning	<ul style="list-style-type: none"> Improved STEM pedagogy across the centre promoting child development skills Tinkering station exploration Block play :7 stages promoted within the centre using pedagogy and best practice 	<p>Sharron</p> <p>Sophie</p>	October 2025 to May 2026	<p>Observations will show children are being supported and challenged in their learning through improved use of STEM indoors and outdoors</p> <p>Increased Block play using 7 stages and documenting learning within displays and journals</p> <p>Block play home link bags Pre-school data % increase Numeracy</p>
Embed Block Play learning and teaching	<ul style="list-style-type: none"> Block play team research- Book Michaela Mc Cune Staff engagement in professional reading: Education Scotland STEM resources 	<p>Sharron</p> <p>Sophie</p>	September 2025 to May 2026	<p>Playroom observations and evaluations</p> <p>Children demonstrating a shared understanding of STEM/Block play</p> <p>Partnerships with Prestwick Academy</p>

Priority 3: To achieve the UNCRC in the early years' accreditation: Bronze

What Outcomes Do We Want to Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact on Children and Young People? (Include Where Possible Current Measure and Target)
The EYC is built on positive, nurturing relationships for all, which lead to positive outcomes for children promoting RRSA: UNCRC rights approaches	Refreshed Chid Committee partners with a focus on rights-based practice and work towards bronze award <ul style="list-style-type: none"> • RTA – CLPL The impact of conscious & unconscious gender bias • Staff research- • Policy: Gender equality play-Care Inspectorate • Let toys be toys: toy audit • TEDx Beyond Blue and Pink Toy Divide by Elizabeth Sweet 	Caroline	October 2025-May 2026	Monitoring floor books: child involvement and a whole team approach Child voice in decision making: rights based and gender equality practice
Whole centre SIMOA awareness approaches to promote safe play	Embed UNCRC Mascot: SIMOA RRSA CLPL: whole team approach and works towards accreditation	Kim Tracy	September 2025-June 2026	Team growth and a shared understanding of children's rights across the centre Displays capturing child engagement and voice Evidence in floor books and child Journals
Promote partnership working in the community and links with local schools and musicians	Embed multigenerational work: Queens Care Home Engage with local community: Ukulele group Prestwick Academy School: pupil partners: music /Library visits Astro Ted – home link promotion	Kim Tracy	October 2025-April 2026	Evidence of partnerships in floor books and displays