



Standards and Quality Report Space Place Early Years Centre



2024/25

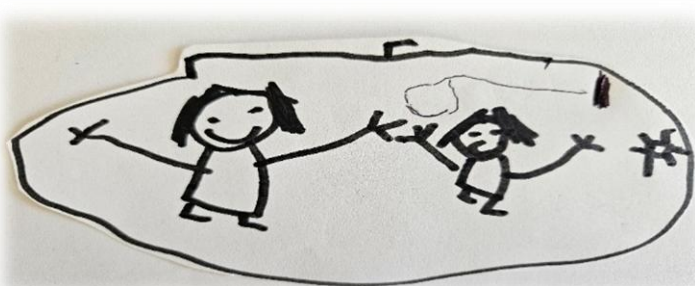
Introduction

Space Place is a welcoming bright early years centre that accommodates families within the local community of Prestwick. Children and families are at the heart of our work and our team are ambitious and resourceful practitioners' who have created a rich learning environment for our children as well as a nurturing and supportive space for families.

This report sets out our achievements from August 2024 through to June 2025 as highlighted in our centre improvement plan and the impact.

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 EYC is situated within the Prestwick area and is part of the Prestwick Cluster. Our cluster comprises Prestwick Academy, as well as local Primary and Early Years Centres; Heathfield, Kingcase, Prestwick North, Monkton, Symington, Glenburn, Pine Trees (partnership), Fly High (Partnership) and Space Place. We are proud to have fostered good partnerships with the surrounding schools and Early Years Centres and work collaboratively, particularly when planning transitions on to school and ensuring our children are ready for their next steps in learning. Space Place is located in the heart of the community and our children gain regular access to the community through outings to local shops, the beach, visits to our local care homes through our intergenerational work and also through access to a large open green space within the community. We foster good relationships with partner agencies such as our Health Visitors and Speech and Language Therapy to ensure our children access support at the right time to meet their full potential.

At Space Place we can accommodate 100 children from ages 2-5 years. When entering the centre, we have a welcoming foyer, a quiet room and office space, this leads on to the family room, managers office and staff room. We have 3 playrooms which include a 2–3-year-old playroom with a free flow outdoor area, 2 sizeable 3-5 playroom that flow out into a spacious, well-resourced garden area, as well as a kitchen space for preparation of the children's lunches. Our team have created a cosy, inviting environment for our children and families. This year we have facilitated a training room (3rd playroom) for local partners and central team colleagues to deliver local authority training. This is a great opportunity for colleagues to visit the centre and our under 3 playroom is being used to support Maths training.

Our team is made up of:

- 1 Centre Manager
 - 1 Senior Early Years Practitioner
 - 5 full time Early Years Practitioners (EYPs)
 - 2 part time EYPs
 - 1 part time Principal teacher
 - 2 part time clerical assistants
 - 1 part time Janitor/Cleaner
- All our staff are registered with SSSC or GTCS

During session 2024/25 we had a total of 31 children aged 2-5 years accessing the service throughout the year. This consisted of 9 children aged 2–3 years and 22 children aged 3–5-year-olds. Our centre offered a 2–3-year-old playroom and outdoor space that was beautiful, bright and well-resourced. Our spacious, open plan 3-5 playroom and outdoor space encouraged our children to be curious and creative whilst continually learning and developing within an inclusive learning environment that supports every child's own individual needs.

Next year our centre will have a change to service delivery, and we will no longer provide sessions between 8am – 6pm. Space Place will continue to provide 1140 hours for children and families, and this will be offered during term time only, 9am – 3pm. There will also be the option available for parents to buy time at the start of the day 8.30 -9am and end of the day 3-4pm to give parents some flexibility.

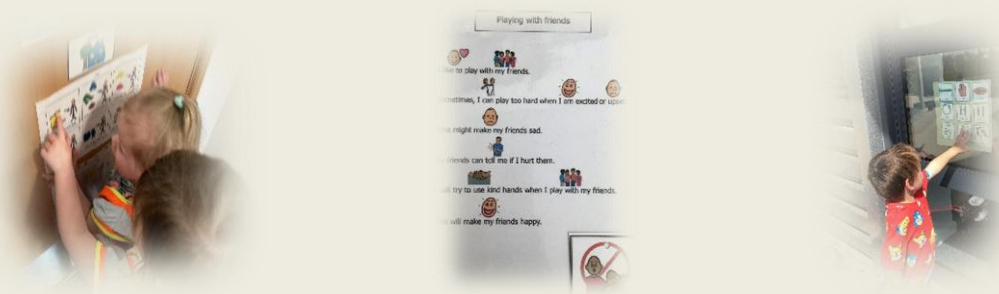
2024-2025 Child Admission SIMD

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

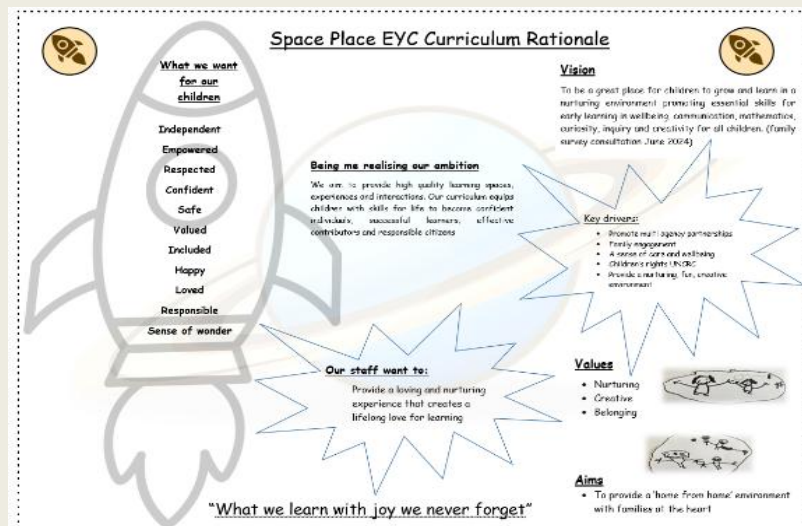
Pre-School Developmental Milestone Data Comparator period 2022/23 - June 2024/25:

2022/23	2023/24	2024/25
Health & Wellbeing 70%	Health & Wellbeing 91%	Health & Wellbeing 100%
Communication & Language 70%	Communication & Language 82%	Communication & Language 90%
Numeracy & Maths 60%	Numeracy & Maths 100%	Numeracy & Maths 100%

What key outcomes have we achieved?



* Working towards our communication friendly environment accreditation level 1.



*Creating a new Curriculum Rationale with our families, community and staff

*Family learning library and use of QR codes

*Working towards our UNCRC accreditation

*Partnerships with Thriving Communities and Prestwick Academy

School Priority 1: To develop learning, teaching and a play-based pedagogy	
NIF Priority: Improvement in attainment approaches in communication and language	Links to HGIOELC: 1.2 Children leading learning 2.2 Rationale Design 1.3 Developing a shared vision, values and aims 2.2 Rationale and design
Progress and Impact <p>In house training on curriculum design and rationale allowed us to review and create a new Curriculum rational that is more streamlined and child/parent friendly. Parents were encouraged to be involved through the use of questionnaires, as well as Coffee and Chat sessions with the manager and this allowed parents views and suggestions to be included. We reached out to our partners and included Health visitors and their views. Through this consultation process this allowed us to create a refreshed curriculum rationale that included our vision, values, aims and key drivers, as well as stating what we want as a community for our children.</p> <p>Having a good knowledge and understanding of our national curriculum is vitally important to our staff. Staff had the opportunity to attend a training course in August to refresh and develop their knowledge and understanding of Curriculum for Excellence using the new South Ayrshire Council document 'A Framework to Support Curriculum for Excellence in Early Years'. Staff were given the opportunity to explore the new document and work with colleagues to discuss the key components of CfE and gain more knowledge of the new document and how this will be implemented. The impact of the training has led us as a team to develop our skills and knowledge in further <i>Curriculum for excellence</i> training in the area of 4 capacities and IDL Interdisciplinary learning also work on 7 principles.</p> <p>Staff attended training delivered across the authority on Hanen communication initiative and this has built on the previous work of staff. Staff have been observed implementing OWL strategies and staff have a greater understanding of the stages of language and where children should be in terms of their chronological age and language ability and how this can be supported. This can be seen by staff identifying when children need support, what strategies are useful or when children require input from SLT services. The centre has benefitted from having regular weekly visits form our assigned speech and language therapist who is available to offer advice and support to staff while working 1-1 with some of our children.</p> <p>Through South Ayrshire Reads Communication Friendly Environment work. Staff have implemented communication friendly visuals within the playroom and on their own lanyards. Staff use these on daily basis with all children to support them in their communication. Most of our children refer to the visuals during play experiences and routines and these are used well to support our children who need support with communication. We are now working towards our <i>communication friendly audit to achieve our first badge</i>.</p> <p>Staff attended Phonological Awareness training to support us in embedding SAC phonological awareness toolkit. Staff have been using this to support their practice and planned experiences. A further refresh took place in May to further extend staff's knowledge. Staff are now implementing the strategies through play experience and particularly through group times and targeted intervention with our teacher.</p> <p>One of our staff members took the lead on the 3 Read approach and was keen to deliver training to all staff. Although staff have not been able to imbed this as much as they had initially planned, staff have been using what they have learned in day-to-day practice. Staff have set up a lending library for the children and parents.</p> <p>Talk boost sessions have continued to be delivered weekly throughout the year by trained staff. Due to interventions our data has increased by 8% in Communication and Language Pre-School Milestones.</p>	

The focus on increasing communication and language outcomes has resulted in an 8% increase from last year in our children achieving 8 or more of their 3-5 milestones. This has allowed us to meet our anticipated developmental milestones target of 90% by June 2025.

Two of our staff are now trained on **Nurturing Mathematical Thinkers**. This gave greater understanding for staff in creating an environment that promotes mathematical thinking. Both staff used the auditory toolkit with the team to assess the current resources and accessibility of mathematical resources in the centre. This allowed all staff to focus on resourcing indoors and outdoors and this has been captured within the children's learning journals. This has supported us to maintain our 100% achievement within our numeracy milestones.

Next Steps:

- **Embed consistent practice for learning and progression using effective systems – Staff training – Curriculum design, 4 Capacities, IDL Interdisciplinary learning and 7 Capacities**
- **To promote a language rich setting that works in partnership with Speech Therapy**
- **To further promote parental partnerships**

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

NIF Priority:

- To improve attainment approaches in Numeracy and Mathematics

Links to HGIOELC:

- 1.5 Management of resources
- 1.2 Children leading learning
- 2.7 The promotion of partnerships

Progress and Impact

Two staff visited other EYCs with a focus on **digital rich technology environments** as well as training at Ayr Grammar with colleagues. Staff embraced taking the lead in ICT and becoming digital technology champions. To increase knowledge and support the wider team and child development in technology resourcing they took part in training and also professional research in **Education Scotland**, STEM resources. This supported the centre in improving **digital pedagogy** across the centre while supporting children's technology skills. Parents were also encouraged to share their knowledge and expertise. We were also able to involve parents, one of which is an airline pilot and was able to share with the children how technology is used in take-off and landing. Evidence of this is visible in the children's own learning journals.

Staff have also utilised SAC **ICT lending library** to promote digital technology within the centre. Using the lending library with smaller focused groups of children has allowed them to explore early coding. Children were observed becoming confident using the IT authority resources manipulating keypads developing skills such as movement and coordination as well as teamwork play. QR coding links were introduced within the playrooms areas and to our **family lending library** as well as **staff storytelling and UN Rights**. Staff utilised QR codes and recorded themselves and children telling stories on ipads, this was then accessed by parents using the QR codes. QR codes were also added into books within the playrooms and children were encouraged and supported to use the QR code to listen to the story. Parents used this well and the feedback was positive. We also devised a UN Rights pathway for curriculum planning to ensure UN Rights had a 'golden thread' throughout learning and teaching.

The centre worked as a team identifying a story book system linked to rights for children, this has been utilised in the playrooms and on display for families to use too.

We remain passionate about child rights and would like to go deeper looking at Gender equality and this has been included in our new centre plan for 2025-2026.

In April 2024 we were recognised at a 'national level' using music technology outdoors using loose-part play. The children developed an interest in creating a 'music wall' outdoors. This was a great initiative, and children had a strong voice in developing the music wall, sharing views and opinions.

We gained recycled resources from the community and families too. The music wall acted as a 'provocation' for play often lead by the children creating sounds and peers engaging in music and dance experiences. The use of a stage added depth to play, and this led to the children wanting to express their preferences in sound and dance. The also led to children using 'role play' clothing such as high heels for clicking sounds as children walked. Our work linked to the community and engagement with the local care home formed strong relationships. A donation of a piano also supported our project work. As a result of this we were recognised on the 'Nursery World' educational magazine as good practice. Moving forward we will continue to build upon this work and also look to develop STEM skills using research skills as a foundation to develop best practice.

Next Steps:

- To improve access to STEM for life-long learning
- To promote a shared understanding of Block Play

School Priority 3: To work towards UNCRC in the early years centre and accreditation: Bronze Awards

NIF Priority:

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

Links to HGIOELC:

2.7 The promotion of partnerships
1.2 Children leading learning
1.5 Management of resources and environment for learning
2.2 Rationale and design

Progress and Impact

The vision is ambitious and focuses on improvements in outcomes for all learners

The children were involved in creating their own **child committee**, this has been embedded in the centre for a period of time , taking the views of children into account to make 'big decisions' which involved the children meeting each Wednesday. The children shared their views and voice advocating for their peers and supporting the centre development planning. This brought about a focus on looking after the environment and understanding what rights were and advocating their rights. The children's language reflected a rights-based approach and they had a greater level of voice when advocating for their own needs. We also **refreshed our Vision, values, aims and rationale** which involved children, staff in reviewing our vision, values and aims and creating our new Curriculum rationale. Within the Vision statement we have included child drawings that influence what the centre means to children attending, seeing the centre through the child eyes using 100 languages to express themselves. Children had a strong voice to create a toy upcycle shop that didn't have a cost and to create tickets for entering the shop. Children learned about the roles and responsibilities of managing a shop, customer care.

This was a wonderful experience for children, taking the lead and the donations from families was fantastic. Each child choose a toy or two to take home as part of the swap shop .

We gained UNCRC training from the authority development officer in May 2024 to support our journey. As a team we used self-evaluation tool kits to look at *practice and * Articles of UN Rights. We took part in a charity number day and raised funds for the NSPCC as well as raising funds for the charity Water Aid, thank you to our families for contributing. We captured documentation linked to Article 27: The right to food using RTA 9.4 which has a focus on rights and needs.

As a team we access Care Inspectorate SIMOA bite sized training linked to our UN Rights mascot . We also created a pre-loved clothing range and families within the community donated clothing using recycling. This was well stocked and children and families donated and choose clothing items. We aim to continue with this to take into account the cost of living in Scotland.

We further linked with the local high school and gained sanitary products which are across the centre for families too.

We also engaged with our Prestwick Academy students and worked together on the “Work Out” programme. Academy peers listened to our child views and developed a wooden bench , painted for our children. This was documented by Prestwick Academy as we had a celebration day together where the bench was presented to the Child Committee of Space Place. We now have the bench pride of place in our welcome area for the children.

We have been working within the community to **raise the centre profile** within community. This has involved centre open days and social media twitter. There were opportunities for parents to attend stay and play, sports day although this was not well attended.

Our baby and toddler group led by the family learning team has been advertised by the centre within the local library and shops and we have had great attendance on a Wednesday morning, this is free to the families in the community. We have observed families out with the centre utilise the baby & toddler group. Within Space Place we lead a Book Bug session group and again we have had attendance from families who attend and out with. We have further promoted our groups on local forums.

As part of our family consultation we used a Care Inspectorate questionnaire and families shared views on various areas of delivery, we have created a ‘wordle’ to capture views such as : We are ‘friendly’, ‘supportive’, ‘caring’ and have ‘understanding staff’, ‘fantastic’. This is displayed at entry pride of place for visitors and families.

Staff embraced training on **UN Rights CLPL** and supported us to continue our UNCRC work and develop a whole team approach. Initial assessment took place in April 25 and we have registered with UNCRC. We have almost achieved our bronze award and accreditation. Children are now displaying a wider understanding of rights using our UN Rights Mascot, SIMOA elephant. The children take SIMOA on local walks and are encouraged to discuss and recognise their rights e.g. the right to play. At key gathering times in the sessions SIMOA is used in tandem with care inspectorates’ rights-based framework. We have safety SIMOA signs throughout the centre to promote safety for all.

Our intergenerational links with Queens Care Home is embedded practice and we have continued to engage with our care home friends. One of our staff members took the lead and planned the visits along with staff from Queens care home. The children enjoy visiting the care home monthly during Oct, Nov and March. The children had sessions with songs, art and crafts, making decorations. Sessions are always very well planned by and feedback is always positive.

Next Steps:

- Staff will continue with our UNCRC accreditation still to be achieved
- **Whole centre awareness of SIMOA**
- **Promote partnerships with the local community and Prestwick Academy**

Evaluation Summary

Quality Indicator	
<p>1.3 Leadership of change</p> <p>GOOD</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. We further revisited our values and vision as part of Inservice training in August 2025</p> <p>Child Committee continues to support 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. We are in the process of creating a new committee for 2025/26</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. We have 1 staff member working towards a BA Childhood Practice degree</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. The team take leading roles within 'improvement planning'</p> <p>Good monitoring systems support the evaluation and impact of outcomes for our children. We use South Ayrshire Quality Framework audit toolkits to inform best practice</p>
<p>2.3 Learning and teaching</p> <p>GOOD</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>We will continue to utilise paper Journals and drive families to be involved in child development. Children have ownership of the special journal and have the opportunity to share learning with peers using 'tummy time'. Stay and Play opportunities and Parent 'coffee & chat' gatherings will support an inclusive approach to learning for all</p> <p>Using a 'documentation approach' to learning with support to capture child led learning and interests in play, our work is ongoing</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>GOOD</p>	<p>We will continue to use targeted early supports which leads to progress in child development, at times using interventions and shared knowledge for partners such as Health Visitors</p> <p>Transitions will continue to be supported for individual children sharing information</p> <p>Attendance is monitored monthly to support access for children. We will continue to monitor child attendance raising the profile with families</p> <p>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>3.2 Raising attainment and achievement</p> <p>GOOD</p>	<p>Effective systems for tracking of attainment involves all staff identifying targeted support within literacy, numeracy and health and wellbeing</p> <p>Data has been consistently above 90% across a 2-year period of data gathering. This has improved due to gaining staff training on various areas such as curriculum and maths as well as working alongside Speech Therapist for better outcomes</p> <p>The team continue to be 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. 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. In September 2025 we will be eligible for SIMD Equity funding and engage with a targeted Speech Therapist to meet child needs. We have a link Speech Therapist visiting weekly offering advice to the team</p>

What are the key priorities for improvement in 2025/26

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

Priority 2: To access to STEM for lifelong learning

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

What is the capacity for improvement?

Our Centre will go through some changes in August 2025. Some of our staff will be redeployed to other centres as we change from being a 50-week centre to term time. Our improvement plan will continue to address the needs of our children and families and 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 continue to raise the profile of the centre within the community and encourage more families to come to space place offering community Book Bug sessions. The Family learning team utilise our 3rd playroom for community groups, Baby and toddler groups and musical sessions. We have linked with a local Ukulele group to offer our children a community group within the centre. We plan to work towards accreditation for UNCRC Bronze award and take the last step in achieving our communication friendly accreditation for level 1 & 2. We have been allocated the Equity Speech Therapist to support Preschool children and engage in staff training and development. STEM: Block play will have a prominent focus within the centre, and we plan to further research and develop our skills also; develop a home link bag. Our child committee group will play a leading role making big decisions within the centre linked to STEM and UN Rights work. Gender awareness will also be a focus this year linked to STEM and staff research. We plan to further strengthen our partnerships with parents and community.