



Standards and Quality Report: Space Place Early Years Centre 2025-26



Introduction

Space Place is a nurturing, caring and bright early years centre that accommodates families within the local community of Prestwick. Children and families are at the heart of our practice, and our practitioners are ambitious and resourceful who have created a rich learning environment for our children as well as a nurturing and supportive space for families. Child rights are promoted daily supporting decision making as part of the service.

This report sets out our achievements from August 2025 through to June 2026 as highlighted in our centre improvement plan and the impact. It also captures family views following a recent inspection and shares a positive journey in our centre.

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.



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

Values

***Nurturing**

***Creative**

***Belonging**

(Chosen by our families, team and community partners)

Aims

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



"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. We have great partnerships with the local community as we facilitate a baby/toddler group on a weekly basis, this is well attended. We gained a **"very good"** grading as part of a recent Care Inspectorate inspection in November 2026.

At Space Place we can accommodate 52 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 which is further open to the community. 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 family room is also a hub for local partners as well as hosting family meetings.

Our team is made up of:

1 Centre Manager

4 Full-time Early Years Practitioners (EYPs)

2 Part-time EYPs

1 Part-time Clerical assistant

1 Part-time Janitor/Cleaner

All our staff are registered with SSSC where applicable

During session 2025/256 we had a total of 26 children aged 2-5 years accessing the service throughout the year. This consisted of 10 children aged 2–3 years and 16 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.

Our centre operates a term time only provision 9am – 3pm. Families can ‘buy in’ additional at the start of the day 8.30 -9am and end of the day 3-4pm to give parents some flexibility

2025-2026 Child Admission SIMD

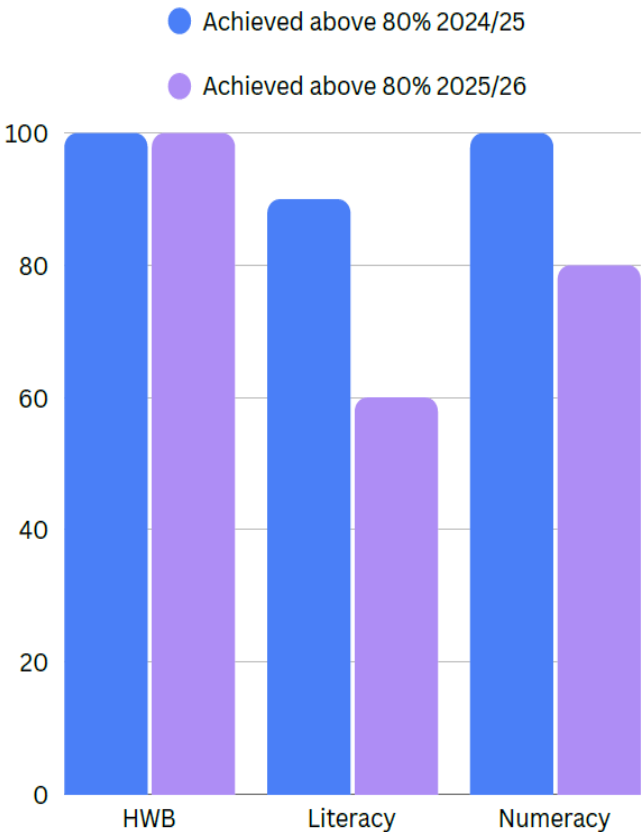
SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
0	2	4	9	1	1	2	2	1	2

Pre-School Developmental Milestone Data Comparator period 2023/24 - June 2025/26:

2023/24	2024/25	2025/26
Health & Wellbeing 91%	Health & Wellbeing 100%	Health & Wellbeing 100%
Communication & Language 82%	Communication & Language 90%	Communication & Language 60%
Numeracy & Maths 100%	Numeracy & Maths 100%	Numeracy & Maths 80 %

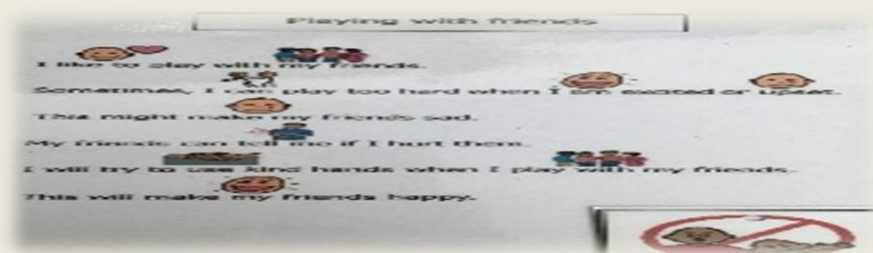
Our data % within literacy represents our current supports within our cohort as we have worked alongside a Speech Therapist to support literacy development within our attainment progress. We will continue to support literacy within the centre.

Heath & Wellbeing Milestones June 26	Achieved above 80% 2024/25	Achieved above 80% 2025/26
HWB	100%	100%
Literacy	90%	60%
Numeracy	100%	80%
Total Number of Children	10	5



Our attendance data is monitored on a regular basis as well as a monthly uplift, we are currently reaching 89%. We will continue to raise attendance for our children and work closely with families in then future. We will also engage in further literacy staff training delivered by the authority and wider agencies.

What key outcomes have we achieved?



* We are proud of achieving our communication friendly environment accreditation level one. Well done to our team and children for continuous progress.

*Making great progress with our Curriculum Rationale devised by our families, community and staff and using this to reflect on our work August 2025 to June 2026.

*Working towards our UNCRC accreditation is ongoing with an aim of gaining our bronze award in 2026/27. Our SIMOA mascot has supported safe play indoors and outdoors. We will introduce new friends for SIMOA in August.

*Developing learning, teaching and play-based pedagogy, developing curriculum skills and partnerships links with agencies. Continuing to build upon our family links approaches and promoting stay & plays and facilitating our community baby & toddler group on a weekly basis.

*Going deeper in our STEM priority further developing block play and science opportunities for lifelong learning. Devising a tinkering station that offers rich play opportunities to explore and have a sense of inquiry. Developing team research skills and developing knowledge in the 7 stages of Block Play indoors and outdoors.

*Beginning to explore UNCRC priorities by engaging in staff training in working towards our accreditation and Gender equality knowledge as part Inservice training utilising TEDx "Beyond Blue and Pink Toy Divide by Elizabeth Sweet". Planning to further explore gender awareness in early years.

*Gaining 'Very Good' results within our recent Care Inspectorate inspection in the areas of:

> Leadership

> Children play and learn

> Children are supported to achieve

Our team accessed various training opportunities to support the centre developments. We will continue to drive a centre of good practice promoting family engagement for all.

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 Within the areas of play, learning and developing we promote creativity for all children, and we have attractive play spaces to grow. Children are observed being active learners, making choices and sharing their ideas. Children have the opportunity to free-flow indoors and outdoors. Children are confident at making decisions using a mixture of verbal and non-verbal communication. The team are confident at promoting child development and this leads to creativity, building resilience and independence skills. Our team have been recognised externally for having a strong knowledge of what children need to learn and develop. Our children across playrooms are observed engaging in play experiences for prolonged periods of time. Literacy, numeracy and health & wellbeing data remains consistent with children making progress in learning. Some children (50%) are supported within the intervention pathway and gain additional plans for learning. A multi-agency approach ensures children gain access to speech therapy, community paediatricians, educational psychologists and Autism Outreach services. The centre implements the new authority “Flexible pathway” milestones following diagnosis. This is a supportive toolkit for recording child development and progression as well as challenge. Through continuous consultation this allows us to ensure families are included in our vision, values, aims and key drivers, as well as stating what we want as a community for our children and we continue to gain the views of service users to shape our centre. Cluster Work: We set up a working group of practitioners within the Prestwick Cluster sharing dialogue linked to developing the Numeracy and Mathematics early level skills pathway. This has involved adding more detail as a support tool for recording learning. This is now completed, and we have added expectations for learning within the age ranges of ante pre and pre-school children. The aim is to utilise this in August 2026 as part of tracking learning. This was a rewarding experience engaging with colleagues from early years and primary level. Parental and Community Engagement: We have regular communication with our families about learning and displays as well as a newsletter, Facebook page child journals and a floorbook shows child interests. Staff continue have a strong understanding of what children learn and partnership working as part of the community. Our children engage for prolonged periods of time showing a high level of engagement, excitement and wonder. Our experiences embed a sense of wonder and achievement for children throughout the day. Our centre delivers a mixture of intentional and responsive learning, and this can be found documented within the curriculum planning cycles. Observations for child learn are detailed linked to planning as well as responsive learning. This was recognised as a strength during a recent inspection. Stay and play sessions attendance has been low in the centre life and offered to families and we plan further connect with families .Moving forward this is an area where we can improve on, this would allow parents to fully engage in the centre, we plan to link sessions to our priorities and also deliver workshops for families linked to learning during session 2026-2027. We continue to drive a good knowledge and understanding of our national curriculum is vitally important to our staff. Staff continue to lead the way within curriculum planning and becoming confident using frameworks to plan, deliver and evaluate learning and teaching as well as consider ‘responsive planning’. Home links are used to triangulate curriculum planning from the centre to home, we plan to further develop this area of work.	

Regular authority training has led us as a team to develop our skills and knowledge in further *Curriculum for excellence* training in the area of 4 capacities and IDL Interdisciplinary learning also work on 7 principles. We plan to further develop our skills in this area.

Staff attended training delivered across the authority on communication friendly environments and this has empowered staff in leadership responsibilities. 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 from 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.

The staff work closely with a wide range of agencies and use tool kits to support and track child development and alternative learning styles such as using the ABC tracker shared by Educational Psychologist. Links with Health Visitors are strong working in partnership to meet family needs.

We have been fortunate to gain Equity funding and have a regular Speech Therapist working closely with children and staff to support language skills. Due to the success of the programme, we have observed children being discharged from SALT agencies due to good progress made. Our pre-school children have been developing skills in attention & listening Sunnybank colour coding (sounds) and colourful semantics; focusing on building sentences. Our SLT has documented that all children made overall good progress.

Our work towards the **South Ayrshire Reads Communication Friendly** has been hugely successful. Staff have implemented communication friendly visuals within the playroom and on their own lanyards. Staff are confident using 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 have achieved our *communication friendly first badge*.

We plan to continue to build upon our work and we have 1 staff trained on **Nurturing Mathematical Thinkers** and gain more staff training in this area. This gives us a greater understanding for staff in creating an environment that promotes mathematical thinking. Resources are used indoors and outdoors to build mathematical language for children during play experiences. Well planned mud kitchen areas offer opportunities for children to explore size, measurement and weight. The staff have a clear focus on resourcing indoors and outdoors and this has been captured within the children's learning journals. Staff have good knowledge and understanding of maths / numeracy using activities indoors and outdoors to challenge learning. Our milestone data remains good, and we plan to go deeper in learning, offering further challenge.

Our team accessed various training opportunities which has impacted our development work. We have gained training on:

- ASN within the early years
- A deep dive into Schemas in early childhood
- Meta skills
- Medication training
- First Aid
- From big movements to little marks; building the foundations of writing and ICT skills

We are observing the impact of staff training and how this has supported child development and learning within schematic play, literacy skills and further supporting neurodiverse children.

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 – stay & plays, priority linked work shops**

School Priority 2: To improve access to STEM 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 We continue to utilise a variety of STEM resources to build our knowledge and understanding. We have researched looking outward using professional research in Education Scotland, STEM resources. This supported the centre in improving digital pedagogy across the centre while supporting children's technology skills. As part of our progress, we built a 'tinkering station' for children to explore. Evidence of this is visible in the children's own learning journals. We make very good use of books and other media to extend experiences for children. Our staff use careful questioning, commenting and pausing to allow children time to think and make decisions through their discovery. Play is purposeful having a focus on support and challenging experiences. Children aren't rushed in play, staff know when to step in and out not interrupting the flow of learning. Block play has had a high focus within the centre, and children and the team confidently engage in discussions in play using the 7 stages of block play. This has a clear link to STEM learning. Observations of children identify what stage a child is operating at and how to support their next steps in development. Block play is offered to children indoors and outdoors and we observe children spending prolonged periods of time at play using creativity skills, partnership play and design skills using mathematical language. We will continue to explore Block Play and go deeper documenting play and skills learned. Children within the under 3 playroom also have a smaller Block Play area and we will look to develop this further in 2026/2027. We will also aim to gain further training for our team across playrooms. Staff can access the SAC ICT lending library to promote digital technology within the centre, we will continue to utilise this service in the future. 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. We plan to further utilise this service to explore ICT. QR coding links were introduced within the playrooms areas and to our family lending library as well as staff storytelling and UN Rights. 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. Block play has been a high focus indoors and outdoors and as a team we are developing our skills in supporting children in play using the 7 stages of block play. 2 staff are leading the way promoting child development. As part of staff research, we have become familiar with the author Michaela Mc Cune using key books to develop pedagogy. A recent external inspection praised the team for continuous, high-level play for children using well planned learning. Staff truly value play supporting children to become independent learners sharing their thoughts and feelings and skills in buildings, countries using size, structures and a well of mathematical language. We plan to further develop our spaces for children in 2026/27. 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 plan to re-create this area in session 2026/27 to build upon previous experiences. The team plan to engage with the children and plan a garden music wall for creativity. 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 look to develop STEM skills using research skills as a foundation to develop best practice. Our next steps are to deepen play outdoors using STEM and block play as well other resources for rich learning. Next Steps: • To embed access to STEM for life-long learning • To embed a shared understanding of Block Play • To develop outdoor learning with children, develop further music outdoors	

School Priority 3: To achieve the 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 <u>The vision is ambitious and focuses on improvements in outcomes for all learners</u> The children were involved in creating their own Rights based child committee, this is a fundamental part of the centre. We plan to revisit and set a new group for 2026/27 where children will have a voice and make decisions for the centre whilst working towards accreditation. The children's language continues to reflect a rights-based approach, and they had a greater level of voice when advocating for their own needs. Our Vision, values, aims and rationale which involved children, staff in reviewing our vision, values and aims and creating our 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 continue to have a strong voice to create a wall displays and input into curriculum planning using their voice to support priorities and next steps. As a centre we continue to support a strong rights-based approach to learning and work as a team identifying a child rights system, this has been utilised in the playrooms, curriculum planning and on display for families to use too. We have an established 'child committee' and value our younger learners to include 2-year-olds making big decisions for the service. We utilise SIMOA safe practice and display our mascot in our displays helping the children be safe in and around the environment as well as out in the community too. Promoting child independence is part of good practice daily. As a staff team we continue to promote children's rights to play, this is at the heart of practice. Grandparents have been delivering literacy story telling times to children which has had a powerful impact on engagement. 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 2026-2027. We have delivered in-house training on gender equality utilising TEDx 'Beyond Blue and Pink Toy Divide' by Elizabeth Sweet. This raised interesting discussions as part of pedagogical practice and a shared vision for children. We also used RTA for professional development. 'The impact of conscious and unconscious gender bias' This helped the staff to have a clear vision and focus, allowing for team growth and strengthening our 'rights-based learning centre'. We plan to further develop our Rights based practice by developing a new child committee and having priorities for the centre led by our children also supported by staff. Our aim is to gain accreditation under RRSA/UNCRC. This will be a high focus for 2026/2027. This will add strength into the centre priorities for future learning. We gained UNCRC training from the authority development officer to support our journey in developing a centre using the rights of the child in practice. 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. We plan to further explore charity work in the future as part of working towards accreditation.	

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.

Our recent **2025** Care Inspection captured family views as follows: “My child loves outdoor play”, “It is very child led and my daughter can choose what she enjoys the most at any time”, “I would highly recommend this nursery to any other parent, the way the Reggio Emilia approach is used is lovely for children”.

Our intergenerational links with Queens Care Home wasn't in place during period 2025/26 however; we plan to put back into practice and continue to engage with our care home friends. One of our staff members takes the lead and plans the visits along with staff from Queens care home. The children will revisit the care home monthly during **Oct, Nov and March**. The children will have sessions with songs, art and crafts, making decorations.

- Staff will gain our UNCRC – bronze accreditation 2026/27: to include charity work
- Whole centre awareness of SIMOA and her new friends for learning
- Promote family /partnerships with the local community and Prestwick Academy

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'.

	Very 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.
2.3 Learning and teaching VERY GOOD	Very 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. Very good tracking and monitoring of children's progress on a termly basis support a robust child development and progression pathway meeting individual needs. 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. 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. Using a 'documentation approach' to learning with support to capture child led learning and interests in play, our work is ongoing.
3.1 Ensuring wellbeing, equity and inclusion VERY GOOD	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. Transitions will continue to be supported for individual children sharing information. Attendance is monitored monthly to support access for children. We will continue to monitor child attendance raising the profile with families Good partnership links are visible with partner agencies. Team around the family (TWIF) meetings ensure communication and targets are focused for learners. 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. Annual Child Protection authority guidance sets an expectation for all staff to protect children. CLPL opportunities' available for all staff in the centre Care PLP are regularly revisited and built into curriculum planning to support child development alongside milestone tracking.
3.2 Raising attainment and achievement VERY GOOD	Effective systems for tracking of attainment involves all staff identifying targeted support within literacy, numeracy and health and wellbeing. Data has been consistently above 90% across a 2-year trend 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. 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.

	Effective interventions support children, staff and families identify strategies and pathways for learning. HANEN training is beginning to support closing the attainment gap. We are utilising the new authority 'flexible pathway' for learners to support child development. Numeracy CLPL supports the team to use audit tools in practice and reflect on high quality learning for children. SIMD Equity funding engaged a targeted approach to language and communication to meet child needs. We have a link Speech Therapist visiting weekly offering advice to the team.
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What are the key priorities for improvement in 2026/27

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

Priority 2: To embed 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 2026 with the retirement of the centre manager after 11+ years of service and we will gain a new centre manager in place. Our provision will increase in capacity for August 2026-2027: 24 (3-5) and 15 (2-3) children gaining an increase in staffing. Our improvement plan continues 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. The Family learning team continue to promote our community Baby and toddler groups and musical sessions; this has a strong place within the community, recognised by external inspectors. We plan to work towards accreditation for UNCRC Bronze award in 2026/27. We are proud to achieve our communication friendly accreditation for level 1 & 2. The allocation of our Equity Speech Therapist to support Preschool children and engage in staff training and development was effective. STEM: Block play will continue to have a prominent focus within the centre, and we plan to further research and develop our skills. 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 and care home visits. We are proud of gaining '**very good**' grading in November 2025 and will continue to deliver a high-quality early learning centre provision. We will continue to support, challenge and develop child development over time, meeting the needs of children within our nurturing centre.