



Space Place Early Years Centre



IMPROVEMENT PLAN: 2026-2027



What is our capacity for Improvement 2026-27

Within Space Place Early Years Centre, we place our children at the heart of our practice and promote a creative environment for all with pedagogy to include family partnerships. We aim to drive forward a literacy, numeracy, health and wellbeing rich environment. Our team gained various training opportunities in 2025-26 in the areas of ASN within early years, A deep dive into schemas in early childhood, Meta skills, From big movements to little marks, ICT, Medication and First Aid. We have a focus on our shared vision, values, aims and rationale for lifelong learning and our training supports impactful practice. We are confident in 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, recently gaining **'Very Good'** external recognition by Care Inspectorate. We plan to work as a community within our Prestwick Cluster, currently developing Maths early level curriculum pathways. We are proud to have gained our Communication Award and continue to work towards RRSA UNCRC bronze award with a focus on Gender Equality. We plan to further develop skills in Block play will have a deeper focus using the 7 stages of play with a focus on promoting outdoor learning and planned physical play experiences.

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	Literacy Data	Numeracy Data	Health & Wellbeing Data
2024-2025	90%	100%	100%
2025-2026	Literacy Data % 60	Numeracy Data % 80	Health & Wellbeing Data % 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

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.	- Staff training in curriculum design and rationale, IDL: revisit interdisciplinary learning, 4 capacities and 7 principles. - A robust monitoring system by EYM to ensure planning formats enhance the environment and meet needs of all children aged 2-5 years. - Observations will display a balance of responsive and planned learning and highlight progression. - CIC Update.	Manager All staff	September 2026 to May 2027	Continue to monitor and track, learning Journals; using observations to share learning with a balance of curriculum areas. Curriculum displays child learning captured linked to the 4 capacities Playroom observations evidenced based practice linked to RtA/CfE. Planning paperwork and Care Plans will be monitored to ensure clear progressive planning and relevant observations.
To improve achievement and attainment in literacy.	- Staff CLPL – SAR. - Staff to utilise Phonological Awareness Toolkit and embed into practice. - Targeted intervention for identified children, challenge and support. - Improve the quality of literacy opportunities and experiences both indoors and outdoors. - Environment development - RtA guidance. - Literacy Lead in both playrooms. - Reinstate literacy home link bags.	All Staff Sophie (3-5) Lorna/Sarah	September 2026 to May 2027	Robust data collection of attainment in literacy, this will be evident in planning, evaluations and children's learning journals. 5/7 children to achieve 8,9 or 10 developmental milestones. Children's learning journals and environments will reflect rich language experiences and progress in literacy. Playroom observations and audits
To further promote partnerships with parents.	- Peep, Bookbug and Stay and Play sessions. - SALT advice – speech therapy. - Baby & Toddler group. - Peep Talk offered to parents.	Manager FLT	September 2026 to May 2027	Monitor and track engagement of families. Promote parent participation in centre, evidence displayed in minutes of meetings, newsletters, wider environment.

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)
To improve achievement and attainment in early numeracy and maths.	- Staff audit of playroom resources and experiences, short term action plan identified. - Continuous provision reviewed and improved to promote number and mathematical development within the playrooms and outdoors. - Fortnightly/monthly planning focuses on space, experiences and interactions for the development of maths and numeracy, - Key staff members to attend Nurturing Mathematical Thinkers CPLD.	All Staff Ciara (2-3) Lisa (3-5)	September 2026 to May 2027	5/7 children will achieve 8,9, or 10 milestones. CfE tracking 5/7 children to be on track at start of Primary 1. Monitoring of playroom/outdoor experiences. Learning journals and quality observations will highlight learning and progression. Robust analysis of data to monitor and measure impact. This will be evident in planning, evaluations and learning journals.
Children will develop their mathematical thinking through engaging in high-quality block play experiences.	- Continue to embed Block play team research - Book Michaela Mc Cune. - Staff will engage with document "Frobel's Gifts and Block Play". - Staff will engage with CLPL from SAC about 7 Stages of Block Play to refresh knowledge and understanding.	All Staff Amy (2-3) Lisa (3-5)	September 2026 to May 2027	Continue to build rich playroom environments and high-quality observations displaying play using the 7 stages of block play. Children continue to demonstrate an understanding of block play indoors and outdoors using key language. Learning journals and quality observations highlighting learning and progression.

Priority 3: To continue to work towards the UNCRC in the early years' accreditation: Aim: Bronze Award by 2027

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 • RTA – CLPL The impact of conscious & unconscious gender bias. • Policy: Gender equality play- Care Inspectorate. • Let toys be toys: toy audit. • TEDx Beyond Blue and Pink Toy Divide by Elizabeth Sweet.	Kim (3-5) Lisa (3-5)	September 2026-May 2027	Monitoring floor books: child involvement and a whole team approach. Child voice in decision making rights based and gender equality practice. Re-establish a new child committee to support child views making UNCRC centre decisions. Display sharing child voice and progress towards award: Bronze Certification.
Re-visit a whole centre SIMOA awareness to promote safe play and build upon previous learning and opportunities for all children.	Embed UNCRC Mascot: SIMOA and further friends for SIMOA. Child Voice displayed across playrooms linked to UNCRC. RRSA CLPL: whole team approach and works towards accreditation.	Kim (3-5) Lorna (2-3)	September 2026- June 2027	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.	Re-introduce multigenerational work: Queens Care Home links. Prestwick Academy School: pupil partners: Further workout programme connections. Further promote -Astro Ted – home link promotion. Promote lending library and visits to local library.	All Staff Lorna (2-3)	October 2026-April 2027	Evidence of partnerships in floor books and displays also children journals Document impact of partnership working - Use of surveys / Floor book evidence