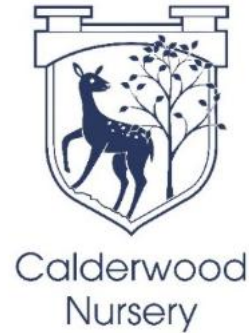


Calderwood ELC Standards and Quality Report for Session 2025-2026



ELC Self Evaluation	
How good is our school? The quality indicators evidence that:	
Leadership of continuous improvement	Good
Learning, teaching and assessment	Good
Wellbeing, inclusion and equality	Good
Children's progress	Good

ELC Context:

Calderwood Early Learning and Childcare setting is part of Calderwood Primary, a non-denominational school serving the new community of Calderwood in East Calder. The ELC provides high-quality early learning and childcare for children aged 3–5 and supports a positive, nurturing transition into Primary 1.

The setting is led by the school's Senior Leadership Team, and supported by 3 Early Years Officer and ELC Area Support Manager. The Early Years Team includes skilled Early Years Practitioners and Pupil Support Workers who work collaboratively to meet the needs of all children. Froebelian principles underpin our practice, with a strong emphasis on nurturing children's wellbeing, inclusion and development through warm, responsive relationships and high-quality experiences.

The team is committed to promoting equity, early intervention and positive outcomes for all learners. The diversity of the school community is reflected in the ELC, with many families speaking English as an additional language; this diversity is valued and celebrated. The ELC works closely with families and partner agencies to ensure children are supported, included and ready to progress confidently in their learning journey.

At Calderwood ELC, we foster a caring, connected and creative environment where children feel a strong sense of belonging and are supported to grow in confidence, independence and a lifelong love of learning.

View our school website for more information.

What has your Child's ELC been doing to improve this year?**Improvement in all children and young people's wellbeing:**

Through our commitment to the UNCRC, we have strengthened a rights-based approach to practice. Children are supported through nurturing environments, skilled interactions and targeted resources that promote emotional regulation and wellbeing.

Raising attainment for all, particularly in literacy and numeracy(universal):

Children made positive progress in early numeracy and literacy skills.

Tackling the attainment gap between the most and least advantaged children (targeted):

We have prioritised building stronger partnerships with families, providing targeted support where appropriate. This has contributed to positive progress for children in key areas of literacy, numeracy and health and wellbeing.

Improvement in employability skills and sustained, positive school leaver destinations for all young people:

We have enhanced play experiences, interactions and environments, enabling children to develop as more curious and creative learners.

Achievements we're proud of this year:

What have been the impact of our improvements?

Next year, we want to build on the good work already happening in our setting to make sure every child feels included, supported and ready to learn. A key focus will be supporting our staff through training in inclusion, Additional Support Needs (ASN) and trauma-informed approaches. This will help staff better understand and respond to the different experiences, needs and backgrounds of our children.

We are continuing to develop our approach to outdoor learning, creating environments that are rich in opportunities for literacy and numeracy. Through improving our outdoor spaces and extending learning into the wider community, children will experience meaningful, real-life contexts for play and learning. We are also building staff confidence in delivering high-quality outdoor experiences, including training in the safe use of a fire pit. These developments will support children to be active, curious and engaged learners, while promoting their wellbeing, creativity and sense of belonging within a welcoming and inclusive environment.

What our children say:

"I like playing. I can write my name all by myself."

I've been building a fire truck from magnets."

At nursery we are being kind and making friends."

What our families say:

Following our family learning session:

"The staff were very organised keeping the children focused. The children were really enjoying the activity. The children also paid great attention to the singing and storytime. I enjoyed it too!"

What can your child look forward to next session?

Next session we will:

- Provide regular staff training on inclusion, Additional Support Needs (ASN) and trauma-informed approaches.
- Use visuals, routines and communication supports to help all children feel confident and included.
- Use nurturing approaches to support emotional wellbeing, confidence and resilience.
- Build time into our week for community walks, introducing Forest Friday's!
- Develop and improve outdoor spaces to support play and learning within Literacy and Numeracy.
- Seek parent and carer feedback to help evaluate and improve our practice.

How do we know we have made a difference? What does this mean for your child?

Learners can:

- Feel safe, happy and confident in their learning environment because adults understand their emotional needs and respond with care.
- Play and learn outdoors regularly, developing curiosity, creativity and problem-solving skills.
- Develop independence and resilience by exploring, taking risks safely and making choices in their learning.
- Feel included and valued, knowing that differences are respected and celebrated.
- Engage in learning through play that supports emotional, social, physical and cognitive development.
- Transition confidently within the setting and into Primary 1, feeling prepared and supported.

