

Lenzie Meadow EYC
Standards and Quality Report
2023/24



Context of the Centre

Lenzie Meadow Primary and Early Years Centre (EYC) opened in August 2016, bringing together learners and staff from Lenzie Primary School and Lenzie Moss Primary School. The school roll at present is 587 pupils. We also have accommodation for a 54:54 Early Years' Centre for 3 to 5 year olds and a 10:10 provision for 2 year olds. The EYC offers extended day and year provision.

Our school and EYC catchment area consists of a mixture of local authority and owner-occupied housing. We have an SIMD of 1.6% in Quintile 1 with the majority (59%) of pupils in Quintile 5. 4.9% of our pupils receive free school meals. We are a non-denominational and co-educational school with 20 Primary classes from P1 to P7. Most stages are triple stream, and this has afforded us excellent opportunities to work collaboratively within stages.

Lenzie Meadow EYC benefits from its own building which is attached to the Primary. Please refer to our school handbook for more information and photographs of our excellent facilities and extensive outdoor space. Our staffing structures can also be found within the staffing section of the handbook as well as on our school website - <http://www.lenziemeadow.e-dunbarton.sch.uk>.

The early years' team consists of the School Head Teacher, two job share Depute Heads of Centre, two part-time Nursery Teachers and two Senior Early Years' Workers who also work job-share, 18 Early Years' Workers, 2 Early Years Support Workers and two early education students. As an Early Years' Team, we work together in order **to support our children to be:**

Happy, Confident, Motivated and Responsible individuals who strive to achieve their very best in all pursuits. #bethebestyoucanbe

We hold the following VALUES

- *Be Kind*
- *Be Safe*
- *Be Responsible*
- *Be Determined*
- **And aim to;**
- *enable individuals to achieve their full potential, academically and socially*
- *foster a spirit of independence,*
- *promote positive attitudes in our school community with an emphasis on respect for oneself and others*
- *ensure equality of opportunity for all within an inclusive environment*
- *to develop a sense of caring, trust and honesty in all learners*

As a team we understand the importance of providing a safe and inclusive environment for all and believe strong, supportive and nurturing relationships are key to our school community thriving together. Relationships at all levels are based on our values of kindness, safety, responsibility, and determination. We know, and can demonstrate that our children feel safe, healthy, achieving, nurtured, active, respected, responsible and included. We have a shared understanding of wellbeing and how best to work towards "Getting It Right for Every Child", the Scottish Government's response to putting the Rights of the Child at the centre of legislation. In our Early Years' Centre we are child centred in our use of language and ensure our messages around the Rights of the Child are age and stage appropriate.

We also have a very robust transition programme for our children moving in to Primary one and we work closely with Lenzie Meadow Primary, our multiple feeder centres and our families, to ensure children new to the school feel safe, nurtured and supported. Our pre-entrant programme with Lenzie Meadow Nursery runs throughout the year ensuring smooth transition across the early level; helping to familiarise our children and parents with the school's curriculum and assessment procedures.

Formatted: List Paragraph,F5 List Paragraph,List Paragraph2,MAIN CONTENT,List Paragraph12,Dot pt,List Paragraph1,Colorful List - Accent 11,No Spacing1,List Paragraph Char Char Char,Indicator Text,Numbered Paragraph 1,Bullet Points,Bullet 1,Normal numbered,OBC Bullet, Indent: Left: 0 cm, Hanging: 0.63 cm, Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

Transition work to support annual re-classification work within the school is done in partnership with class teachers and our Class Rationale along with FAQs can be found on our School and Centre website.

Strong links have been developed with parents and the local community, and we have a very committed and supportive Parent Teacher Association. The Centre supports local events and utilises community links to enhance both our attainment and achievement. We promote community involvement with the children accessing areas such as the local moss, rugby pitches, play park, shops and local businesses.

Many of our children access extra-curricular activities out with the centre including football clubs, dance classes, swimming and gymnastics.

Formatted: Space After: 8 pt

Progress in Centre Improvement Plan (CIP) priorities

Formatted: Space After: 8 pt

Centre priority 1: To further develop and improve our transition programmes across the centre; room to room and centre to school

Care Inspectorate Quality Framework QIs

- 1.4 Family engagement
- 1.5 effective transitions
- 1.1nurturing care and support

NIF Priority

- Improvement in children and young people's health and wellbeing;
- .Placing human rights and needs of every child and young person at the centre of education

NIF Driver

- Parent/carer engagement and family learning
- Teacher and Practitioner professionalism

HGIOELC QIs

- QI 2.6 Transitions
- QI 2.4 Personalised Support
- QI 3.1 Ensuring wellbeing, equality & inclusion

- Staff updated care plans to incorporate more relevant home/ nursery transition information which included children's rights. The change has offered a more holistic overview of children as they transition to and across the centre. Staff have commented positively on the change noting the capturing of information/observation in one document as a positive move.

- Opportunities for Parental Involvement were increased with monthly stay and play sessions on offer as well as termly parent consultations and annual curriculum evening. Feedback from these sessions have been positive with parents' views captured in our floor book. The Centre also saw some of our parents' volunteer to come in to share their skills through our world of work week, mystery reader events for world book day and baking activities.

Formatted: Normal, Left, No bullets or numbering, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: Font: (Default) Arial, Font colour: Black

Formatted: Font: (Default) Arial

- The Centre reviewed communication processes and in advance of the curriculum evening in October, a questionnaire was sent out to capture parent views and ensure information shared

Formatted: Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

during this evening was relevant and addressed any questions families had. This allowed the event to be more tailored and gave staff an understanding of families' expectations and views in line with service delivery.

The Centre continued to provide all children with an opportunity to visit the centre for a walk round prior to starting any settling dates. There was then a settle in meeting around 6 weeks after a child started in our 2 to 3 room, which gave parents an update and allowed any initial observations of progress to be discussed. Moving on, there were ongoing meetings throughout the year for new start children in 2 to 3 room. Parental feedback showed that almost all that parents felt this was a positive experience.

- All staff supported transitions across both playrooms with regular playtime opportunities for our younger children to familiarise themselves within the 3 to 5 room. The approach enabled children to meet up with siblings and friends and also allowed key workers to get to know children giving greater flexibility for staff cover between rooms. This was further supported by younger children having access to a staff photo book within their story corner allowing them to become familiar with all adults they might see day to day. The book had photos of all staff, including the Centre's clerical and facilities team. As a result, children became more familiar with all centre staff supporting transitions across the centre.
- Transition processes were reviewed and transition from the Centre's 2 to 3 room into the 3 to 5 room started 2 months prior to children turning 3. Longer transition periods were put in place where it was considered that the extra time would support individual children. Transition meetings with key workers and parents took place before children moved rooms. The Senior Leadership Team worked hard to ensure relationships with key workers were well-established before children moved from one room to another. Feedback from parents has evidenced that this has worked well for their child, with children happily transitioning across playroom and key workers.
- The Centre continued to make effective use of termly Team Around the Child and Support for All meetings to support key children by linking with our educational psychologist, speech and language therapist and where possible the health visiting team. In addition, the Centre's Family Champions worked closely with six targeted families offering 1:1 Triple P input. Parents reported this input to be helpful and advice shared has had a positive improvement to children's routines. The Centre continues to promote the Family Champions role through newsletters and curriculum evenings.
- A model of two key workers two per 3 to 5 room group was introduced to ensure continuity in care and learning for children. Recent self-evaluation evidenced positive impact from the view that children continued to be settled and engaged when necessary staff changes were in place.
- The Centre has continued to work towards gaining a bronze award to be recognised as a Rights Respecting Nursery. Staff have audited nursery environments and been on visits to other centres to support with the action plan moving forward.
- We supported school transitions through our Growing Up transition programme across the centre and primary school with children visiting primary 1 classes from April/ May on a weekly basis. We worked closely with all families to discuss assessment information and collate transitions reports to be shared with feeder schools. TAC meetings were planned in advance of school transitions to ensure appropriate planning for enhanced transitions of key children.

Next Steps:

- Provide families with a termly overview of opportunities to engage with the centre. This will allow parents to plan in advance.

Formatted: Left, Indent: Left: 1.27 cm, Space After: 8 pt, Line spacing: Multiple 1.08 li, No bullets or numbering, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: Font: (Default) Arial, Font colour: Black

Formatted: Normal, No bullets or numbering

Formatted: List Paragraph,F5 List Paragraph,List Paragraph2,MAIN CONTENT,List Paragraph12,Dot pt,List Paragraph1,Colorful List - Accent 11,No Spacing1,List Paragraph Char Char Char,Indicator Text,Numbered Para 1,Bullet Points,Bullet 1,Normal numbered,OBC Bullet, Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

Formatted: Font: (Default) Arial

Formatted: Justified, Space After: 0 pt, Line spacing: single, Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Highlight

Formatted: Font: (Default) +Body (Calibri), Font colour: Auto, Highlight

Formatted: Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

Formatted: Indent: Left: 1.27 cm, No bullets or numbering

Formatted: Not Highlight

Formatted: Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

Formatted: Font: (Default) Arial, Font colour: Black

- Prepare evidence for bronze rights respecting nursery award and focus on next steps for progressing with a silver award.

Centre priority 2: To re-evaluate and improve our monitoring and quality assurance programmes, ensuring these are systematic and robust

<p>NIF Priority</p> <ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children and young people; • Improvement in achievement, particularly in Literacy and Numeracy. <p>NIF Driver</p> <ul style="list-style-type: none"> • School and ELC leadership • Performance information • School and ELC improvement 	<p>HGIOELC QIs</p> <p>QI 1.3 Leadership of Change</p> <p>QI 1.1 Self evaluation for self improvement</p> <p>QI 3.2 Ensuring children's progress</p>
---	---

Formatted Table

Care Inspectorate Quality Framework QIs

3.1 Quality assurance and improvement are well led

3.3 Leadership and management of staff and resources

4.3 staff development

Formatted: Left, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Progress and impact:

- The Senior Leadership Team reviewed the roles and key responsibilities of our part time senior early years' workers and nursery teachers to ensure consistency in service delivery. A monthly monitoring calendar supporting these roles was introduced to ensure key outcomes were met within planned timelines. This will continue to be reviewed to strengthen key roles and fully implement continuous monthly monitoring.
- The Senior Leadership Team have used a monthly monitoring calendar to track centre improvements alongside senior responsibilities. This has supported a more focussed approach to monitoring on a regular basis. There has also been work on a strengthening the use of crossover time for flexible working staff including the two Depute Heads of Centre. The new strategy has allowed for key information to be shared timely and an overall consistent approach to centre management.
- Learning journals have continued to be monitored monthly by the Nursery teachers and termly tracking meetings between key workers and nursery teachers have taken place to review learner progress and inform planning across the year. Review of attainment is in line with early level benchmarks has shown that 33/ 39 nursery leavers are above expected level in literacy. In numeracy, 32/ 39 learners are on or above expected attainment level.
- The Centre's literacy focus on word boundaries has supported improvement in the use of environmental print and labelling of resources. The centre also adapted the delivery of the word aware programme to include story stars. This has increased engagement with families accessing our story of the month through our online lending library and participation in our annual reading challenges which almost all children take part in. The result of this has shown improvement to all our nursery leavers literacy attainment.
- Staff have continued to engage with Professional Review and Development processes to support the wider agenda of centre improvement. All staff identified individual objectives to work towards in line with centre improvement plan. Almost all staff made progress with this. This is reflected in improvements to the pace of the day with rolling lunches now embedded in our daily routine to support children in planning their own day and the introduction of a cosy within the playroom to provide opportunity for children to rest when they wish.
- Peer observations were introduced with staff observing an identified partner using the Language and Communication Friendly Environment talk grid to support evaluation and follow up

conversations. Initial feedback from these suggests staff are still developing confidence in observing one another and offering suggestions on next steps for development.

- The centre has developed mechanisms for self-evaluation to include families and children in this process. A variety of methods have been introduced to capture views and experiences of those families attending our centre. Mechanisms such as our floor books, questionnaires, phone consultations, stay and play sessions have all been used effectively to strengthen the centre's approach to ongoing improvement. The staff team have also been involved in ongoing self-evaluation processes through engaging in well planned in-service days, staff meetings and PDR processes. The feedback from staff and families have informed the centres next steps as well highlighting achievements and successes for session 23-24.

Next Steps:

- To evaluate peer observation processes with a view to supporting staff to offer quality feedback.
- Improve PDR process for supporting staff and monitoring progress in line with centre improvement plan
- Review roles and responsibilities of SMT with Temp teach post being filled next session.

Centre priority 3: To develop our outdoor space to promote increased and more readily available access to the outdoors everyday

NIF Priority

.Placing human rights and needs of every child and young person at the centre of education
 • Improvement in children and young people's health and wellbeing;

NIF Driver

School and ELC leadership
 Parent/carer engagement and family learning

HGIOELC QIs

- QI 1.3 Leadership of Change
- QI 3.3 Developing creativity and skills for life and learning
- QI 3.1 Ensuring wellbeing, equality & inclusion

Care Inspectorate Quality Framework QIs

- 1.3 play and learning
- 2.1 Quality of the setting for play and learning
- 2.2 Children experience high quality facilities

Progress and impact:

- Through the PDR process, key staff were identified for driving forward improvements in the outdoor environment with and audit of the garden area. The audit showed a need for more privacy in spaces which backed onto public paths and the layout of the garden no longer reflected how current children were using it. Post audit, an action plan was devised in consultation with staff and children. Some progress has now been made in our 3 to 5 garden area with camouflage scramble nets introduced for privacy and an outdoor changing area incorporating weather appropriate clothing has been set up.
- Outdoor risk assessments were updated following the instalment of new stairs and included mechanisms for the children to participate in daily risk assessing prior to play. Children have shown an understanding of safe risk taking and engage in regular discussions about the weather, new resources and plans for their play in the garden.
- Opportunities for free flow between the indoor and outdoor has increased and children can access the outdoors for most of the day as they choose. We reviewed the times in which outdoor play was available for children and now ensure that the garden is available for children once risk assessed in the morning around 8:15am. Children are also encouraged to use nursery waterproofs, jackets

and/or wellies to support free flow play opportunities outdoors. Children accessing the outdoors at this time can differ each day however there has been an increase in children accessing outdoors overall, with most children choosing outdoor play during the afternoons.

- The 2 to 3 room garden was developed to improve privacy as well as offer more opportunities for exploring. Environmental print was introduced which reflected children's current interests. Tree stumps and diggers were also added into the space to support children's gross motor development.
- Some woodland walks took place and most children had the opportunity across the year to access the moss or local UNCRC walk. Feedback from some parents has shown a consideration of more opportunities for children to have trips out with the centre within the local area.
- Literacy and numeracy audits were carried out with all staff during our October in-service day. Developments from previous audits showed improvements through the introduction of quiet, cosy spaces for children to enjoy literacy in our 'cosy corner' and outdoor literacy hut. Numeracy and literacy experiences are more prominent in the outdoor environment compared to our previous audit with clear environmental print, numeracy displays and STEM opportunities.

Next Steps:

- Develop garden area, enhancing spaces with new resources as chosen by children
- Increase local outings in the community including the moss, library etc
- Review STEM planning and learner offer.

Formatted: Font: (Default) Arial, Font colour: Black

Formatted: Left, Indent: Left: 1.27 cm, Space After: 8 pt, Line spacing: Multiple 1.08 li, No bullets or numbering, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: Font: (Default) Arial, Font colour: Black

Formatted: Normal, No bullets or numbering

Progress in National Improvement Framework (NIF) priorities

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

The Centre has worked hard to raise awareness of Children's Rights and is well on the journey to achieve the Bronze award. As a team, the Centre has worked in a focused way, using age appropriate language and methods to ensure our children develop an understanding of their rights. The Centre has also supported the staff team and families to build on their knowledge of Children's Rights through learning journals and environmental print within the playrooms. Children's views are sought daily and they are an integral part of decision makers and leading change.

Improvement in children and young people's health and wellbeing

The centre continued to implement the PATHs programme for our preschool children with all children also having had an opportunity to access our snug space with their key group. We had two staff members who continued to participate in nurture training delivered by the authority and made great progress in supporting children's transitions across the centre as well as focusing on staff wellbeing.

Closing the attainment gap between the most and least disadvantaged children and young people

The Ferre Laevers criteria scale for wellbeing and involvement was used to evaluate children's engagement and participation in learning. Staff worked closely with the teacher and senior leadership team to evaluate observations and adapt both the environment and approaches as needed. Staff also worked closely with other agencies to provide additional support for children and families as required and there was ongoing effective use made of the Centre's family champions and autism advisor.

and Improvement in achievement, particularly in Literacy and Numeracy.

Our assessments of children and our current tracking and monitoring process shows that almost all children have made good progress in the areas of literacy, numeracy and health and wellbeing.

Self-evaluations of How Good Is Our Early Learning and Childcare

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	Choose an item.
2.3 Learning, teaching and assessment	Very good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	Very good	Choose an item.
3.2 Securing Children's Progress	Very good	Choose an item.

Summary of Centre Improvement priorities for Session 2024/2025

- 1. Work towards becoming a rights respecting centre with a focus on gaining a silver award.
- 2. Continue to review monitoring programmes and further develop peer observations across the centre and PDR processes.
- 3. To re-evaluate STEM across the indoor and outdoor learning environments to promote regular opportunities for quality learning experiences including a woodwork curriculum.

What is our capacity for continuous improvement?

The Centre has a hard-working, dedicated and motivated team who work cohesively to deliver a high quality service. Staff are keen to play their part in ongoing improvement and work hard to develop their Leadership areas and Champion Roles. In recent years, the Centre has been through significant changes in both management and staffing structure and as we move in to session 24-25, there is a clear structure in place making the centre is very well placed to make great strides with the ongoing agenda for improvement in the coming session.