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East Dunbartonshire Council

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Lenzie Meadow Early Years Centre Standards and Quality Report 2024/25



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 sits at 580 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. In session 24-25 the centre had seventy-two 3-5's registered and ten 2-3 year olds.

Our school and Early Years' Centre catchment area consists of a mixture of local authority and owner-occupied housing. We are a non-denominational and co-educational school with 20 Primary classes from P1 to P7. Most stages are triple stream, and this affords us excellent opportunities to work collaboratively within stages.

Lenzie Meadow EYC benefits from its own building which is attached to the Primary school. Please refer to our centre 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, 15 Early Years' Workers, 1 Early Years Support Worker and 1 early education student. 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.

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 all children feel safe, nurtured and supported. Our pre-entrant programme with Lenzie Meadow EYC runs throughout the year ensuring smooth transition across the early level; helping to familiarise our children and parents with the school's curriculum and school life in general.

Progress in Centre Improvement Plan (CIP) priorities

Centre Priority 1:

Continue to work towards becoming a rights respecting centre with a focus on gaining a silver award

Care Inspectorate Quality Framework Qis

1.1 Nurturing care and support

2.1 Quality of the setting for play and learning

1.3 Play and learning

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 improvement

Parent/carers engagement and family learning

HGIOELC QIs

QI 2.5 Family Learning

QI 2.7 Partnerships

QI 3.1 Ensuring wellbeing, equality & inclusion

Progress and impact:

In session 24-25 the Centre's UNCRC working party continued to evolve following a review of staff leadership roles in August 2024. Membership of the UNCRC group was adapted to include ten children's rights ambassadors and four staff rights ambassadors. The Centre established links with the primary school and arranged a visit to discuss what the school was learning about in order to support an understanding of shared language. Rights ambassadors met with the school lead and rights group and discussed current UNCRC learning themes and the importance of knowing about children's rights.

Mechanisms were established to support all children to have the opportunity to discuss set rights at weekly meetings. Ongoing observation and dialogue has shown that children and staff are beginning to use appropriate language which represents the key fundamentals of the UNCRC. The Centre created a "buddy" system where each of the rights ambassadors bring along a friend to join the group growing the group's capacity and voice. Children collaborated with staff to create a "Rights Song" which is sung at weekly meetings. The Centre has made effective use of a voice recorder located in the foyer which plays the rights song when pressed. This has proved an effective mechanism to share the work of the Centre with families at pick up and drop off times.

In partnership with the children, the Centre developed resources which included 'rights bags'. The bags contained simple games focussed on a particular right. The initiative encouraged the children to work together, have discussions and play whilst learning more about rights. In addition to rights bag, the Centre introduced a "Traveling Ted" which went home with an identified child on a weekly basis. The children named him "Ronnie Rights" and the child and their family focused on; going on an adventure, looking for healthy foods, exercising, visiting family and friends, and having lots of fun! Families were encouraged to fill in a log with their adventures (including photos) and the Centre shared logs at the weekly meetings. In addition, the Centre continued to showcase progress and achievements with families, staff and children. During the curriculum open evening the Centre shared our rights journey with families and the success of gaining the Bronze Award. The Centre also incorporated our 'right of the month' in to newsletters and learning journals, helping to reinforce children's learning and understanding of rights.

Centre self-evaluation activities highlighted that almost all staff felt they were respected and comfortable talking to children about their rights. Furthermore, feedback showed that staff enjoyed working in the EYC and felt actively engaged in nursery life. The Centre's Rights Ambassador staff visited other centres

in order to share practice and ideas with a view to supporting the next steps of the Centre's UNCRC journey. During the October and February In-service days, key staff shared the Centre's progress to date and delivered staff training. All staff participated in evaluating current practice, reflected on children's rights and highlighted strengths and areas for improvement. This whole team approach has been crucial in building rights based practice and has allowed opportunities for critical reflection.

Staff worked and continue to work through the UNCRC strands (A, B and C) to evidence progress. These include "Teaching and learning about rights", "Ethos and relationships", "Participation, empowerment and action". Staff have discussed how to implement each action with a view to working towards achieving the silver award.

Next Steps:

- Continue to use appropriate language which represents the key fundamentals of the UNCRC.
- Submit evidence for silver award through Centre collaboration and staff continuing to work through the UNCRC strands to evidence progress.
- Review stay and play to focus on Article 31 "Right to rest, relax and play".
- Create action plan to achieve UNCRC Gold Award and work towards achieving this.

Centre priority 2:

Continue to review monitoring programmes and further develop peer observations across the centre

NIF Priority

.Placing human rights and needs of every child and young person at the centre of education
 • Improvement in achievement, particularly in Literacy and Numeracy.

NIF Driver

School and ELC leadership
 Curriculum and assessment
 School and ELC leadership

HGIOELC QIs

QI 1.1 Self evaluation for self improvement
 QI 1.4 Leadership and Management of practitioners
 QI 3.2 Ensuring children's progress

Care Inspectorate Quality Framework Qis

2.1 Quality of the setting for play and learning

3.1 Quality assurance and improvement are well led

3.3 Leadership and management of staff and resources

Progress and impact:

Through individual staff PDRs, the Centre reviewed roles and responsibilities and revisited staff leadership roles. Streamlining roles has been central to session 24-25 improvement priorities and staff have been committed to driving improvements. The Senior Management Team met with all staff to evaluate individual strengths and identify professional development needs. Subsequent discussions allowed for the identification of training requirements and opportunities were shared with staff to support role progression. This year, the Centre had two staff complete their 3rd year of Nurture training, three staff participate in STEM nation courses, two staff complete e-Learning modules focussing on UNCRC, one staff member participating in Early language and communication training, one staff member working towards her BA in childhood practice with another graduating having gained their BA. All of the noted development, knowledge and skills have been shared across the Centre with staff offering input on in-service days and giving continuous updates at staff meetings. Other staff learning included staff engaging in Froebel friends training, First aid training, Up, up and away training, Families Connect and Digital screen training.

This session the Centre reviewed the nursery teachers' working time agreement in order to ensure consistency in monitoring and tracking across the early level curriculum. Nursery teachers met termly with key workers to discuss children's progress and plan next steps in learning informed through focussed observations. The Centre's nursery teachers regularly reviewed tracked progress in order to ensure the needs for support and challenge were being met. There was also an increased focus on collegiate planning and ongoing monitoring of curriculum progression to ensure that planning, tracked observations on learning journals and children's experiences triangulated.

Within the 3 to 5 room, the Centre team reviewed the environment and grouped areas to create 4 zones. Staff worked as part of four teams within these zones over the length of a term with the support of the Centre's nursery teachers and room Seniors. Staff within each zone met with the Centre's nursery teachers on a fortnightly basis to discuss area developments, planning and learning opportunities for children. The model of smaller, frequent planning discussions allowed a more reflective approach to meeting children's needs and interests and supported more considerate area development. Staff within the playroom reported that the move to zone working facilitated more depth in learning, richer learning environments and that zones were more reflective of children's interests.

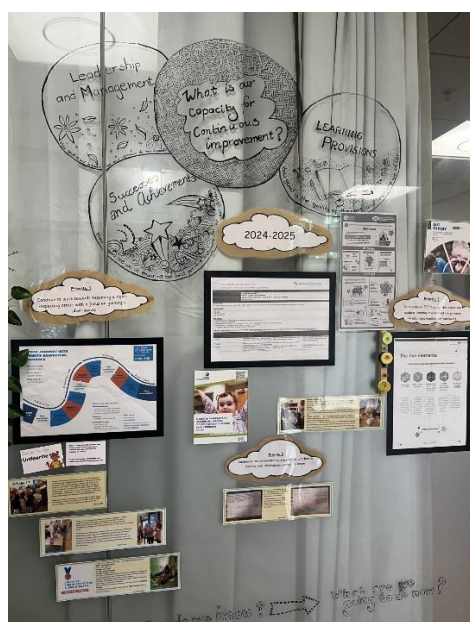
The Centre has continued to develop the use of peer observations using the LCFE TALK grid which focusses on the adult interactions, learning environments and communication methods. The Centre continues to build staff capacity and confidence in using peer observations as a way of reflecting constructively on practice by continuing to champion this model for professional development.

The Senior Management Team continue to play an active role within the play room environments and participate in the day to day running of the centre as well as carrying out playroom observations. The Senior Management Team continues to review observation paperwork with a view to reflect more focussed aspects of practice alongside our Head of Centre.

The Centre has continued to develop self-evaluation processes to include all stakeholders. This session the Centre built on the parental engagement floor book by adding a question of the month for families. Staff, parent and children questionnaires along with monthly staff self-evaluation tasks continue to support ongoing self-evaluation processes. As a result of this feedback, we have focused on increasing our parental involvement opportunities through monthly stay and play sessions and have developed home link bags for families to enjoy at home, which also link to our STEM and rights respecting priorities. The Centre has kept families informed of progress through newsletters and displays in and around the Centre.



Display of 2023- 2024 progress



Centre improvement plan display 2024-2025



Centre info and parents' comments on EYC

A recent parent questionnaire evaluating service delivery highlighted that almost all parents felt their child was nurtured and cared for by staff to a very good/ excellent standard. All parents who responded felt their child was safe in the centre and that children can spend their time doing things they enjoy. This feedback is invaluable to supporting the centre in their continuous improvement.

‘Excellent nursery service provided. Trust and confidence in their approach’

‘Overjoyed with the care and nurture that the nursery staff provide for my child’

‘Having experienced lots of nursery settings over the years as a parent, Lenzie Meadow stands out above the rest; for the staff who all go the extra mile, the learning environment which is excellent and the outstanding focus on child centred and child led experiences’

We involved children in the evaluation of our service and captured their views through child centred questions and displaying these in our playrooms. We asked children what they liked about the centre and some of their responses included:

‘I like my new nursery’- A (2 to 3 room)
‘I love the snug!’- C (3 to 5 room)

Furthermore, impact of achieving this session’s planned outcomes are evident throughout the visible environment in both playrooms, planning which supported themed stay and play sessions, the curriculum open evening, showcasing the Centre’s progress at a recent Early level conference for early years’ educators in East Dunbartonshire. The centre also welcomed visitors from other Local Authorities to share our practice.

Next Steps:

- Review our learning journal tracking of next steps and observations of focus children.
- Introduce a Centre tracking system that is reflective of East Dunbartonshire Council’s progression pathways.
- Monitor planning/floor books and learning journals ensuring links to children’s next steps in learning are evident.
- Revise current self-evaluation paperwork to reflect actioned points.

Centre priority 3:

To re-evaluate STEM (Science, Technology, Engineering and Maths) across the indoor and outdoor learning environments to promote regular opportunities for woodwork

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;
- Improvement in achievement, particularly in Literacy and Numeracy.

NIF Driver

School and ELC leadership
 School and ELC improvement

HGIOELC QIs

QI 2.2 Curriculum
 QI 2.5 Family Learning
 QI 3.3 Developing creativity and skills for life and learning

Parent/carers engagement and family learning	
<p><u>Care Inspectorate Quality Framework Qis</u></p> <p>4.1 Staff skills, knowledge and values 2.1 Quality of the setting for play and learning 3.1 Quality assurance and improvement are well led</p>	
<p><u>Progress and impact:</u></p> <p>The Centre's indoor woodwork area has been established with one woodwork trained staff member taking lead responsibility for the area's ongoing development. One woodwork trained Nursery teacher works on a rotational basis supporting the remainder of the staff team to develop their confidence using real tools with children through joint working and mentoring sessions. Key staff are now extending woodwork opportunities outdoors, working with children to develop the garden area. Children have been involved in planning for their garden and have since helped create a mini bug hotel and outdoor stage to perform. Overall, the area has thrived this session and almost all children have accessed the area at least once which is evident through the Centre's woodwork participation tracker.</p> <p>Observation and evaluation has shown that children who visit more regularly now plan their designs prior to construction. This learning is captured in the Centre's floor books as well as being visible on wall displays. Children can confidently describe their planning and design process as well as identify the resources they require. Some of this sessions creations included the making of instruments which led to the formation of a band who performed one of the children's very own songs in front of their peers and staff. Other recorded construction included the creation of fidget spinners and wooden Christmas trees and the creation of a shelf for our Tonie boxes. The shelf now has pride of place in our 3-5 room play room.</p> <p>The Centre registered with STEM Nation with a view to working towards gaining the STEM Nation Award. To date, the Centre has devised an action plan and submitted evidence for the 5 key elements – Leadership in STEM, Family learning, Employability and STEM partnership working, STEM curriculum and learner pathways, Equity and equality in STEM. A STEAM working party was established and group members engaged in SSERCs (Scottish Schools Education Research Centre) 'STEM by the book' training to enhance their pedagogical approaches to science and interdisciplinary learning. Following the training, a STORY STEM science planner was created and introduced to the wider staff team as part of the May 2025 in-service training. The approach is currently being trialled with ongoing updates and adaptations informed by staff feedback.</p> <p>The creation of a STEAM area has given the Centre a platform to integrate STEAM into daily practice and day to day observations have shown an increase in the children's enthusiasm in these subject areas. STEM is now integrated into the routines and experiences of the setting, from early work with tools in the 2-3 room, to the older children using their problem solving skills and taking ownership of the woodwork area. Furthermore, as part of the Centre's 'Growing Up Project' (transition) from nursery to Primary 1, our 3 to 5 room children have been engaging in hands on STEM activities, focussing on science and woodwork experiences with their primary 1 peers.</p> <p>We have welcomed parents and families into our centre throughout the year and at our recent world of work week, we were lucky enough to have families and local members of the community share their jobs with our children. These included a local optician, engineer, textile designer and train driver. These experiences gave our children an understanding of STEM careers in a meaningful and relevant way.</p> <p>Overall, the ongoing developments have ensured more robust staff knowledge in the subjects of Science, Technology, Engineering, Art and Maths for the children in our centre. This has already shown an increase in the frequency and quality of STEM experiences offered. Furthermore, the Centre's planner has been shared with other early years centres due to its quality and impact.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> - STEM Nation Award Action Plan update. - Increase STEM learning opportunities in 2-3 room. - Ongoing development of STEM planning. - Ongoing development of STEM outdoors. 	

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 continues to work towards raising awareness of children's rights after being awarded as a bronze rights respecting Centre. We continue to tailor learning opportunities for children which are stage appropriate and relevant to our children to ensure a good understanding of their rights. Our rights ambassadors support our staff team during in-service day training sessions and showcase learning through learning journals and newsletters for families. As a Centre, we are developing our approaches in ensuring children's views are evident across the Centre and rights remain at the forefront of our practice as we work towards gaining our silver rights respecting award.

Improvement in children and young people's health and wellbeing;

We continue to support our 3 to 5 children through our PATHs programme, giving children the opportunity to explore their emotions and building resilience through activities and group led discussions. Our snug space provides a breakout room for children to access these experiences as well as support individual children in their routines. Our nurture trained staff continue to develop strategies to support our staff team in improving both adult and children's wellbeing through practical workshops and exploring themes such as emotional coaching during our in-service days.

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

Using the Leuven scale we continue to observe children's wellbeing and involvement and use this to evaluate children's engagement in the nursery environment. We work closely with families and other agencies to provide additional support for children as required through our support for all group, family champions and autism advisor.

Improvement in achievement, particularly in Literacy and Numeracy.

Our assessment of children and our current tracking and monitoring progress shows that almost all children have made good progress in the areas of literacy, numeracy and health and wellbeing. We continue to review our tracking processes to ensure effective monitoring of children's achievements and areas in literacy and numeracy for support and challenge.

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	Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very good	Good
3.2 Securing Children's Progress	Good	Good

Summary of Centre Improvement priorities for Session 2025/2026

Priority 1	Continue to work towards becoming a silver award rights respecting centre
Priority 2	Participate in the Up, Up and away project
Priority 3	Continue to work towards STEM nation award, enhancing STEM learning indoors and outdoors, ensuring equality in STEM (year 2/3)

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. The Centre's recent quality review has given clear direction on the next steps for continuous improvement and as we move in to session 25-26. The Centre is highly committed to continuous improvement and will continue to work collegiately on all areas of improvement for the coming year.