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East Dunbartonshire Council

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Torrance Early Years Centre Standards and Quality Report 2023/24

Context of the Centre

Torrance Early Years Centre serves the village of Torrance and the surrounding rural area. In session 2023/2024 the nursery roll was 53 children aged 3-5. The staffing complement comprised of Head Teacher, two job-share nursery Teachers, one Depute Head of Centre, two job-share Senior Early Years Workers, 10 Early Years Workers, 2 Early Years Support Workers, 1 Day Cleaner and one Housekeeper.

The nursery has established very good links with the community and benefits from a supportive Parent Council and PTA.

The Early Years setting has 3 playrooms and 3 outdoor play areas. Children have access to free flow outdoor spaces daily. Children have further outdoor access through the Forest School initiative.

1140 hours are implemented through extended day, extended year provision with a combination of attendance patterns varying from all mornings, all afternoons, full days and a combination.

The centre is aware of the needs of all children and provides support to ensure progress and equity for all. The Early Years Centre community is mostly formed from SIMD deciles 4 (94%) and SIMD decile 3 (6%). The ethnic background of the centre is 89% white Scottish and 11% other ethnic origin.

Vision Values and Aims

At Torrance Early Years Centre our vision is to provide excellence and equity for all by:

‘Growing to be all we can be.’

Torrance Early Years Centre is committed to our values:

Respect, Kindness, Love, Honesty

We will endeavour to meet the following aims:

Trust: a safe, trusting learning environment where families, children, staff and other professionals work together to meet the needs of all our children.

Opportunities: providing opportunities for children to grow and learn about themselves and the world we live in.

Right to play: providing quality learning experiences, both indoors and out, developing children’s interests and needs.

Responsibility: fostering children’s rights and responsibilities for themselves, each other and our environment.

Aspirations: Aiming high and empowering our staff and children to reach their full potential.

Nurture: creating an ethos in which all staff, families and the wider community are nurtured, respected, valued and empowered.

Creativity: celebrating children’s individuality by building on their interests, personalities, talents and abilities.

Equality and Equity: ensuring all our children are supported to grow and be all they can be.

Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Health and wellbeing including nurture, children's rights and Promoting Alternative Thinking Strategies (PATHS)

Care Inspectorate Quality Framework QIs

1.1 nurturing care and support

1.5 effective transitions

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 Teacher and Practitioner professionalism

School and ELC leadership

HGIOELC QIs

QI 3.1 Ensuring wellbeing, equality & inclusion

QI 2.6 Transitions

Progress and impact:

Children within Torrance EYC are empowered to promote their own Children's Rights. The SEYW continues to champion the UNCRC within the EYC setting. All staff took part in UNCRC self-evaluation and continue to develop their knowledge through planning linking to children's rights. All staff state they are becoming more confident using the language of rights when working with the children. Torrance EYC have implemented a home link with Tilly on Tour which encouraged families to learn and encourage children's rights in the wider community. Parent feedback states "L has used the phrase *"I have the right to be safe at nursery"* and has been singing her rights song at home. We loved having Tilly and learning about rights".

Our nurture champion attended all three nurture PLCs. Torrance EYC was selected to showcase our nurturing approaches within the centre for 22 employees across EDC. We were also selected to present their nurture journey to all nurture champions of EDC. We have had 4 different centres visiting to see rolling lunches which we have incorporated nurture principles into. We have developed cosy corners in all rooms within the nursery and quieter, sheltered spaces within the garden to promote self-regulation. Staff have used PDSA's to measure the impact of the nurturing principles provided. This highlighted positive changes in children's wellbeing and emotional regulation.

Our outdoor champion attended 4 different outdoor training sessions and completed self-evaluation regarding our outdoor space. The planting garden has been developed throughout the session; children have been planting strawberries, potatoes, cucumbers, tomatoes and pumpkins. The children have been learning about life cycles. They watched a previous pumpkin decompose and how new pumpkins begin to grow. A compost bin has been established which allows the children to understand about food wastage and how to keep a sustainable environment. A physical area has been established and children are becoming more risk aware. A parent commented from stay and play "Great to see a variety of activities that the children can choose from with freedom to play and be safe outside."

All pre-school children participated in the PATHS programme. At the end of this input, most children were able to use self-regulation tactics. Ferre Laevers observation data was collected pre/post implementation which highlighted all children have improved or maintained wellbeing over time. Most children indicate high levels of wellbeing with few children requiring support and interventions to support wellbeing. Torrance EYC continues to have a robust transition programme. All children are offered a home visit and almost all families accept this. When attending a home visit a member of SLT will spend time with the parents to discuss enrolment paperwork and they keyworker will spend time getting to know the child. All children receive a Torrance teddy to help with the transition process and develop a sense of belonging. Parents comments include "I've never heard of a nursery taking the trouble to do a home visit, and I've been very impressed by all the efforts the team have made to make my child feel at home"

Next Steps:

- Completion of nurture room and measure impact of use.
- Achieve silver Rights Respecting Schools Award.

Centre priority 2: Learning, Teaching and Assessment: Developing assessment and tracking approaches

NIF Priority • Improvement in achievement, particularly in Literacy and Numeracy.

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

NIF Driver Curriculum and assessment

HGIOELC QIs

QI 2.3 Learning, Teaching & Assessment

QI 3.2 Ensuring children's progress

Care Inspectorate Quality Framework QIs

1.3 play and learning

3.2 leadership of play and learning

Progress and impact:

Two members of staff attended tracking and moderation training and felt this was beneficial to their practice as this increased their confidence while using the tracking document and both were more confident in assessing children's progress. All staff use electronic trackers daily and moderate this monthly with the nursery teacher. We currently use Curriculum for Excellence benchmarks to track almost all children's progress with a few children use Realising the Ambition outcomes to ensure all children make progress and achieve success.

All children have the opportunity to engage with assessments through play and exploration of provocations throughout the academic year which is shared with parents at their keyworker meeting. In-house training was provided for all staff at the October in-service day to support staff in carrying out the assessments and to identify gaps in learning. Almost all pre-school children had improved from their first assessment to their last. Staff were able to identify gaps in learning to support children throughout the year.

All children are tracked on a holistic tracker where a range of information is analysed including SIMD, wellbeing indicators, agency involvement and professional judgement. Information shared from home on children's individual care plan (SHANARRI indicators) is also considered through this process. Four children were identified through information that was collated on the tracker and are now being supported through our Support for All processes with positive interventions being put in place.

Staff all have leadership responsibilities and share developments with the wider staff team. We initially started with trio-meetings and after reviewing this with staff we changed it to pair working as this was more beneficial for staff professional development in sharing positive practice.

Next Steps:

- Continue to develop use of assessments and measure impact.
- Develop staff confidence in supporting and assessment numeracy at the early level.

Centre priority 3: Family Engagement – Focus Parent Groups

<p>NIF Priority • Improvement in children and young people's health and wellbeing;</p> <p>NIF Driver School and ELC leadership Parent/carer engagement and family learning</p>	<p>HGIOELC QIs</p> <p>QI 2.5 Family Learning</p>
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Care Inspectorate Quality Framework QIs
1.4 Family engagement

Progress and impact:

The senior early year's worker continues to lead triple P in the setting. Four different families took part in the Triple P programme throughout the academic year. Families have taken part in 1:1 sessions and home visits and some families have participated in group session; this included bed wetting. Feedback from parents has been positive. Parent feedback included "My child benefited greatly from our meetings; Jen was extremely helpful and full of good ideas. She kept in touch and continued with our strategies in nursery which made a huge impact at home."

Throughout the course of the year we have had three different stay and play weeks. In total 37 families attended stay and play. We received positive feedback from parents this included;
"My child loves it here and I can see why! You've all created such a happy place for all the kids"
"Staff friendly and always so professional, keeping every child safe and happy."

Our Senior early year's worker offered termly sessions for Torrance, Tea and Talk. Two sessions went ahead with 1 parent attending each session. Parents have suggested a walk during summer and the senior early year's worker has planned this for summer months.

Parents had the opportunity to increase their understanding of the curriculum through an annual curriculum evening. Five members of staff displayed their champion roles at a market place and spoke with parents. Depute Head of Centre and Senior Early Years Worker discussed children's rights and family engagement opportunities. Two early years' workers presented improvements in the centre which included outdoors and STEM. In total 10 parents attended the curriculum evening.

All parents attended a key worker meeting to hear about their child's progress, in total the centre offered three different keyworker meeting dates. Pre-school children received two meetings per year and ante-pre children had one meeting. Parents commented "It is great to hear how (my child) is getting on and an opportunity to speak with their keyworker to discuss home life too."

A member of senior manager attended family connect refresher training and a staff member attended a two-day course. We have not been able to get a parent group to commit to the 6 week block but aim to do this next session.

Next Steps:

- Continue to promote innovative ways to engage parents in the life of the centre.
- Member of SLT to attend family connect training.

Progress in National Improvement Framework (NIF) priorities

Insert a brief description of progress and achievements in the following national priorities:

- **Placing the human rights and needs of every child and young person at the centre of education;**

We continue to work towards our silver Rights Respecting School award. This session, we have introduced “Tilly on Tour” where our Rights mascot goes on adventures with children. This has successfully raised the profile of children’s rights with families. We continue to have a focus on two rights per month and share this with parents.

Our planning documents are underpinned with children’s rights and all staff report an increase in confidence in using children’s rights language.

- **Improvement in children and young people’s health and wellbeing;**

This NIF priority was again embedded within our improvement priorities this session in recognition of the need to support the mental and emotional health and wellbeing of staff and children. Our holistic tracker continues to be used successfully to identify needs and interventions planned as a result.

We have developed our outdoor space to include a quieter area and further enhanced our growing and planting programme. This has allowed children further opportunities to increase their understanding of sustainability and how looking after our environment can promote our own wellbeing. Our physical garden has been developed ensuring opportunities to develop gross motor skills and explore risky play.

Nurture spaces and cosy corners have been introduced in each room within the setting. This has allowed children to explore further ways to regulate their emotions. Work is ongoing in our designated nurture room which will provide a space for small group sessions and targeted wellbeing interventions.

Strengths and Difficulties Questionnaires and Ferre Laevers assessments are implemented twice yearly and data used to inform transitions and any interventions required. Regular Support for All and Team Around the Child meeting ensure the right support at the right time for children and families.

Forest walks continue to be an integral part of our sessions, providing opportunities for children to explore their natural surroundings and further enhance their risky play.

Rolling lunches have been implemented to allow children the freedom and choice of when to eat lunch ensuring that their play is not interrupted at a critical moment.

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

This session we have introduced assessments to allow us to track children’s progress in greater detail. This has allowed early years workers to identify gaps in learning and together with the nursery teacher, target these areas.

Our Holistic tracker includes SIMD data and all staff are aware of those living in SIMD deciles 1 and 2.

Monthly meetings between the nursery teacher and early years workers allows professional dialogue, children’s progress to be tracked and next steps discussed ensuring a shared understanding and appropriate pace and challenge for all learners.

Monthly Support for All meetings involve Head Teacher, Depute Head of Centre, Senior Early Years Worker, Early Years Workers, nursery teacher and Educational Psychologist. This has resulted in appropriate support for learners and liaison with external agencies including Health Visitor, Language and Communication outreach, Speech and Language Therapy, Visual Impairment.

Wider achievements are encouraged, celebrated and displayed within the centre and on Learning Journals.

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

Achievement of Curriculum for Excellence Levels over time shows that most children attain the expected levels at this stage of the Early Level Curriculum for reading, writing, listening and talking and numeracy and maths. Leadership roles have allowed staff to develop their skills and knowledge which has had a positive impact on provision throughout the nursery setting.

Staff conduct literacy and numeracy audits throughout the setting to ensure this is a focus in each area. Staff have developed their use of progression frameworks for literacy and numeracy and use these as a basis for group time activities. Progression framework documents will be passed to P1 teacher ensuring continuity across the early level.

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

Summary of Centre Improvement priorities for Session 2024/2025

- 1. Health and Wellbeing – Nurture Room
- 2. Learning, Teaching and Assessment: Numeracy
- 3.STEM- Providing staff and children opportunities and awareness of STEM training and resources.

What is our capacity for continuous improvement?

Torrance Early Years Centre has benefited from a stable, committed staff team who are eager to lead further improvements to benefit staff and learners. Progress has been made in all areas of our Centre Improvement Plan, as can be seen in the data above. Staff willingly take on leadership roles which is having a positive impact on the environment and learner experiences. This approach will continue into next session.

Self-evaluation processes highlight the progress that has been made this session to improve the quality of care at our centre. Further Improvement Priorities will continue to be monitored and data analysed to ensure positive impact for all.

Our robust self-evaluation was supported by a recent Care Inspectorate report highlight the positive develops and ethos within our centre. "Staff focused on increased attainment for children. They encouraged children to articulate their views, provided opportunities for children to lead their learning and helped them improve their self-confidence and independence and decision making."

Parents are supportive of the work of the nursery. We have a clear vision and a dedicated team of staff, parents and children, to drive forward centre improvements.

Next session, we will have an Acting Depute Head of Centre who knows our centre well and will be able to ensure consistency and continue our improvement journey.