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Torrance Early Years Centre Standards and Quality Report 2024/25

Context of the Centre

Torrance Early Years Centre serves the village of Torrance and the surrounding rural area. In session 2024/2025 the nursery roll was 49 children aged 3-5. The staffing complement comprised of Head Teacher, two job-share nursery Teachers, one Depute Head of Centre, 2 job-share Senior Early Years Workers, 10 Early Years Workers, 2 Early Years Support Workers, 1 Day Cleaner and 1 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 8 (38.7%), SIMD decile 7 (57.1%) and SIMD decile 6 (4%). The ethnic background of the centre is 75.5% white Scottish and 24.4% 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 – Nurture Room		
Care Inspectorate Quality Framework QIs 1.1nurturing care and support		
NIF Priority • Improvement in children and young people’s health and wellbeing;	HGIOELC QIs QI 3.1 Ensuring wellbeing, equality & inclusion QI 3.2 Ensuring children's progress	
Progress and impact: Nurture principles and practice are at the heart of Torrance EYC. Our nurture champion led with creating a nurture space within our setting by transforming a disused space into a nurture room for all children. We have created a space that is safe for children to access when they require support in regulating emotions, some quiet time away from a busy play room or some focussed time with key worker or staff in EYC. We worked collaboratively with children, staff and our families to create a space that was made for children with their needs and choices considered at every step. Through consultation, children in our setting expressed their feelings and thoughts: <i>“It’s nice and quiet,” “You can have a little rest,” “Wow I like the lights on the wall.”</i> During our curricular evening and stay and play sessions, families were welcomed into the space. They commented: <i>“I can’t thank the EYC enough for making a space for kids to regulate themselves and have some quiet time out, it’s a wonderful space for children to regulate during a busy day.”</i> Staff played a vital role in creating this space and embedding into daily routines. They commented: <i>“Our Nurture room is providing all of our children with a safe space to regulate and explore emotions and develop an understanding of emotions. The impact it is having is amazing.”</i> All feedback has been positive and highlights the meaningful impact this space is having in supporting our children. Our Nurture champion attended EDC PLCs, showcased our Nurture journey to other centres and shared ideas between settings across EDC. We continue to develop and evaluate our nurture journey through PDSA cycles and monitoring tools such as Ferre Laevers. We completed observations with a small group of children in November 2024. It was highlighted that for involvement children scored 2 on average with comments of children being distracted and struggling with regulating/ expressing emotions. Wellbeing scoring showed the same highlighting difficulty regulating emotions. We completed observations in April 2025 following the introduction of the nurture space where we worked with children in small groups to focus on wellbeing approaches such as exploring emotions, taking time to regulate using breathing techniques with all staff having responsive approaches to individual children and their needs. There was an increase in involvement with children scoring 4 on average with positive comments regarding engagement and being actively involved with peers and Early Years Workers. Wellbeing scores increased to an average of 4 with noticeable positive changes in communication, interactions and general appearance of wellbeing. We created a ‘Nurture Promise’ that all service users played a role in creating. Through consultation, children and adults, we made 3 promises each that we then linked with UNCRC. This was evaluated through a PDSA and highlighted an area that we will continue to develop. Children’s Rights are embedded through Torrance EYC with all children developing an understanding and feel empowered to use rights. <i>“I have the right to be safe, I should have food and water, I have right to be listening to.”</i> All staff are aware of nurture principles and actively use them with a nurturing pedagogy. We have incorporated SHANARRI wellbeing buddies into our centre which majority of children now have an understanding of and what indicator they relate to. We actively share what 2 UNCRC articles we are focussing on with our families through our monthly newsletters and on learning journals to promote at home. In February 2025, along with Torrance primary school, we achieved our Silver Rights Respecting Schools Award. Evidence from our accreditation of this award found that children of Torrance discuss and		

implement UNCRC at home and has opened families into conversations and joint understanding regarding rights. It was highlighted there is autonomy for children leading and owning their individual learning.

Our nurture journey compliments our Vision Values and Aims, with respect, honesty, kindness and love being at the heart of all we do. We have created an environment that our children, families and staff feel welcomed, safe and secure. Feedback from stay and play sessions states: *"very warm environment, caring and personable, all staff are very attentive," "Staff all work hard and all children are so happy," "What a wonderful place A gets to spend her time, staff extending learning."*

We have created nurture certificates to celebrate all achievements in EYC and are currently developing wellbeing groups using our SHANARRI wellbeing buddies to embed this further throughout our centre as well as responding to children individual circumstances- such as a new baby at home, moving house etc. for targeted work. This will be evident through holistic tracker information.

Next Steps;

- Continue to develop Nurture Promise in EYC
- Continue to develop and support identified children in EYC
- Work towards Gold RRSA

Centre priority 2: Learning, Teaching and Assessment: Numeracy

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 School and ELC improvement

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

Progress and impact:

In Torrance EYC we have 2 numeracy champions. They completed a numeracy and maths audit in October 2024 that highlighted gaps in number bonds, subitising and incorporating numeracy in every area of the centre. Our tracking documentation reflected the learning and teaching gaps identified in our audit. During our in-service in October 2024, the EDC Maths Development Officer delivered training to all staff focussing on embedding numeracy rich provocations across all areas within the centre with a particular focus on subitising. Staff felt motivated and excited to further incorporate numeracy across our setting. Data gathered from consultation and a questionnaire with staff identified confidence levels in delivering maths as 3 out of 5 in August 2024, rising to 4 out of 5 by April 2025. One comment read, *"The numeracy training gave me more confidence to implement numeracy through play in my area," "I feel more confident and able to provide numeracy now compared to August."*

Numeracy champions carried out an improvement sprint which included an up to date audit, identifying the necessity for enhancing numeracy resources and their accessibility across the setting. This led to the procurement of a variety of open ended resources. Through monitoring areas, area plans and learning journals, we collated evidence of improved the richness of numeracy in our environment including visual stimulation, accessible and flexible resources, and numeracy rich provocations. While SLT observations further confirmed the evidence we gathered, they also identified the necessity for continued growth as we incorporate numeracy across all areas of the centre.

To ensure that we are sharing with our families and including them on our improvement journey, we have created home link bags that our families participate in with their child with a numeracy focus. We have gathered positive feedback: *"We enjoyed the pack and especially enjoyed making patterns and then counting the buttons"*.

Our initial assessments provided evidence of progress from November 2024 to April 2025. Numeracy assessments identified children working with numbers 0-5 in November 2024 this was also identified through our tracker and NT support and challenge groups. With targeted support, this group progressed to working

within 10 by April 2025, placing them on track for transition to P1. Moving into next academic year there will be a number bond question added to our initial assessment to allow us to effectively measure gaps or progress.

Next Steps:

- Continue to develop numeracy across the setting
- Develop staff confidence in supporting and assessing numeracy at the early level
- Improve staff confidence in teaching number bonds
- Incorporate more opportunities for coin based play

Centre priority 3: STEM – Providing staff and children opportunities and awareness of STEM training and resources

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

NIF Driver School and ELC leadership
Teacher and Practitioner professionalism

HGIOELC QIs
QI 3.3 Developing creativity and skills for life and learning

Care Inspectorate Quality Framework QIs
2.1 Quality of the setting for play and learning

Progress and impact:

Within Torrance EYC our staff champion has attended EDC PLC's and has shared this with colleagues. In October 2024, our STEM champion spoke at our curricular evening, sharing our vision with families and informing them of our plans to develop STEM across the setting to engage and challenge all children. Through completing an enabling environment audit in October 2024, it was highlighted that across the setting we required STEM based resources. We completed a fundraising opportunity to involve families in this journey. This was a great success and allowed us to purchase resources to extend STEM opportunities across setting such as purchasing digital microscopes for children to explore, and various STEM-based literature. In April 2025, staff completed a questionnaire to allow us to gather data regarding confidence in delivering STEM in our setting and what aspects of STEM they would like to further develop. The questionnaire highlighted that majority of staff feel somewhat confident in delivering STEM with majority of staff feeling most confident in delivering maths aspects of STEM with engineering being the least. Staff commented that having further training and having curricular links would be beneficial to practice.

In Torrance EYC most children have actively participated in STEM opportunities across the setting. STEM has been developed to ensure it is cross curricular with children experimenting in all areas from creating measure gauges in our outdoor space, to growing and investigating plants and vegetables, to making their own space rockets exploring the concept of gravity and space. Children commented "I planted the peas, I watered them now I can eat them" "Rain clouds help keep our growing plants and pumpkins – look we caught 10 drops".

To ensure we are sharing STEM opportunities, we created a STEM home link bag that families have explored at home and commented positively on: *"We had great fun making cement together to problem solving building the pigs home"*.

During our in-service training in May 2025, the EDC STEM development officer delivered training to staff focusing on STEM-a-Story. All staff evaluated the session as beneficial to practice and felt more motivated to carry our STEM across setting. STEM-a-Story will be a focus for our nursery teacher and this will continue develop into next academic year.

In August 2025, we achieved Platinum in Woodland Trust Green Tree School award. This award showcased the outdoor learning opportunities that all children have access to from our forest school groups for our preschool children, to fairy trail woodland walks in our local community, to our growing/planting garden. Children selected what produce they want to explore and grow and actively participate in the

process from planting to caring for them trying the home grow produce. This positively impacted our setting as we created a joint understanding of life cycles with planting, growing crops and caring for our environment- litter picking in our local community and making signs to remind community to not litter developing responsible citizens.

In March 2025, two staff members attend film and screen training from Screen Scotland – this motivated staff to introduce technology into their areas. Staff who attended training intend to introduce live streams from our outdoor space to allow children to watch and explore this through use of an iPad. In Feb 2025 our literacy champions attend literacy champion project sessions that introduced used literacy rich environment audits and explored using technology to explore story telling in setting. Children in setting have had opportunities to create their own digital stories, developing their imagination and ability of using ICT resources to extend literacy opportunities. This is something we intend to continue.

Next Steps:

- To complete and submit for our STEM Nation Award
- Embed STEM-a-Story into our setting

Progress in National Improvement Framework (NIF) priorities

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

This session we have achieved our Silver award. We will continue to use our mascot “Tilly on Tour” to deliver children’s rights at home as well as incorporating our wellbeing buddies. This will allow us to promote and raise awareness of UNCRC with all of our children and families and develop a deeper understanding of wellbeing using our SHANARRI wellbeing buddies. We will continue to share our UNCRC termly articles on learning journals and on our monthly newsletter. This is now linked with wellbeing buddies to promote this with all children and families.

We will work towards our Gold Rights Respecting School award this academic year.

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

This NIF priority was embedded through our Improvement Plan this session. We have created a Nurture space that supports children’s wellbeing and allows for a safe quiet space to regulate emotions. Since creating this space it has been observed that there has been a positive impact through use of Ferre Laevers observations and initial assessment tool. Children are more engaged and regulating emotions more effectively and positively. Our holistic tracker is used effectively recording children’s individual circumstances and wellbeing needs.

The beneficial impacts of outdoors is a strength for us at Torrance EYC. We embrace all opportunities for outdoor learning such as our forest school groups, use of local community i.e. fairy trail as well as our large outdoor space that children access daily. They assess risk through our child-friendly risk assessments and use of equipment such as the climbing frame, promoting risky play opportunities. We have continued to develop our planting garden teaching sustainability to children. We have observed the benefits of outdoor play to children’s overall wellbeing. Some children use the outdoor space to support regulation; we ensure at least one member of staff is allocated outdoors as an area to ensure we are meeting children’s individual needs.

We have monthly support for all meetings to ensure we are meeting and using correct strategies for individual children. Where necessary, we have team around child meetings involving families and key professionals.

Torrance EYC is a nurturing environment that promotes children being active leaders of their learning. This is evidenced through our responsive planning documentation, our self-serve rolling lunch and our learning spaces.

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

This session we have used our initial assessments and tracking documentation to allow us to track children's progress. 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 information that is collated in this.

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	Very good	Very good
3.1 Ensuring wellbeing, equity and inclusion	Very good	Very good
3.2 Securing Children's Progress	Very good	Very good

Summary of Centre Improvement priorities for Session 2024/2025

- 1. Health and Wellbeing: Up, Up and Away, Children's Rights
- 2. Learning, Teaching and Assessment: Numeracy and STEM

- 3. Pedagogical practice: Securing children's progress, tracking learning and teaching

What is our capacity for continuous improvement?

Torrance Early Years Centre has benefited from a 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.

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.