

## Framework for Centre Improvement Planning 2024/2025

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Bearsden Early Years Centre
Head Teacher / Head of Centre	Catriona Smith
Link EY QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p>Bearsden Early Years Centre opened officially to children in August 2021. Bearsden Early Years Centre is registered to provide early learning and childcare for up to 95 children aged 2-5 years. This is split into 16 2–3-year-olds and 79 3–5-year-olds. We currently have 130 children on our register.</p> <p>The centre is open 50 weeks of the year from 8am-6pm. We provide quality early learning and childcare for children from the Bearsden and Milngavie locality. We began delivering the 1140 model when we opened in August 2021. In line with the local authority, children are offered five sessions over the week, covered by 1140 funding. Families then have the option to pay for 'wrap' care.</p> <p>The centre has been designed to make best use of both indoor and outdoor play, with an internal courtyard that can be used in all weathers. In addition, a covered mezzanine level can be used flexibly with lots of open space and natural light. Children are encouraged to free flow between the indoor and outdoor areas including the garden.</p> <p>The Early Years Centre is overseen by the Head teacher, Catriona Smith, Bearsden Primary School. Claire White is Depute Head of Centre, leading the day to day running of the centre, supported by two Senior Early Years Worker, 1 Nursery Teacher, 27 Early Years Workers (some who work part-time), and 2 Early Years Support Worker, this equates to 24.80 FTE. have one full time Clerical assistant, 1 part-time clerical assistant (term time only), a Housekeeper, Buildings Manager and 2 janitorial assistants.</p> <p>We have updated our vision, values and aims for the centre this session with parents, children and staff.</p> <p><b>Our vision is:</b> To create a caring, happy community where all feel nurtured and supported.</p> <p><b>Aims:</b> To provide an inclusive environment where children are empowered to actively learn through play, both indoors and outdoors, to become confident and independent learners. (Article 2, 29, 31) To inspire children to be creative, imaginative and curious of their world and have their voice listened to. (Article 13, 12) To encourage building resilience by helping children to face challenges and setbacks to build the foundation for lifelong learning (Article 28)</p> <p>The <b>values</b> for Bearsden Early Years Centre are:</p> <ul style="list-style-type: none"> <li>• Kindness</li> <li>• Happiness</li> </ul>

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- Safety

We also worked with all stakeholders to devise our curriculum rationale and you can view this here: [Curriculum Rationale](#)

	<b>Looking Forwards – 3 Year Improvement Plan Priorities</b>		
	Bullet point key priorities for the next 3 years		
<b>Session</b>	<b>2024/2025</b>	<b>2025/2026</b>	<b>2026/2027</b>
<b>Priority 1</b>	Learning, Teaching and Assessment	Learning, Teaching and Assessment (Year 2)	Curriculum
<b>Priority 2</b>	Up, Up and Away	Up, Up and Away (Year 2)	Nurture
<b>Priority 3</b>	Rights Respecting Schools increasing children's participation	Rights Respecting Schools increasing children's participation (Year 2)	Sustainability (Eco Flag)

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Section 2: Improvement Priority 1	
<b>Early Years Centre</b>	<b>Bearsden Early Years Centre</b>
<b>Improvement Priority 1</b>	<b>Learning, Teaching and Assessment</b>
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? Catriona Smith/ Natalie Beattie/ Virginia Mackay/ Claire White

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
<ul style="list-style-type: none"> <li>Improvement in achievement, particularly in Literacy and Numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people;</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and Practitioner professionalism</li> <li>School and ELC improvement</li> <li>Curriculum and assessment</li> </ul>	<ul style="list-style-type: none"> <li>QI 2.3 Learning, Teaching &amp; Assessment</li> <li>QI 3.2 Ensuring children's progress</li> <li>QI 2.2 Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>1.3 play and learning</li> <li>2.2 Children experience high quality facilities</li> <li>4.1 Staff skills, knowledge and values</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in attainment in literacy and English</li> <li>Improvement in attainment in numeracy and Maths</li> <li>Closing the attainment gap between the most and least disadvantaged</li> </ul>
Opportunities for Leadership			Resource Requirements	
Champion roles for staff HT/DHoC will lead on quality assurance processes and give feedback for improvements Seniors to lead learning on the floor with the EYWs Early Years Teacher (EYT) to lead the staff team along with Principal Teacher (PT) Children should be leading their own learning			Strategic meeting time for staff to be off the floor In-service days Hours allocated in Working Time Agreement for Early Years Teacher to support EYWs with curriculum	
Professional Learning			Parental Engagement and Involvement	
All EYWs will identify within their PDR an area to work on linked to Learning, Teaching and Assessment HT/PT/EYT will lead training on learning, teaching and assessment for all staff (Curriculum for Excellence, Realising the Ambition, Being Me Under 3) Schematic play training			Formal reporting through Learning Journals and Parent Meetings (progress and next steps shared with parents) Curriculum Evening Stay and Plays to share learning Curriculum Newsletters termly	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Staff will deliver high quality practice with effective planning, recording and tracking procedures that are consistent throughout the centre.	All planning procedures are revisited by EYT to ensure all staff of child led responsive planning. EDC Progression Frameworks in Literacy and Numeracy will be introduced to staff to support their understanding of progression and next steps in learning.	All EYWs will complete paperwork and be monitored by EYT/ PT weekly. Quality Assurance will be conducted by SLT to look at overview of play experiences and teachable moments taking place in the EYC. Any areas for improvement will be discussed with individual EYWs and be a focus for targets in PDR.	August 2024 – June 2025	
	Revise the tracking document, identifying the Es and Os applicable to pre-school/ ante-preschool.  EYT will join the EDC working Party for tracking to support our centre development in this area.	PT and EYT look at current tracking format and review the E&O's to condense these and make for a more manageable and effective tracking document.	September 2024	
	Create tracking documents that can be added to Learning	Guidance document in place for all staff.	September 2024	

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	Journals so that these match for ease of use for staff. Staff guidance for completion of tracking will be created to allow staff to reference when using it.	Tracking on Learning Journals will match the new tracking document.		
	Using quality assurance procedures, tracking meetings will be introduced 3 times per session. Next steps will be identified for children and included on their learning journals.	EYT/ PT will meet with EYWs for tracking meetings. Strengths and next steps will be identified for children.	October 2024, February 2025, May 2025	
Staff in the 2-3 room will use 'Being Me Under 3' as a main tracking document.	EYT and PT have identified the sections for the 2-3 children, with option of using under 2 tracking statements for those with individual needs.	EYW's will have a clearer understanding and a consistent approach to tracking children in the 2-3 room. Explicit links to Realising the Ambition can be made by staff when documenting teachable moments and observations.	August 2024 – June 2025	
	EYWs will trial the use of the framework, supported by EYT/ PT. This will be reflected in their planning and tracking of the children	EYWs will use the paper copy of the tracker and have a clear understanding of children's areas of strength, areas of support and next steps.	August 2024 – October 2024	
EYT will focus on the emergent planner from Stages of Early Arithmetic Learning (SEAL) with all children in the 3-5 room and differentiate to support and challenge.	EYT will conduct Numeracy baseline assessments in August 2024.	Results of baseline assessments will inform children that require support and challenge as well as key areas of the curriculum that should be used as a focus for group time.	August 2024 May 2025	

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Section 2: Improvement Priority 2	
<b>Early Years Centre</b>	Bearsden Early Years Centre
<b>Improvement Priority 2</b>	Up, Up and Away
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? Claire White/ Virginia Mackay/ Rebecca Siddall/ Lynne Parsons/ Christine Gifford

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
.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;	<ul style="list-style-type: none"> <li>Teacher and Practitioner professionalism</li> <li>School and ELC improvement</li> <li>Curriculum and assessment</li> </ul>	<ul style="list-style-type: none"> <li>QI 3.1 Ensuring wellbeing, equality &amp; inclusion</li> <li>QI 2.4 Personalised Support</li> <li>QI 2.2 Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>1.1 nurturing care and support</li> <li>1.3 play and learning</li> <li>1.2 Children are safe and protected</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in children and young people's mental health and wellbeing</li> <li>Placing the human needs and rights of every child and young person at the centre of education</li> <li>Closing the attainment gap between the most and least disadvantaged</li> </ul>
<b>Opportunities for Leadership</b>			<b>Resource Requirements</b>	
EYT to lead the pilot programme along with five other centres within the authority. EYT to work with SEYW and EYW to implement the framework within the centre Literacy and LCFE champions to support the completion of a literacy audit			In Service day Pilot group meetings organised by authority Up Up and Away document	
<b>Professional Learning</b>			<b>Parental Engagement and Involvement</b>	
Local authority training			Section 5 – Engaging parents as partners Implementing suggested strategies within the framework	

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EYT to deliver training and continually support EYW with implementation of the framework Professional reading EYT to deliver Makaton training to SLT and all EYW (EYT is Certified Makaton Trainer)	Parent Postcards
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Up, Up and Away audit on literacy rich environment to identify areas for development.	Literacy Champion, LCFE champion, EYT and DHoC will complete the audit for the centre to identify area(s) for improvement.	Audit completed with areas for development highlighted. Up Up and Away CLPL termly.	August 2024	
	Group will decide the priorities for the centre and areas to take forward. This will be taken forward as a test of change.	Test of change paperwork completed to state the baseline, and following improvements.	August 2024	
	Information will be shared with all staff on Up, Up and Away to enhance their understanding of this and ensure whole centre approach.	Staff will complete a baseline and evaluation questionnaire for the training.	Inservice Day 1 – August 2024	
	EYT will work with EYWs to ensure that there are literacy opportunities in all areas.	Quality assurance processes (observations, planning) will evidence the literacy rich environment.	August 2024 – June 2025	
	Literacy champion will be responsible for helicopter	Quality assurance processes (observations, planning) will	Ongoing throughout session	



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	stories, story maps, book of the month will be offered throughout the centre.	evidence the literacy rich environment. Literacy champion will attend EDC training as required.		
Children can make sense of the environment and routines with introducing increased visuals/ signing to support a Language and Communication Friendly Establishment.	Makaton training for all staff on general signs to use in centre. Champion staff identified to further develop the use in the centre to support all children.	All staff will be using general signs on the floor with children. These will be shared with parents through weekly news.	February 2025	
	LCFE Champion and EYT to complete audit of the environment to ensure resources are clearly labelled with a picture or symbol and learning areas/ areas promoting independence are labelled using pictures/labels.	Visuals are consistently used throughout the centre to support children. This will be evidenced in Quality Assurance procedures.  Audits to be carried out termly to ensure children are able to be independent in areas of the EYC, using the visuals to access without adult support.	September 2024 November 2024 February 2025 May 2025	

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Section 2: Improvement Priority 3	
<b>Early Years Centre</b>	Bearsden Early Years Centre
<b>Improvement Priority 3</b>	Rights Respecting Schools increasing children's participation
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? Rebecca Siddall/ Natalie Beattie / Michelle Traynor

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
.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;	<ul style="list-style-type: none"> <li>Teacher and Practitioner professionalism</li> <li>School and ELC improvement</li> <li>Curriculum and assessment</li> </ul>	<ul style="list-style-type: none"> <li>QI 3.1 Ensuring wellbeing, equality &amp; inclusion</li> <li>QI 2.2 Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>1.1 nurturing care and support</li> <li>1.2 Children are safe and protected</li> <li>1.3 play and learning</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in children and young people's mental health and wellbeing</li> <li>Placing the human needs and rights of every child and young person at the centre of education</li> </ul>
Opportunities for Leadership			Resource Requirements	
UNCRC Champion UNCRC leads to deliver training and support staff with implementation Children to have a voice in shaping their learning and environment that they play in.			In-service day UNCRC posters PT to support UNCRC champion with UNICEF accreditation process	
Professional Learning			Parental Engagement and Involvement	
UNCRC training for all staff led by PT (UNCRC Certified trainer)			UNCRC articles to be shared on learning journals	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Children will have an awareness of the UNCRC and their own rights.	Group time focus to be on exposing children to the language of rights and introducing 3 rights to the children. These rights will form our Early Years Centre Charter.	EYWs planning will reflect the rights being taught.	October 2024	
Complete audit for bronze certification from UNICEF	SEYW, UNCRC champion and PT will complete this so identify next steps for implementing a rights based curriculum/ environment.	Areas for development are identified and shared with staff at Inservice Day 3. Evidence file will record the improvements.	October 2024 – December 2024	
	UNCRC champion to lead on creating a charter for the EYC, consulting all stakeholders to decide on the Centre's key rights. UNCRC to coordinate the completion of a charter that reflects the voices of all staff and children.	Charter will be made, displayed, referred to in the centre. This will be shared with parents.	October 2024	
Staff will be more confident to teach children through their rights and link play experiences and teachable moments to articles within the UNCRC. Children will become more aware of their	PT to deliver training on rights based learning.	Staff will be able to link articles of the UNCRC more confidently to teachable moments and engage in dialogue with children during their play experiences. Staff will be able to identify articles linked to play experiences and	February 2025	

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rights and begin to understand the ABCDE of rights.		document in their floor book and learning journals.		
Parents will have an understanding of the work the centre is undertaking to promote Children's rights.	UNCRC leads will share with parents through weekly news and/or Learning Journals the focus for rights each term. This will also be part of the Curriculum Newsletter.	Through centre self-evaluation processes, a specific focus on UNCRC will be sought from parents.	February 2025	
	A display will be shared with parents at the Curriculum Evening to show the work on UNCRC at that time.	Parents will be aware of the work towards the Bronze Award for Rights Respecting Schools.	October 2024	