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Bearsden Early Years Centre (EYC)
Standards and Quality Report
2025/26



Introduction

This report summarises progress and achievement in the Centre Improvement Plan 2025/26. It includes achievements under each priority in the National Improvement Framework and identifies priorities to take forward in 2026/27, based on data and self-evaluation.

The Centre identified two improvement priorities for 2025/26:

Priority 1: Improving learning, teaching and assessment in Literacy (Year 2)

Priority 2: Improving inclusive learning through The CIRCLE Framework for Early Years *Up, Up and Away* (Year 2)

This report was created in partnership with children, parents, staff and partners through gathering their views, direct observation of practice and looking at a range of data and evidence.

Our Context

Bearsden Early Years Centre (EYC) opened in August 2021. It is purpose-built to deliver 1140 hours of funded early learning and childcare for three to five year olds and eligible two year olds. The centre offers extended day provision from 8am - 6pm across 50 weeks of the year. Families have the option to pay for additional wrap care.

The centre is registered with the Care Inspectorate to provide care to a maximum of 95 children, with no more than 16 aged under three years and no more than 79 aged three years to those not yet attending primary Centre. Currently, there are 129 children in the centre, including 27 two year olds and 102 three to five year olds. Almost all children reside in SIMD Quintile 5 (least deprived), with less than 5% residing across Quintile 1 (most deprived). A number of children are bilingual. Approximately 20% of children have a recorded medical condition.

Children access a range of high quality indoor and outdoor spaces, including two indoor playrooms, a sheltered courtyard, mezzanine level and enclosed outdoor garden. The dynamic indoor-outdoor design enables children to explore and learn independently, using a free flow approach. Over the past two years, the learning environment has been a key focus for centre improvement, integrating the CIRCLE Early Years Framework. All staff continue to make very good progress in developing spaces to optimise play and learning. Areas are very well planned and designed to inspire curiosity, imaginative play and creativity.

Staffing Model

The EYC is overseen by the Head Teacher of Bearsden Primary School, who works closely with the team to support leadership of change. The Depute Head of Centre leads and manages the centre on a day-to day-basis and is very well supported by two Senior Early Years Workers and the Nursery Teacher. The leadership team and nursery teacher have clear remits and areas of responsibility, including aspects of the Centre Improvement Plan.

The wider staff team consists of one teacher and 27 Early Years Workers who work a range of shift and flexible work patterns, along with one Early Years Support Worker. Almost all practitioners have leadership champion roles across the curriculum and aspects of centre improvement. Examples of Champion roles include literacy, numeracy, play pedagogy, family champion, children’s Rights, community links, nurture and staff wellbeing. New staff

are very well supported through a mentoring programme. The majority of Early Years Workers have achieved or are working towards achieving Degree level qualifications, including the BA in Childhood Practice.

The wider team includes Clerical Assistants and the Facilities Management team, including the Building Manager, Housekeeper and Janitorial Assistants.

The centre is very well supported by officers/partners from the central education team, including the link Quality Improvement Officer, Early Years Team, Additional Support Needs and Children's Services Team, link Educational Psychologist and a range of multiagency partners.

Families and Community

Parents are highly committed to supporting all aspects of life and learning in the centre. They welcome opportunities to be partners in learning. Examples include sharing their knowledge, skills and experience; participating in stay and play sessions; attending events; and engaging in opportunities to share their views about the centre. Home-centre partnership is strengthened further through use of electronic learning journals, a weekly Friday news update and a monthly SWAY update on curriculum and learning.

Parents value the key worker approach to provide consistent, nurturing care and build strong relationships. Attendance at parent meetings and events is excellent. Almost all parents share their views regularly through parental connections, learning journals and floor books.

The Parent Committee participate in self-evaluation activities to support centre improvement. They also organise fundraising events. Evidence from the Parent Committee floor book includes very good consultation evidence on policies and procedures and aspects of improvement, including literacy bags. Grandparents Day is a favourite event in the centre. Grandparents wrote in the Family Connections book:

"We had a wonderful time. This is a magical nursery for children to learn and play."

"What a lovely way to spend a wet Friday morning. Such a happy place, with great staff and wonderful, joyful children."

Data from electronic learning journals demonstrates excellent levels of engagement and interaction between the centre and families. Parents actively support transitions within the centre and from the EYC to primary school. Personal planning in the form of an *All About Me* record ensures that information sharing between the family and the centre is current regarding the child's likes, dislikes and care needs. These are reviewed at parent meetings six months after the child has started nursery. Children and families are also supported with a settling in meeting 6-8 weeks after starting.

The centre has established very good community links and partnerships. Evidence in Our Community Book demonstrates high quality learning in the community, including visits to the local Care Home, monthly visits from the library van to share stories and local visits.

The centre is recommended by the Care Inspectorate and continues to welcome practitioners from other centres and local authorities to share best practice. Examples included sharing the holistic *passport* for all children to record planning, assessment and tracking and care plans for children.

Progress in Centre Improvement Plan Priorities

<table>
<tr><th colspan="2">Centre Priority 1: Improving Learning, Teaching and Assessment in Literacy (Year 2)</th></tr>
<tr><td colspan="2">Care Inspectorate Quality Framework Quality Indicators:
1.3 Play and Learning 2.2 Children experience high quality facilities
4.1 Staff skills, knowledge and values</td></tr>
<tr><td>NIF Priorities:
Improvement in achievement, particularly in literacy and numeracy</td><td>HGIOELC? Quality Indicators:
QI 2.3 Learning, Teaching & Assessment</td></tr>
<tr><td>NIF Driver(s):
Teacher and practitioner professionalism
Curriculum and assessment</td><td>Evaluation:
Very good</td></tr>
<tr><td colspan="2">Progress and Impact
The centre made very good progress in improving learning, teaching and assessment in literacy, sustaining and building on the improvements that were achieved in year 1.

All children access literacy rich environments, indoors and outdoors. They enjoy opportunities to co-construct areas with practitioners, sharing their interests and ideas. Highly effective collaboration ensures that areas are well planned and purposeful, with high quality invitations and provocations to support learning through play.

All children access a variety of high quality learning experiences in literacy. Examples include:
• Promoting and developing a love of reading and skills through storytelling, cosy reading corners, print-rich areas, high quality texts for sharing and exploring, vocabulary building, phonics and rhyming.
• Encouraging the development of writing skills through sensory approaches to develop gross and fine motor skills, mark making, black line drawings, have-a-go writing and independent writing. Evidence of children’s writing is highly visible and celebrated across the centre. Children enjoy opportunities to write for real life contexts, such as sharing their ideas in floor books, creating environmental print for areas of the playroom and integrating writing into role-play. This aspect of literacy was developed in partnership with Bearsden Primary School to support continuity and progression across early level.
• Listening and talking – see Priority 2 progress and impact.

Literacy skills are a key focus for daily welcome/group times. Observations and practitioner feedback demonstrate the positive impact on receptive language (understanding what is heard) and expressive language (using words and gestures to communicate), along with social communication skills.

A key focus was to improve approaches to planning, assessment and tracking learner progress and achievement. The nursery teacher and leadership team led self-evaluation and visited other centres to share practice. SLT and the nursery teacher led professional learning with all practitioners to improve approaches to planning, assessment and tracking and continued to provide ongoing support through weekly meetings. This supported the implementation of electronic tracking in learning journals, ensuring coverage across the curriculum for all children, integrating health and wellbeing, literacy and numeracy. Learning journals are more relevant and personalised for children.</td></tr>
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All practitioners use the EDC Early Level Progression Pathways to track coverage of literacy rich experiences and report increased confidence in using the pathways to assess learner progress and achievement. Almost all children are on track to transition to Primary 1.
The nursery teacher and leadership team provide highly effective support for practitioners to identify next steps, actions and evidence. Quality assurance processes are excellent and support continuous improvement.

Parent feedback on learning and events to promote literacy is excellent – Easter café, STEM Stay and Play and Bookbug sessions. One parent noted about the Easter café:

"Beautifully decorated event with lots of thoughtful activities to enjoy with my child. He absolutely loved making his Easter Bonnet. Loved the link to literacy and maths with taking our orders for food and drink too. The menus were very cute! Thank you for organising such gorgeous events and making us feel so welcome when we arrive ❤"

Wellbeing and literacy are linked through the use of SHANARRI buddies to represent the 8 core wellbeing indicators. Home link packs were created to support wellbeing and literacy. The UNCRC Champions and nursery teacher presented at the Early Years practice sharing event on meta skills and received very positive feedback.

2-3 Room

The Depute Head of Centre led on professional learning to support practitioners to improve their knowledge of schematic play to support 2-3 year olds to explore how the world works. All practitioners are more skilled and confident in observing what children do, identifying their active play schema and providing open-ended materials to extend their learning. This is captured retrospectively in the new planning formats, along with wellbeing indicators that have been observed in play and evidence of children enjoying their Rights through play.

Practitioners in the 2-3 room focused on promoting and developing children's literacy through their lunch experience, ensuring a calm, sociable lunch routine which fosters independence and skill building. All children are supported through visual routines. This reflects the ongoing work to implement the healthy lunch and snack policy and procedures in line with the National Setting the Table Guidance.

Next Steps:

- Improve learning, teaching and assessment in Numeracy (in partnership with Bearsden Primary School).
- Continue to make core (meta) skills visible through the context of wellbeing buddies, which are well established.
- Engage with the Curriculum Improvement Cycle, with a focus on pedagogy and core (meta) skills.

Priority 2: Improving inclusive learning through *The Circle Up, Up and Away* (Year 2)	
Care Inspectorate Quality Framework Quality Indicators: 1.1 Nurturing care and support 1.2 Children are safe and protected 1.3 Play and learning	
NIF Priorities: Placing the human rights and needs of every child and young person at the centre. Improvement in children and young people's health and wellbeing.	**HGIOELC? Quality Indicators:** 3.1: Wellbeing, equality and inclusion 2.2: Curriculum 2.4: Personalised support
NIF Driver(s) Teacher and practitioner professionalism ELC improvement Curriculum and assessment	**Evaluation:** Very good

Progress and Impact

The centre made very good progress with this improvement priority and continued to build on and sustain the progress achieved in Year 1. The nursery environment is excellent; it supports inclusion, language, literacy and learning for all children. A range of evidence (planning, observations and evaluations) demonstrates that all children can access and navigate indoor and outdoor spaces, with defined learning areas and sensory areas to support inclusion.

Practitioner feedback demonstrates improved confidence in using audit tools from the CIRCLE framework to assess indoor and outdoor spaces from a child's perspective. Data and evidence over time (pre and post audits, action plans, planning, photographs, observations, practitioner and learner feedback) illustrates how the physical and social environment have improved over the past two years. The learning environment and experiences are highly evaluated by almost all parents in surveys and electronic learning journals. Almost all families accessed home learning packs and valued ideas and resources for interactive, family-centred activities to support storytelling, phonics, word play and environmental print.

Practitioners from the Up, Up and Away Working Group and Literacy Champion led on professional learning to support all practitioners to implement *Talk* strategies, an evidence-based approach to developing and improving vocabulary, listening and communication skills. Almost all children benefit from high quality listening and talking opportunities and rich interactions with adults to improve skills and language acquisition. Adult-child interactions are warm and supportive; they promote language/communication skills and emotional wellbeing. Almost all practitioners use open ended prompts to extend thinking and learning. *Talk* strategies are combined with *Makaton* to create a "total communication" approach in the centre. Almost all practitioners have participated in Makaton training Level 1.

Next Steps:

- Continue to embed the CIRCLE framework to improve literacy outcomes for all learners.
- Apply learning from the CIRCLE framework to improve learning, teaching and assessment in numeracy.

Progress in National Improvement Framework (NIF) Priorities

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

The centre continues to make very good progress in embedding a Rights-based approach, underpinned by our core values of happiness, kindness and safety.

The Head Teacher and Depute Head of Centre are aware of legislation in respect of Children's Rights and their statutory responsibilities. This includes non-discrimination and equal access rights for all children, including those with protected characteristics.

The leadership team and UNCRC champion continue to support all practitioners to understand the fundamental rights and entitlements that children have in their early years, and how to embed a Rights-based approach across all aspects of play, learning and wellbeing.

Children's Rights are reflected in planning. Every child has a care plan and passport which includes the child's views about their interests and motivations.

All children experience the Right to be experience and enjoy happiness, kindness and safety in the centre.

All children enjoy the Right to be treated with respect and dignity. This is particularly evident in the warm, nurturing support children are given with personal care, safe sleeping practices and medical care.

All children enjoy their Right to play in high quality indoor and outdoor environments. This supports their wellbeing and learning, through exploring, developing skills and understanding their world.

Almost all practitioners use a variety of strategies to support children to be listened to; have their views and ideas recorded in different ways; and make choices. Children are very well supported to realise their right to express themselves and to share their thoughts and feelings. Examples include:

- Fostering choice and independence in through their lunch experience – setting the table; self-serving; eating nutritious meals; being lunchtime helpers; and enjoying a relaxed, sociable lunch experience.
- Children are very well supported to talk about potential risks in their space and how to keep themselves safe.
- Children enjoy free-flow access across the centre.

Improvement in children and young people's health and wellbeing

Our approach is informed by the *Getting it Right for Every Child (GIRFEC)* framework and Children's Rights. Procedures are in place to support the health and wellbeing of all children, in line with the Council's *Including Every Learner* policy framework. This includes the Support for All (SfA) group, a screening panel that meets approximately every 6 weeks with the link Educational Psychologist to review open cases and consider new referrals for support. Identified children are very well supported through the Team Around the Child (TAC) model. Evaluations and feedback from parents and partner agencies confirms that targeted support plans and actions continue to improve wellbeing and learning outcomes for children, particularly those who require an enhanced transition to Primary 1. Through the TAC model, children and families receive the right support at the right time, including early intervention. Families can access a range of parenting support programmes, including advice and support from the Family Champion in the centre.

All staff participate in annual child protection and safeguarding training. This includes PREVENT child protection training. The Head Teacher and Depute Head of Centre participate in the intensive model of child protection training and are the child protection co-ordinators in the centre.

There are robust policies and procedures in place to ensure the highest standards of health and safety in the centre. Examples include the administration of medication, infection control, risk assessments, recording and reporting of accidents/incidents and sun safety.

Children's health and wellbeing is nurtured through all aspects of provision. Examples include:

- Nurture Group
- Group Time
- Health and wellbeing across the curriculum, including the PATHS programme to teach social and emotional wellbeing.
- Healthy and nutritious meals, snacks and drinks, supported by a very positive mealtime experience (Setting the Table Guidance, 2024)
- Free-flow indoor and outdoor play and learning
- Play-based and experiential learning
- Family learning and support, including bespoke support from the Family Learning Champion to provide early intervention, evidence-based parenting strategies and community based support
- Multiagency signposting and support

Setting the Table

This is fully embedded and all children experience a high quality, nurturing lunch experience.

Consultation of menus with parents informed our snack decisions, children with allergies catered for to ensure they are included parents kept always informed –

"Thank you so much for everything you did to make today so much fun and so seamless and organised and well thought out for the adults and the kids. As always, your awareness/safety around allergies was spot on and we are so grateful for that. The egg and spoon race was brilliant and the balloon arch was lovely!"

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

Observations and professional dialogue from tracking meetings demonstrates that there is no measurable poverty-related achievement gap in the centre. Learners who reside in SIMD Quintiles 1 and 2 (least deprived) continue to make good progress in their developmental milestones and learning.

The centre is committed to creating a fully inclusive and equitable learning environment. This includes being mindful of the cost of sending children to nursery and removing financial barriers to participation for children and families. The leadership team are aware of hidden poverty and provide discreet support, as required.

Improvement in attainment, particularly in literacy and numeracy

Almost all children make very good progress in their developmental milestones, play and learning.

The leadership team and nursery teacher led on the development of policies and processes to raise attainment and achievement in literacy and numeracy. Examples include:

- Highly effective collaboration to review and update approaches to planning, assessment and tracking, with opportunities for regular review and professional dialogue.
- Practitioners lead on the development of an area for 8 weeks. This enables practitioners to design rich provocations in literacy and numeracy and to observe how children's learning develops over time. This is strengthened through robust evaluations of each area and sharing learning/observations with colleagues.
- Practitioners use the Plan, Do, Study, Act (PDSA) approach to test and evaluate the impact of their approaches.
- The use of tools, including baseline assessments and post-intervention assessments, demonstrates that almost all children make very good progress in their learning and development.
- Very good partnership working with early level team in Bearsden Primary School, supported by an excellent transition programme for children and families.
- The leadership team use highly effective quality assurance approaches to evaluate the quality of provision, ensuring that it focuses on improving outcomes for children.

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 2026/27

Priority 1: Improving Wellbeing and Inclusion

- Continue to embed Wellbeing Buddies and integrate core (meta) skills, through visuals and shared language/vocabulary.

Priority 2: Improving Learning, Teaching and Assessment in Numeracy

- Learning and Teaching Toolkits: Differentiation & Adaptive Teaching and Metacognition
- Play based approaches to developing numeracy
- Numeracy planning and progression frameworks
- Approaches to assessment and tracking
- Strategies for home and centre

What is our capacity for continuous improvement?

The whole staff team are fully committed to working in close partnership with children and families to deliver excellence, equity and inclusion for everyone. There are robust systems and processes in place to support self-evaluation for continuous improvement. The centre is very well placed to embrace change and future opportunities and challenges from the Curriculum Improvement Cycle (CIC).