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East Dunbartonshire Council

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Clober EYC



Standards and Quality Report 2024/25

Context of the Centre

Clober EYC is registered with the Care Inspectorate to accommodate a total of 103 children, 15: 2-3 year olds and 88: 3-5 year olds. Our current staff team is made up of a Depute Head of Centre (DHoC), 2 Senior Early Years Workers (SEYW), 2-part time nursery teachers (NT) and 16 Early Years Workers (EYW) and 1 Early Years Support Worker (EYSW). All staff are reportable to Clober Primary's Schools Head Teacher. Clober EYC offers provision for 50 weeks a year and is open from 8.00am – 6.00pm. All 3-5-year-old child along with eligible 2-3-year-old children are entitled to 1140 hours. Parents can also supplement the funded hours to follow working patterns.

The centre has continued to create links with the local community via joint working with other centres and schools to help support children's transition to school. We have been able to participate in visits to the local Care home. Furthermore, the children enjoyed having SFA in for weekly sessions along with Sports Squad during school holiday periods, held in the school hall. The children attend block sessions in the local wooded area for Forest School session. We have also had a visit from the Animal Man. The children participated in a Spring walk in the local area with the support of parent helpers.

We are now working on our 3rd Eco flag and as well as creating our action plan for our Gold Rights Respecting School Award. We have also started to compile our evidence for our next Fair Trade award.

We have continued to build on our parental involvement this year and have various opportunities for parents to become part of the centre community again. Stay and Play sessions have continued to be popular with the parents. We hosted 2 parent meetings sessions in the year, October and May, which allowed parents and staff to build up positive relationships. All pre-school children were issued with an end of term report. Staff have continued to document children's learning and development through e-journals for parents to see at home. Parents have also contributed on e-journals by sharing photos and experiences from home. Daily feedback from staff at drop off and pick up times has continued to provide essential information to parents.

The centre ended the year with a whole centre sports day on the school MUGA which was attended by parents and extended family members. All children enjoyed participating in our annual Fun Day where we had bouncy castles, soft play and enjoyed a special party snack. Our Graduation was held in St Luke's Church with the children's parents and extended family members attending the special occasion. The opportunity for family photos at the event making the day very special for all.

Our Vision is to provide a safe, nurturing, stimulating, and inclusive environment where all children can be curious, creative and explore all environments in a holistic way. We encourage children to take risks, challenge themselves and to respect themselves, each other, their communities, and environment. We will provide appropriate, responsive, differentiated, challenging learning experiences for all children to participate in, so that all children become confident individuals, successful learners, responsible citizens, and effective contributors to society.

Our values are based on what we believe to be the important building blocks of a successful centre. We recognise the impact of early childhood experiences and value the rights and wellbeing of the children in our care. We recognise and value the contribution families can make to improve our service. Parental engagement and feedback from our parents/carers, allows us to reflect upon our practice and evaluate our current practices.

Progress in Centre Improvement Plan (CIP) priorities

Centre priority 1: Including Every Learner	
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 - Parent/carer engagement and family learning - Teacher and Practitioner professionalism	HGIOELC QI: QI 2.4 Personalised Support QI 3.1 Ensuring wellbeing, equality & inclusion
Care Inspectorate Quality Framework QI: 1.1 nurturing care and support 1.2 Children are safe and protected	
Progress and impact: - Almost all staff attended the annual Child Protection training at the start of the academic year. Those who were not in attendance on the day were given the opportunity to read the presentation and ask any questions to the Depute Head of Centre (DHoC). - Staff have been given the opportunity to read and are now aware of the Including Every Learner policy within EDC. Most staff now have a greater understanding of the processes within the council for supporting children within our establishment. Where applicable, staff have worked with other agencies, such as SALT & ELR staff, to support children learning with their individual action plans. All staff have had the opportunity to have professional dialogue with the DHoC to discuss all children within their group a part of the Support for All process. This information is then taken to Support for All meeting with the Educational Psychologists. A few staff have had the opportunity to complete required paperwork for those children within their group who have been identified as requiring support from Educational Psychologist. Staff have completed both Wellbeing assessments and action plans for these children linking with the Nursery teacher to meet the needs of the individual child. Once completed, these have been shared with the whole staff team to ensure consistency across the centre for strategies and actions which will support the children. This joint working has had a positive impact on the children as staff work together to meet their needs, and focus on strategies which have been outlined by the team around the children. - All staff were introduced to the Circle /Up Up and Away document at a recent In-Service day. All staff have worked in groups to initially look at the Circle Literacy Rich Environmental Tool to assess the room which they are based. This tool has also been linked with our Language and Communication Friendly Environment (LCFE) approaches to improving our centre for all children. An action plan was created to steer our focus for improvement which linked to training received by our Senior by Alice Sharp. Throughout the year all staff have had access to videos and resources to support children of all ages in improving language and communication. All staff have received updates during our in-service day training to highlight our progress in working through these resources. The majority of staff have utilised these resources in implementing positive changes within their own leadership areas. All staff have complied Plan, Do, Study, ACT (PDSA) evidence files for their leadership areas which include observations as well as photographic evidence to document changes made and recorded the impact which this has created within the centre. These are displayed around the centre for everyone to access. They will be shared with staff as they move leadership areas on the coming academic year. The children have been involved in changes and their comments have helped the staff make improvements to meet the needs of the learners. Next Steps: All staff will continue to build upon their knowledge of the pathways to support children within EYC. All staff will be involved in implementation of Up Up And Away within the centre.	

Centre priority 2: Learning Teaching and Assessment

NIF Priority

- Improvement in children and young people's health and wellbeing;
- Improvement in achievement, particularly in Literacy and Numeracy.

NIF Driver

Curriculum and assessment

Teacher and Practitioner professionalism

HGIOELC QI:

QI 2.3 Learning, Teaching & Assessment

QI 3.2 Ensuring children's progress

Care Inspectorate Quality Framework QI:

2.1 Quality of the setting for play and learning

2.2 Children experience high quality facilities

Progress and impact:

- The centres Learning, Teaching and Assessment policy has been reviewed to reflect current practices. This will be reviewed again following support and intervention from our Early Level Support Teachers (ELST) and Quality Improvement Officer (QIO) where staff will receive training and guidance on provocations, development and update of planning paperwork along with support in making improvements to the centre environment
- We have continued to assess all our children using our initial assessment paperwork. This has been completed twice this year: once in September after the children had settled following the summer and again in April in preparation for staff to complete the pre-school transition reports. The information was collated on a spreadsheet to show areas of development across the curriculum as well as identifying areas where we need to continue to support the children. This information was then used by the Nursery Teacher to target areas of the curriculum where gaps had been identified. The data showed that majority of children were on track and the Nursery Teachers used this information to create support and challenge groups. They also fed back to staff to ensure they could also support the children during targeted group time activities.
- Being Me – Under 3 tracker has been implemented within our 2–3-year-old room. Our Koala room staff have updated their paperwork following visits to the Being Me pilot centres. Their documentation now reflects the “Spark” of where the planning has derived from, how this has been implemented and observations which have been made. The documentation for all staff is now situated within their floor books which shows evidence of the activities which have been carried out. The introduction of identified next steps for the 2–3-year-olds has been introduced. Following a settling period, they staff have noted individualised next steps for each child and these have been agreed by all parents. The staff will then work towards these next steps for the children and update progress on e-journals. The next steps come from observations carried out during a mixture of adult led and child led activities and are individual to the specific child. The staff have a good understanding of what stage the children are at and ensure they provide age and stage appropriate experiences on a daily basis.
- All staff have made contributions to assessing the centre through the literacy audit provided by EDC. This has been driven by the SEYW linking with our LCFE developments. An evidence folder has been created to document the centre progress over time. This has been shared during training sessions lead by the QIO and other EDC centres. It was identified that more writing opportunities should be available throughout the centre and that books should be made available in as many areas as possible for children. Through our continued development of the centre these aspects have been taken into consideration in our improvements.
- Our nursery teacher has supported all staff through monthly planning meetings. These meetings have allowed staff to have professional dialogue discussing any areas of strength within their individual children and what support is required for the nursery teacher. Support and challenge groups have been created following each planning meeting for our nursery teacher to have specific focus for these children identified by practitioners. All staff have continued to use e-journals to upload children learning and development.

Next Steps:

Centre will be supported by ELST & QI to review planning processes.

Continue to use literacy audit to assess the centre linking with Up, Up and Away

Use numeracy audit to assess the centre

Centre priority 3: Health and Wellbeing – Family Engagement**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

Parent/carer engagement and family learning
Teacher and Practitioner professionalism

HGIOELC QI:

- QI 2.5 Family Learning
- QI 2.7 Partnerships

Care Inspectorate Quality Framework QI:

1.4 Family engagement

1.1 nurturing care and support

Progress and impact:

- The centre had been successful in receiving the Silver Award though the Rights Respecting Award scheme. The centre has continued to document and share our UNCRC journey by liaising with a few centres and sharing our good practice and supporting these centres to receive their own accreditation. The staff have all attended regular staff meetings to update our journey and have worked closely as a team to ensure we are continuing to promote children rights in our daily planning. An action plan has been created as part of our focus towards our Gold award.
- Staff have continued to support children's health and wellbeing development within the centre by promoting the nurture principles. All staff support children's emotional health and wellbeing by creating positive relationships with the children in their group and working closely with parents to ensure the children are happy and safe when in centre. A few staff have used the observation profile outlined within the Nurture Principles to assess the overall centre. This led us to make improvements to our centre to ensure we are providing spaces for the children to relax and have quiet time when required. All staff have worked together to create clear and consistent expectations for both children and adults. All staff discussed the behaviours of escalation chart and agreed strategies which would help support children during periods of dysregulated behaviours. The agreed strategies have supported most children in times of dysregulation.
- Our wellbeing lead has used PDSA to observe, track and monitor the children's use of our wellbeing wood and has created a manageable action plan to develop the space to best meet the needs and wants of the children. Our wellbeing lead has also shared good practice with colleagues during in-service days providing strategies for supporting emotional regulation. Staff have used these regularly to help support children through various situations and have also used resources such as The Colour Monster to help children label their feelings.
- Our Mouse Hut has been transformed into an accessible sensory/quiet room for all children to access. The use of soft furnishings, fairy lights and sensory toys has allowed most children within the centre to use the space as a safe, relaxing area which supports dysregulated behaviours as well as providing our partners from ELR/SALT a quiet, distraction free area to supports focus and concentration.
- All staff have participated in termly focused Ferre Laevers observations of all children looking at focus and concentration and assessing children's participation in group time activities. This information has been documented on the centres Holistic tracker. The DHoC and keyworkers discuss the children's wellbeing and involvement and assess if intervention is required going forward. These scores are monitored termly.
- Family engagement has continued to grow this year within the centre. We ensure parents have access to the centre at morning drop off as well as evening collection time. We have developed our

personal plans to allow parents to let us know when they are free to volunteer within the centre. The creation of a calendar of important dates has been given to parents at the beginning of the year. This has allowed parents to put arrangement in place early for special occasions such as Fun Day and Graduation. Our annual Sports day was a great success and was attended by almost all children and this was supported by almost all the parent and extended family members of the centre. The event allowed for parents to make links with others which they didn't previously know. The children enjoyed sharing this experience with their families and the event allowed for family photo graphs and shared praise from both staff and families when the children received their Sports Day medals. Many children continued to wear these medals for days after the event.

- A few of our parents also attend out Families Connect sessions this year following our information session held at the annual Curriculum Evening event. This event which the majority of our parents attended allowed staff to showcase their leadership areas, giving parents hints and tips of activities they can do at home with their children. The programme received positive feedback from the parents for helping to support engagement in learning at home but also to help foster relationships with other parents and the centre staff team.
- We have also offered support to a few parents this year through out Triple P programme which is delivered by our trained staff members. They have supported parents with such things as: temper tantrums, fussy eating and biting/hitting. This also linked well with our toilet training packs created by our 2–3-year-old staff. Evaluation of the packs shows that all that utilised the resources found them to be helpful in being successful in supporting both the children and family.

Next Steps:

Continue to provide opportunities for family engagement within the centre

Continue to implement nurture principles within the centre providing a safe and secure environment for all.

Progress in National Improvement Framework (NIF) priorities

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

We continue to support children's understanding of their rights through daily activities and ensuring children follow the charter, which they created themselves. The children regularly talk about their rights within the centre and a few have enjoyed being part of the Rights Committee. We have also had parents make comment on how rights has been discussed within the family homes. We have received our Silver award for Rights Respecting School and are working on our action plan for our Gold award.

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

We have created a warm and welcoming environment for all children both indoors and outside. We establish positive relationships with parents when their child starts at the center and utilise information within the children's individual personal plans to get to know the child before they start. We participate in outdoor play on a daily basis and encourage children to make healthy choices at snack and lunchtimes. We support children's understanding of their emotions through Promoting Alternative Thinking Strategies (PATHS). Staff use Ferre Laevers observations to observe children and the DHoC created a Holistic tracker to record and monitor children's wellbeing and involvement. Overall, the majority of children are happy within the centre with a few being supported by staff during times of upset or dysregulated behaviors.

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

Staff complete initial assessment of the children twice a year to access and monitor the children's' learning and development. The Nursery Teachers work closely with the keyworkers to support and challenge children utilising the information in the initial assessments. Those children with identified additional support needs are supported through personalised action plans that have realistic and measurable goals which are agreed with the team around the child. Activities are documented within e-journals to share with parents who can also support learning at home.

- **Improvement in skills and sustained, positive school-leaver destinations for all young people;**
Our woodwork champions provide opportunities for children to participate in craft and enterprise activities. Staff support children in cross curricular learning and help children develop skills through a variety of STEM activities, Forest School sessions and outdoor learning.
- **Improvement in achievement, particularly in Literacy and Numeracy.**
Initial assessments help staff to track and monitor children's development in both literacy and numeracy. Uploads onto e-journals with links to the benchmarks allows staff to track the children's development and action next steps in their learning. Nursery Teachers work with small support and challenge groups.

Self-evaluations of How Good Is Our Early Learning and Childcare

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Securing Children's Progress	Good	Good

Summary of Centre Improvement priorities for Session 2025/2026

- 1. Up, Up and Away
- 2. Planning and Curriculum approaches
- 3. STEM

What is our capacity for continuous improvement?

All staff are committed to improving outcomes for all children through promoting high standards in learning and teaching, ensuring health and wellbeing is at the centre as well as making sure we have a robust self-evaluation processes. Staff work collaboratively to ensure there is consistency throughout the Early Years Centre as well as showing a commitment to continuous professional development linked with their leadership roles. The centre will continue to build on the strong links we have with the school particularly at Early Level. We are committed to ensuring that we build for capacity and continue to have high standards to improve the outcomes for all children.