

Clober Early Years Centre



Standards and Quality Report 2025/26

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 21 Early Years Workers (EYW) and 2 Early Years Support Worker (EYSW). All staff are reportable to Clober Primary's Schools Head Teacher (HT). 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. We currently provided 2-3-year old provision for 5 eligible children and 9 paid places.

The Care Inspectorate inspected the centre in January and provided positive feedback on many areas within the centre, highlighting that staff demonstrated warm, compassionate interactions with children and families, creating a safe and welcoming environment. They stated that staff demonstrated a deep understanding of child development and effectively used national guidance to enhance learning. Areas were identified for improvement, including aspects of cleanliness, maintenance, and infection prevention, such as the appropriate storage of cleaning equipment. This has now been addresses through a detailed action plan developed jointly with the Quality Improvement Officer. Initial improvements have been implemented, and progress will continue t be reviewed thought regular monitoring.

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 during celebration throughout the year such as Christmas and Easter. Furthermore, the children have had opportunities to participate in Sports Squad sessions during school holiday periods, held in the school hall. We have also had a visit from the Animal Man as well as STEM workshops. The children participated in a Spring walks in the local area with the support of parent helpers.

We have been working on our 3rd Eco flag with our profile of evidence submitted for evaluation. We have created our action plan for our Gold Rights Respecting School Award and are working on links with the wider community as part of our accreditation.

We have continued to build on our parental involvement this year and have various opportunities for parents to become part of the centre. We opened our doors for full day round parent access at drop off and collection time. Daily feedback from staff at drop off and pick up times has continued to provide essential information to parents. We have extended our Stay and Play session times, at the request of the parents, and these have continued to be popular with many parents and extended family members attending. 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.

The centre ended the year with a whole centre sports day on the school MUGA which was attended almost by all 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 – Up Up and Away	
NIF Priority - 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	QIs - Wellbeing, Inclusion and Equality - Nurturing Care and Support
Progress and Impact: - All staff participated in the in-service day training session which was delivered by Educational Psychologist working within EDC. All staff were given a personal individual copy of the Up Up and Away document in order for them to refer back to during their day to day working. This has allowed staff to understand the document in order to implement aspects during practice. Staff are continuing to build confidence in using the document and now able to use the tools to help assess and support the children within the centre. This was evident during the transition period, supporting the children moving to school. - Our Nursery Teacher along with a designated member of staff were then identified to attend ongoing sessions throughout the year. These staff members have then fed back to all staff during staff meetings about further development and actions which the centre have taken on. The consistency of the same people attending the training sessions has been vital to ensure the depth of knowledge is cascaded across the team. This has allowed for a positive support network for the staff. They are able to seek guidance and reassurances from the lead staff members to help support the implementation of the document in their daily practice. The leads worked together to create examples of how to effectively use the Up Up and Away tool kits which supported the whole staff team in their understanding of how they are able to complete and use this in their practice. - As a centre we wanted to ensure we were providing a literacy rich environment for all children. The lead practitioner and Nursery Teacher linked with the Senior Early Years Worker who took responsibility for our Language and Communication Friendly Environment (LCFE) work within the centre. The collaborative working ensured that we had consistency across the centre with regards to labelling areas and resources which all staff adhered to. This consistent approach allowed for all children to use visuals within the centre to help with simple daily tasks such as tidying up. - A few staff members were able to visit pilot centres who have successfully imbedded Up Up and Away into their practice. During the visit our staff were able to ask questions of how practical the document was to put it into daily practice and how manageable the expectation on staff were to use the document for effective planning for the children within the centre. Our staff were encouraged to create an action plan having taken advice from other pilot centres to ensure they have small targets to work towards to make implementation more manageable. This advice was vital as the staff team as a whole were still in the early stages of their understanding of the documents and how best to use it moving forward. - A review of books within the centre was carried out and found that: 1. there were too many books in some areas and none in others and 2: there was a lack of differentiation in the books available for children which did not provide opportunities for support or challenge. All staff were supported by the NT and lead to look at their areas and review the books they had and discuss how they could improve opportunities for all children. A few pilot areas were used to remove some books and pair down what was on offer to the children. It was also encouraged for more frequent rotation of the books to help support the children's curiosity. This approach worked for a short period of time. Progressively staff brought out more books, for specific occasions such as group time, not returning them which impacted on the number which were out in areas. Due to this a new system was put in place to help support both the adults and children. It was agreed that there should be 4 books per area and these should be numbered and labelled accordingly to help support children and adults as to where the books should be. This approach meant that any additional books that were used over and above what was in the areas were put away to prevent too many being out.	

- During the October in-service day all staff participated in a training session which explained how to use the Identifying Stages Tool Kit. The DHoC and NT explained the step-by-step process of how to use the tool kit and how to identify the strategies within the document to support children. During this session the staff worked in their key groups and chose a child case study within their group. Staff were encouraged to identify a child who they felt could benefit with additional social and emotional support. Staff then completed the tool kit and worked their way through identifying the strategies within the document. This practical session allowed for all staff to work collaboratively with their colleagues and share how they felt the document could support children. All groups were able to feedback on their findings. Most staff felt this was an easy process to use with some others requiring support from the NT. This training session has had a positive impact on the staff as they are able to utilise the strategies within the document to support the children within the centre. The consistent approach from all staff has resulted in more positive interactions with staff having a better understanding of what strategies work for individual children.
- Following on from a visit to a pilot centre, the NT and lead developed paperwork to be used to identify and support children moving onto school. Having completed the Identifying Stages Tool kit with the keyworkers, they created a transition document which was shared with the child's receiving school which outlined specific strategies to support children for their transition as well as how they can be supported within the classroom setting. We received positive feedback from the school around this document, stating the details were very clear and concise with manageable strategies to follow.

Next Steps:

Continue to follow Centre Improvement plan which outlines next steps with our Up Up and Away journey. Staff will use tool kits to create action plans for identified children within their group to outline strategies to support children within the centre.

Create parent post cards to share small, manageable targets at home.

Centre priority 2: Planning and Curriculum Approaches

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children

QIs

- Curriculum
- Learning Teaching and Assessment

Progress and Impact:

- All staff were involved in consultation with regards to the centre layout of the centre for this academic year. Staff worked together, having professional dialogue to create 3 zones within the 3-5 rooms which included a STEM room, creativity room and independence promoting room. Staff then identified areas within the curriculum which they wanted to work and small working teams were created for planning. This provided opportunity for partnership working within the team and allowed staff to participate in professional dialogue to share good practice with their colleagues. A planning rota was created to allow staff to move between zones following an 8 week block to working in different curricular areas. However, following consultation with staff the planning blocks were extended to allow for more depth of learning within their areas. Staff felt the 8 week period in the areas was not allowing them enough time to fully implement their responsive planning for the children. Subsequently the extending time resulted in improved positive adult child interactions within the areas, staff had more ownership of what they were doing and were able to follow the ideas of the children through their responsive planning.
- All staff received training from the Early Level Support Teachers (ELST) on setting up inviting and effective provocations for the children. This training was provided to support staffs understanding of the difference between child led, adult initiated and adult led. Staff also received training on self-evaluation and Plan, Do, Study Act (PDAS) paperwork to help for continued improvements within their practice. The centre also received continued support throughout the year from the ELST to help our continuous improvement within the centre as a whole. The joint working with ELST, DHoC, NT and EYC staff provided positive feedback as well as constructive criticism to help us look at areas within the centre which were not meeting the needs of the children for smooth continuous play.

A few members of staff participated in area self-evaluation and completed Plan, Do Study Act (PDSA) paperwork to identify within their area of working what improvements were needed. Support strategies were given from the ELST for improvements and staff were provided opportunities to visit other centres for positive practice sharing. An example of this was a review of our lunch provision was taken forward by our Senior Early Years Worker. She observed how the centre operated during this time and noted a lack of routine and that there were more opportunities for the children to develop their independence skills. The Senior along with a few staff members then visited other centres who had a well-established lunch routine. Following on from this the staff members brought back ideas to help improve our provision. The introduction of a self-registration reinforced the children's ability to recognise their name and helped staff know who had eaten their lunch. The children then followed the "Yellow Brick Road" to help them flow through the lunch room directing them to wash their hands, collect their plates before meeting a staff member at the serving table to get their lunch. The revised process made a positive impact and allowed for familiarity of routine for the children, the visuals helps support what they were doing as well as increasing their independence. Staff noted that the lunch room was calmer and more organised than before. Using PDSA allowed staff to bring fresh ideas to their areas and make improvements to support the children's learning and development. The majority staff were able to participate in CPD provided by EDC such as Play Pedagogy, Up, Up AND Away, First Aid and Toothbrush training. A standing agenda point was incorporated into staff meeting to provide staff with the opportunity to share good practice through their training.

- Within the centre there has been a review of the planning paperwork by the NT in consultation with the staff. All staff received training on effective completion of paperwork to ensure they are recording appropriate information relating to support and challenge. Guidance was created to help support staffing the completion of their planning paperwork. Following a trial period of staff completing paperwork, the NT met with staff to provide feedback. All staff were encouraged to self-reflect on their paperwork and discussed areas of strength within their documentation and also areas to be developed and worked on. This feedback ensured that the staff team were provided with realistic and manageable goals to make improvements. Most staff have showed progress in their understanding of how to effectively record their planning and have developed a better understanding of the difference between child led and adult led experiences. As a result they are able to take the children learning forward to show progress.
- The role of the NT has been monitored throughout the year. The NT has worked with the Primary 1 teachers to share good practice. They liaised with them in relation to gaps in learning raised when the Baseline assessments were completed in Primary 1. The NT then used this information to ensure these gaps were supported and filled within the EYC year through support and challenge experiences. Specific aspects of the curriculum, such as rhyme and alliteration have been supported by the NT to help bridge the gap as the children progress to P1. The curriculum trackers show that the majority of children were able to meet these skills, however this is an area which will have to be continued to be supported as we move forward. In order to do this the NT has developed a yearly calendar which will support the staff in delivering effective experiences throughout the year.
- The introduction of regular Wednesday Walk Rounds involving the Head Teacher, Depute Head of Centre and Senior Early Years Workers has strengthened the leadership and quality assurance across the centre. The visits allow for professional dialogue with the staff team, ongoing observation of practice and discussion of children's learning and wellbeing. The walk rounds also provide an essential opportunity to ensure staff are maintaining high quality spaces and developing the centre to meet the needs of the children. This has resulted in identification of priorities and informed decision-making to ensure the effective operation for continuous improvement of the centre. The Head Teachers attendance at hr planning meetings led by the Nursery Teachers and staff meetings held by the Depute Head of Centre has enabled the Head Teacher to maintain a strategic overview of the centre.

Next Steps:

Continue to provide staff opportunities to attend CPD.

Staff will be encouraged to seek their own CPD opportunities and will be able to share good practice at staff meeting with colleagues.

Robust staff guidance to be created to support staff with information on how to complete planning paperwork, e-journals and floorbooks.

Centre priority 3: STEM (Science, Technology, Engineering & Maths)

NIF Priority

- Improvement in skills and sustained, positive school-leaver destinations for all
- Improvement in attainment, particularly in literacy and numeracy.

QIs

- Curriculum
- Play Learning and Development

Progress and Impact:

- Within the centre we have identified 3 STEM champions to lead us with our journey to ensure we provide broad and balanced experiences for children which are cross curricular. Our aim is to achieve the STEM Nation award. These staff members have a passion and are supported the children in relation to their STEM learning both within the EYC setting but also making link with home and the wider community. The STEM champions continue to provide support and guidance to the staff team, helping to practitioners to recognise how STEM is embedded within everyday practice. Through continued guidance and professional dialogue, they have encouraged practitioners to extend the experiences they provide for children and ensure these are covered across the whole centre.
- Our champions have had the opportunity to visit other centres who are further on in their STEM Nation journey. During these visits the team have been able to observe good practice, experience different STEM resources and have come back to centre with a drive to progress and share this enthusiasm with their colleagues.
- As a centre we are utilising aspects of the STEM self-evaluation framework to assess the centre in order to create an action plan to support out development. All staff have been involved in the self-evaluation process to ensure consistence and continuity across the team.
- We have had the opportunity to share good practice within our own setting where almost all staff members were involved in our In-service day training woodwork session. During this session, our 3 staff members (trainers) who have received the Pete Moorhouse Woodwork training, shared their knowledge and skills with the team. The staff were provided with a comprehensive presentation detailing the importance of children participating in woodwork experiences, the history of how this has developed, highlighted essential health and safety measures along with the opportunity to participate in practical activities. The trainers set a team building challenge for staff to work together and put their newly learned skills to the test. This session was essential for the staff team to participate in to ensure that all staff members were able to have the woodwork as part of their skill set and helped build staff confidence in moving into the area. It was a fun and competitive experience for all staff involved with a winning team declared at the end. Our original woodwork champions have continued to support the team during the year as staff members move into this area. This has resulted in our woodwork area being available to the children more regularly. The staff members growing confidence is showing and as a result the children's participation is increasing with more detailed models have been created, for example during our World Cup celebrations the children planned and created a football stadium.
- To help the whole staff team gather evidence of our STEM journey, our champions have created a shared area on our e-journals. This space allows all staff to file their activities into the 5 pillars.

The 5 Pillars are:

Leadership in STEM: our lead practitioners are supporting the extended team to understand their full potential.

STEM Family and Community Learning: developing take home resources to help support STEM learning within the family.

Employability and Partnership Working: welcoming other agencies form the community to share their role in STEM.

Curriculum and Learner Pathways: dedicated STEM area within the centre as well as learning opportunities across the centre.

Equity and Equality: all children have access to STEM activities throughout the centre regardless of age and stage of development.

All staff are being supported by the NT while on the floor as well as during staff meetings to ensure they understand the different pillars and what they represent. All staff participate in staff meetings

where they are able to share good practice about the experience they are offering and how they link to our STEM Nation journey.

- Our champions have also created STEM take home bags. This will allow all children and families to be part of the STEM Nation journey. Each bag has a bear is linked to a different area of the curriculum and have simple experience which parents and children can participate at home. Each bear has a story about STEM with all resources included to make it easy for all the participate. The parents encouraged to upload photographs of their experience with the bear onto e-journals which will allow us to use as evidence. We have has positive feedback from all children who have already participated in some at home STEM experiences, and we aim to continue with this into the next academic year.

Next Steps:

Create STEM action plan to work towards accreditation

Continue to gather evidence linking with the 5 pillars to work towards accreditation for STEM Nation

Further links with the community to support the development of the centre.

Continue with take home STEM experiences

Progress in National Improvement Framework (NIF) priorities

- **Improvement in attainment, 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.
- **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 assess 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 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 centre 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 rights through our continued work on the Right Respecting Schools award. A Holistic tracker was used to record and monitor children's wellbeing and involvement. In order to do this the staff completed Ferre Laevers observations twice yearly. These outlined that the most of children are happy within the centre with a few being supported by staff during times of upset or dysregulated behaviours.
- **Improvement in employability skills and sustained, positive Centre-leaver destinations for all young people (secondary Centres only).**
Almost all staff are woodwork trained and have 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 and outdoor learning.

Impact of Interventions for Equity

Staff have worked collaboratively to identify barriers to learning and wellbeing and have implemented strategies to ensure that all children are fully included and able to participate in aspects of centre life. Targeted intervention and responsive planning have helped to reduce gaps in learning ensuring children make appropriate progress for their stage of development.

Self-evaluation of The Quality Framework

HMIE Single Inspection Quality Indicators.

Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
Curriculum	Good	Good
Learning, teaching and assessment	Good	Good
Wellbeing, inclusion and equality	Good	Good

Summary of Centre Improvement priorities for Session 2026/27

- 1.Wellbeing and Inclusion
- 2.Curriculum (pedagogy)

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 self-evaluation processes in place. Staff work collaboratively to ensure there is consistency throughout the Early Years Centre as well as showing a commitment to participating in continuous professional development were provided by EDC. 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.