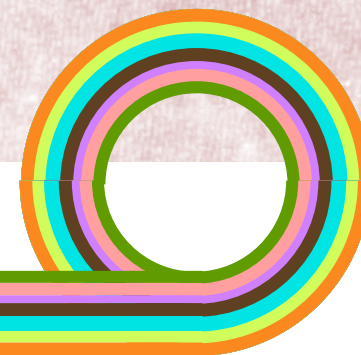


Dunscore Pre-school Centre



Standards & Quality Report

2022



1. Vision Values objectives & Aims

ALL OF THE HGIOELC QUALITY INDICATORS FOR LEARNING PROVISION & SUCCESSES AND ACHIEVEMENTS UNDERPIN OUR VISION
Our AIMS, OBJECTIVES & VALUES are also covered by all the quality indicators; however QI 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, & 3.2 are

OUR VISION

LEARNING, HAVING FUN,
MAKING FRIENDS

ACTION POINTS

- ☺ Continue to consider these in review of policy
- ☺ Update these in consultation with all at the centre in light of new manager and staff
- ☺ Add to all documentation

OUR OBJECTIVES

- ☺ To help children and families recover from the social isolation and anxiety caused by the covid pandemic by providing a supportive, stable and nurturing environment
- ☺ To provide stable secure transitions from home to setting, within settings and onwards to Primary, recognising individual needs and situations.
- ☺ To provide a safe, happy, caring, stimulating and secure environment for our children where everyone feels valued, included and respected
- ☺ To engage our children in the highest-quality teaching and learning to maximize success for all
- ☺ To promote high-quality leadership at all levels
- ☺ To promote a culture of ambition and achievement and to value and empower our children and staff by recognizing and celebrating successes and achievements
- ☺ To equip our children with skills for learning, life and work, in order that they might follow their dreams in the future.
- ☺ To encourage family involvement by creating opportunities to engage and get involved in their learning and the life of the Centre

OUR VALUES

Diversity – we understand that each child and their family is unique in their own way and brings unique talents
 Understanding – the individual needs of children and their families
 Nurturing – providing a warm nurturing environment where everyone feels they belong
 Self-evaluate to Self-improve – always looking to how we can make things better
 Co-operation – working together with children, families and individuals to make a positive difference
 Open door policy – always here to listen to your concerns. If it's important to you and your child it's important to us!
 Respect – listening to what's important to you and acting on it
 Equality – Ensuring every child and their family receive high quality learning opportunities
 Pride – we take pride in our children's achievements
 Responsible – encouraging responsibility for each other and our environment
 Exploration – exploring our local environment and the wider world
 Stimulating – challenging and meaningful learning experiences that meet the needs and aspirations of all children so they can face the challenges of the future
 Community – valuing the support our community offers and playing our role in our community
 Home from home – creating a happy and loving family environment where children can flourish
 Outdoor- providing quality outdoor experiences that promote creativity, imaginative play, challenge and risk-taking activities
 Opportunities – high quality learning opportunities that build on children's interests, personalities, talents and abilities and for families and the wider community to participate
 Learning – inspire a lifelong love of learning

STATEMENT

- ☺ Our vision, values and objectives were developed in collaboration with children parents and staff.
- ☺ Our aims are set under our constitution which is agreed with the Office of Scottish Charity Regulator (OSCR)
- ☺ They highlight some of the ways the centre ensures excellence and equity for all at the centre
- ☺ Our vision, values and objectives are shared electronically with families and paper copies made available on request.
- ☺ As this year has had ongoing challenges due to the Covid pandemic, we have continued to work closely with parents to inform, involve and engage them in the life of the centre and always welcome feedback.

2. Centre Information

Dunscore Pre-School Centre (DPSC) is situated adjacent to Dunscore Primary School on the outskirts of the village. It occupies the original school building. Within the building, we have two playrooms, a toilet area for children and staff/parents, a new office space and a storage room. One Playroom has an open plan kitchen and snack area within it and the other Playroom has a designated space for coats and shoes etc. There is a small enclosed playground to the front of the building and we also make use of the local Park and Woodland nearby for Outdoor Play and Learning. The Centre is a registered Scottish Charity which is run by trustees and a parent forum of parents and members of the local community. Currently, four part-time staff are employed to manage the Centre and work with the children. We are a Scottish Charity, Status No. SC014199, a member of Early Years Scotland, and a Partnership Group Member with Dumfries & Galloway Council

Our aims are to:

- ☺ advance the education and social development of pre-school children and their parents and other appropriate persons, through the provision of early learning and childcare sessions, as well as sessions for parents with their babies and toddlers.
- ☺ provide a safe, caring environment where children can thrive, help all the children become independent in all aspects of life, play and learning, ensure children know they are important and listened to, inspire a love of learning, equip them with the knowledge and skills for today's society, provide activities which offer appropriate challenges for every child, work with parents and community to provide the best for all the children at the centre.

In furtherance of the above aims the group shall seek to:

- ☺ provide safe and satisfying group play and learning
- ☺ encourage other charitable activities through which parents may support the development of children.

Our setting provides care and education for a maximum capacity of 20 children 3-5 years of age during school term times. Session times are 8.30am to 4pm, Monday to Thursday. We have a strong and very positive relationship with the Primary School which provides many opportunities for joint activities and makes transitions easier for children.

Feedback from parents, carers and children at the centre

The resources and advice you share are always welcome and appreciated.

I'm glad you are giving us a little bit of help with her language development. She has vastly improved this last year

Thanks for making her first term so much fun and helping her to settle so easily

He has had his challenges with behaviour, but I think the way it's been dealt with has been consistent & fair. Praise for good behaviour has been well received and I think this approach has gone a long way to help him

She gained so much confidence and learned so much from you

Thanks for making sure we got the help we needed and keeping us in the loop at every stage

Both my children have absolutely loved their time at the Preschool. It's a safe and relaxed environment where they can discover and develop their own interests and friendship groups

She has really enjoyed her time here, particularly the day-to-day variety going to the park or woods and excursions to various places. As parents we appreciate and value this diversity

My boys are very different characters, but each of them has been supported & nurtured to help develop themselves in the best way, to be their own person.

We feel that there is a good balance and variety of activities to keep our child stimulated, learning, and engaged

I think it's important to have that balance of learning through the freedom to play but also developing the right skills for that transition into

We also asked the children what they thought of Dunscore Preschool

DPSC has been the best introduction to the community. I know he's going to school with a great understanding of where he lives. The outdoor time was exceptional and beyond my expectations

I love going on the trips

I love my teachers

I like making pictures for my mummy

I love going to the woods and the park and playing in the bog

I like riding on the bikes in the playground

Playing spies in the secret den

Hot chocolate, fires and marshmallow in the woods

Painting hands and feet

Baking and making cakes

Playing with my best friends

Lunch and snack

Making things



3.1 Progress against 2021/22 Improvement Priorities

PROGRESS AGAINST IMPROVEMENT AREA: 1 Special Educational Needs

HGIOELC QI: 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress. 2.7 Partnerships
Theme: Engaging families in learning

NIF PRIORITY: Improvement in children and young people's health and wellbeing

NIF DRIVER: School improvement

NATIONAL STANDARDS: Development of children's cognitive skills, health and wellbeing, Inclusion

HEALTH AND SOCIAL CARE STANDARDS: I experience high quality care and support that is right for me

OUTCOMES

- Children receive appropriate support and make progress in speech and language, social skills and motor skills
- Partnership with other professionals delivers targeted support
- Practices, environment and resources support and promote communication, social skills and motor development
- Parents involved in support process and engaged in activities at home to extend learning

KEY TASKS	HOW WELL ARE WE DOING	EVIDENCE OF IMPACT	AREAS FOR IMPROVEMENT
1.1 Investigate using social stories to help children understand how others might behave or respond in a particular situation, help a person to cope with changes to routine and unexpected or distressing events and as a behavioural strategy	Laura and Lee researched social stories and produced individual personalised books with personal photos for specific children which helped children deal with challenging new situations such as the birth of a sibling and understand social situations and behaviour expectations	Child shared book at home and behaviour at home and setting was more settled. Children used language from story in setting and at home to regulate emotions and behaviour	Continue to develop books and add personal photos and targets
1.2 Timetable individual SLT support groups with individual/small group of children to develop speech sounds, fluency	Targeted SLT group has helped to make speech sounds clearer and communication more fluent	Child more aware of difference between produced and required sounds and can self-correct	Encourage parents to attend drop-in sessions at SLT for more complex SLT concerns to speed up SLT agency

			support. Work with child and family with delay in accessing SLT support.
1.3 Timetable activities to develop fine and gross motor skills- write dance, messy play	Practitioner leads music and movement, incorporating yoga which children request and all children engage in. Individual routine to support child in independent dressing and to develop core strength. Messy play activities in indoor/outdoor tuff tray/art and craft area focused on developing fine motor skills, social skills	Messy play has had positive impact on social and emotional wellbeing as it promotes co-operation and integration Playdough activities has led to improvement in muscle tone which has had a noticeable improvement in self-help skills – dressing, toileting etc	Work with OT when support becomes available
1.4 Audit SEN activities and resources and source/develop/adapt appropriate activities/resources	Audit and discussions with EV, OT highlighted resources to benefit target children. Fidget, numeracy and visual resources were created/purchased resulting in an increase in ability to maintain focus and better understanding of nursery routine	Observations show children have more focus at circle time, group activities, snack and meal time resulting in less disruptive behaviour Children are better able to recognise, talk about and regulate emotions	Continue to observe and be creative about developing resources/practices to support improving focus and self-regulation
1.5 Request assistance from SLT, EV, OT, paediatrician for assessments of children with speech and language, developmental, gross motor and autism spectrum concerns	Backlogs due to covid have continued to have an impact on waiting times for specialist involvement. EV SLT and OT have approved strategies and practices already in place and have suggested additional resources, practices and activities to support children in centre and at home. Still awaiting paediatric involvement Support for learners framework used to identify concerns, formulate action plan and provide evidence required for assistance from outside agencies.	EV OT and SLT reported that children have made significant progress in speech processing, emotional wellbeing and fine and gross motor skills, and some have been discharged	Continue to be proactive in seeking support from outside agencies and use additional support for learning framework to ensure appropriate evidence to support referral is gathered
1.7 Liaise to provide individual support plan with activities	Practitioners plan for individual needs and put together strategies and smart	Observations and feedback from parents and outside agencies show that	New management to continue to liaise to ensure appropriate information

	targets and seek assistance from parents and outside agencies where necessary	children have made progress in social skills, behaviour management, speech and language, self-help skills, diet	sharing resulting in appropriate support for children and families
1.8 Parents informed at an early stage of practitioners concerns and involved in referral process	Parents are informed through face to face, telephone, email or TEAMS conversations of any identified concerns and agreement sought on strategies and targets which can be reinforced at home if necessary and are kept updated on progress and next steps	Parents report that they appreciate setting sharing concerns and are engaged with activities and strategies as evidenced by an improvement in setting and at home. Parents also feel comfortable report concerns from home setting	Work with families to identify possible concerns before starting setting – revise care plan questions/conversations or ‘all about me’
1.9 Parents informed of progress at every stage via face-to-face conversations/learning journals	Parents are informed through face to face, telephone, email or TEAMS conversations and fully engaged in activities and strategies to support child	Parents feedback through LJ/class dojo/email/face to face conversations	Ensure all parents can access dojo/email/Learning Journals and update through personal conversation when important messages are posted
1.10 Parents offered tailored activities to extend learning at home	Class dojo, LJ, Teams used to share online resources and individual SLT, books, learning sacks, social stories and customised resources extend learning at home		
1.11 Investigate purchasing different furniture/chairs to offer more support	(6/21) New tables and chairs purchased Impossible to find chair with arm support at right height for child but child moved to a different position at new table has helped provide more support	Child able to sit at table with fewer balance issues	Take advice from OT on resources/strategies to provide support when appointments become available. Liaise with shared placement next year to share information and strategies that are working well and ensure ongoing information sharing.
1.12 Research activities and apparatus that support motor development – yoga, wake up shake up, go noodle etc	PE activities, assault courses, yoga, music and movement and go noodle engage children and help develop core stability and muscle tone.	Children with additional support needs able to take part in activities to help develop core strength, participation and social situations along with other children in fun environment	Manager and new practitioner continue to focus on ASN to provide targeted support

<p>1.13 Research websites, NHS web support and Facebook groups to provide ideas to support motor development</p>	<p>Practitioner joined dyspraxia support group and researched Education Scotland resources on dyspraxia to develop better understanding</p>	<p>Realistic targets developed for child led to improvement in key areas including self-help skills and more independent dressing</p>	
<p>1.14 visual timetable to help children understand routine and prepare for transitions.</p>	<p>Individual visual timetable produced to help children at transition times reduce anxiety and emotional upset</p>	<p>Observations show that child independently accesses and uses timetable to self-regulate and is calmer at transition times</p>	<p>Share strategies with Primary and arrange enhanced transition as child enters deferred year.</p>
<p>1.15 Purchase recordable talking panel to provide structure and routine, encourage independence, prevent frustration and anxiety and build confidence and promote story sequencing.</p>	<p>Recordable talking panel used with individual children to make choices for play and acts as additional visual time table. Not able to allow unrestricted access to panel as some children were abusing device.</p>		<p>Try to allow more unrestricted access to talking panel next year with different cohort of children.</p>



PROGRESS AGAINST IMPROVEMENT AREA: Self evaluation for self improvement

QI 1.1 self-evaluation for self-improvement, 1.2 Leadership of learning Theme: Professional engagement and collegiate working

NIF PRIORITY Closing the attainment gap between the most and least disadvantaged children and young people

NIF DRIVER: School leadership, School improvement

National Standards: Self-Evaluation and Improvement

HEALTH AND SOCIAL CARE STANDARDS: HSCS 4 – I have confidence in the organisation providing my care and support

OUTCOMES

- All practitioners are inward, outward and forward looking in their evaluation and improvement activities
- All practitioners actively engage in continuously evaluating and improving our setting
- Strong ethos of improvement through sharing practice, and through peer support and challenge
- The views of children and families are effectively used to improve the life and work of the setting
- Practitioners identify areas for improvement linked to the results of self-evaluation and identify professional learning activities.

KEY TASKS	HOW WELL ARE WE DOING	EVIDENCE OF IMPACT	AREAS FOR IMPROVEMENT
2.1 Trial big book/wall/whiteboard self-evaluation and improvement planning to find most effective and inclusive method of self-evaluation to highlight areas requiring improvement and facilitate collaborative, focus led solutions including planned management	(8/21) Mind map HGIOELC from Twinkl used for big wall self-evaluation. This has improved focus on key areas. Practitioners add ideas from observations to display. Manager shares self-evaluation review calendar with practitioners so staff have time to reflect and self-evaluation sessions are optimized.	Practitioners provide timely written notes/email feedback which can then be collated	New manager and practitioner to decide whether to continue with current self-evaluation practice or adapt it

<p>2.2 Practitioners to share learning as a result of training/research/ support groups</p>	<p>Teams used to share support materials from training so that all practitioners can access best practice</p>	<p>All practitioners are able to access support material whether or not able to attend specific training</p>	<p>Endeavour to ensure new manager/practitioner has access to GLOW as soon as possible after taking up new role</p>
<p>2.3 Use quality assurance calendar ECERS, SSTEWS, RtA, National Standard and new quality framework to systematically evaluate environment and practice.</p>	<p>Care inspectorate new quality framework linked to HGIOELC</p> <p>National standard reviewed and assessed to ensure compliance and discussed with EYS team</p>		<p>ECERS and SSTEWS not utilized sufficiently as there are too many reference materials to review</p>
<p>2.4 Use CI bitesize session to familiarise staff with new inspection arrangements to ensure compliance</p>	<p>CI bitesize link shared with staff and discussed at staff meeting</p>	<p>Practitioners reported they found sessions informative</p>	<p>New manager to continue to highlight Ci bitesize to ensure new and all practitioners have access to best practice</p>
<p>2.5 Use parent forums and class dojo to engage parents in suggesting areas requiring evaluation and improvement, and share progress “You said.....we did”</p>	<p>Due to ongoing covid restrictions parent forums have been unable to meet in person for much of the year. Used class dojo to gain parents views. Phone calls/face to face conversations with parents enable individual insight and personalised action plans discussed and progress updated.</p> <p>You said.... we did</p> <ul style="list-style-type: none"> *Adapting meal provision to facilitate outdoor learning *increase in woods/outdoor learning *Flexibility for extra-curricular parental involvement *Involvement in playpark project *Circle times to discuss behaviour *Toilet training support *Trips *Supporting better eating 	<p>Parents volunteered to undertake projects/share expertise and learning.</p> <p>Parents were happy with progress and feedback</p>	<p>Share progress on improvement plan more systematically with parents and try to get their feedback on progress</p>

	<p>*Cultural celebration</p> <p>*Alternative enhanced transition</p>		
<p>2.6 Use recordable devices/big book/wall/whiteboard planning to determine children's views</p>	<p>Visual timetable support children in selecting activities</p> <p>child's voice clearly visible in PLP and planning</p> <p>child's voice section in daily diary</p> <p>child's voice section in reports/all about me</p>	<p>Observations show that children use visual timetable to select activities</p> <p>Daily diary/planning sheets/PLP/reports/all about me show child's voice</p>	<p>New management to consider how best to continue valuing child's voice</p>
<p>2.7 Practitioners to review/ undertake autism awareness training, Communication champions, motor development dyspraxia support</p>	<p>Practitioner completed autism awareness training leading to better understanding, strategies and behaviour management</p> <p>Manager joined dyspraxia support group and gained insight into strategies</p> <p>Communication champions materials made available to all staff through team and additional support materials researched and shared with staff and parents leading to progress in communication and improved speech sounds</p>	<p>SLT OT reported progress and some children have been discharged.</p>	<p>New manager/practitioner to consider communications champion training</p>



3.2 Summary of Key Strengths and Areas for Improvement 2021/22

Quality Indicator:

1.3 Leadership of Change

- Developing a shared vision, values and aims relevant to ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

EVALUATION OF
QI USING
HGIOELC 6
POINT SCALE

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QI theme	How well are we doing? What is working well for our learners?	Evidence of impact	Areas for improvement
Developing a shared vision, values and aims relevant to ELC setting and its community	VVA displayed in classroom (10/21,6/22) VVA reviewed and agreed at AGM and termly to ensure compliance and relevance by including section in staff meetings minutes Messages to parents linked to VVA (4/22) Website updated in consultation with parents to include general information, appropriate photos	Parents liked format and find wording was meaningful and easy to remember. Parents manager and administrator worked together to agree on website layout and content	Continue to review VVA regularly with children and parents Continue to work with parent forum to improve centre and benefit the community Review vision to include challenge.
	Worked with parent forum to provide opportunities for social events within restrictions (11/21) worked with families to create personalised cards as fundraising (11/21) worked with church eco group activities to support cop 26 (6/22) arranged fundraiser for Ukraine and graduation celebration	Parents new to area felt more part of community and received support from other parents. Children felt empowered creating own cards and parents liked personalisation	More split placement children and children entering in ELC2 year will require creative thinking to aid inclusion and cohesion
	Continue to working with community to canvas ideas, obtain permission, arrange groundworks, source funding and support fundraising on playpark project to improve area and make it a better space for everyone in the community	Good response to survey monkey for ideas from wide age group, work carried out to fix leak and drain area, fundraising supported widely in community	Continue to work with playpark project to support and contribute to planning to ensure new playpark provides benefits to whole community
Strategic planning for continuous improvement	(8/21) updated self-assessment process by introducing big wall display enabling practitioners to input regularly.	Practitioners find new format easier to use/understand	New manager to evaluate and decide on how to continue to involve all practitioners in meaningful self-evaluation/improvement

	<p>(9/21) numeracy self-assessment training was shared with all staff using TEAMS providing new ideas to assess numeracy area and introduce improvements.</p> <p>(10/21) communication champions material added to TEAMS so all practitioners have access to materials</p> <p>(3/22) planning tracking and monitoring training shared at staff meeting & TEAMS</p> <p>(5/22) safeguarding training shares at staff meeting & TEAMS</p>		<p>Continue to use monitoring and tracking to assess and promote developing number knowledge</p> <p>New staff to undergo child protection training manager 9/22, practitioner 8/22</p>
	<p>Feedback: dojo, LJ, ongoing verbal feedback from online parent forum & scheduled parent chats, appraisals & feedback sheets recognise quality care and highlight areas for improvement.</p>	<p>Feedback from parents has been very positive, particularly for information sharing, support with referrals to other agencies and mitigations</p>	<p>New manager/practitioner to review and if necessary amend appropriate feedback system</p>
	<p>Care plans regularly updated and shared on TEAMS to include important developments</p> <p>Staff planning includes long term and weekly planning linked to CfE and including context, learning intentions, success criteria, evaluation and next steps</p>	<p>Practitioners view and update care plans</p>	<p>New manager to review care plan format and information sharing and alter as appropriate</p>
Implementing improvement and change	<p>Continued to follow regular covid updates/made needed changes Mitigations/risk assessments shared with parents to ensure we worked as a community to minimise spread of infection</p>	<p>Parents supported extra measures put in place and complied with guidance resulting in no outbreaks in setting</p>	
	<p>Quality assurance calendar ensures self-assessment using national standard, HGIOELC and CI framework is systematic and practitioners know timeline to discuss self-assessment and are prepared with notes to share</p> <p>(10/21) Used new CI framework to supplement self-assessment and improvement planning</p>	<p>All practitioners engage in self-assessment/improvement</p>	
	<p>Changes to layout and environment involve children & regularly reviewed and implemented to reflect interests and individual needs – superhero play/environmental interest/life cycles/messy play/baby care roleplay/money & shop roleplay/dramatic arts Liaising with parents to implement behaviour strategies - dojo points/stamps/sticker charts/extra-curricular activities has led to improved behaviour at home/setting</p>	<p>Observations show children engaging in productive/imaginative play as a result of layout changes</p> <p>Observations show improvement in social behaviour at setting and parents report improvement at home</p>	<p>New manager to consider removing breakfast bar to create more private informal office area, purchasing new office furniture to assist practical effective practitioner planning.</p> <p>Continue to involve families in partnership working especially with</p>

	Work well with external agencies and involve families in partnership working		outside agencies to ensure effective information sharing and improvement
	<p>Worked with trustees, Early Years Support to advertise and manage interview process for new manager and practitioner. Parents and children were involved in interview process Parents were engaged in process and management arranged for new practitioner to meet with children and parents before start of term to ensure smooth transition. Manager worked with new practitioner to provide useful and necessary documentation Informed Care Inspectorate of change to trustees and management</p>	Parents and children felt included in interview process and gave important feedback which guided decision making process	



Quality Indicator:
2.2 Curriculum

- Rationale and design
- Learning and development pathways
- Pedagogy and play
- Skills for life and learning

EVALUATION OF
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 HGIOELC 6
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QI theme	How well are we doing? What is working well for our learners?	Evidence of impact	Areas for improvement
Rationale and design	VVA highlighted in communication with parents and linked to key activities/projects so that parents understand the rationale Creative approaches are taken to carrying out the curriculum. We listen to children’s voices and aim to build our approach to the curriculum around their preferences We share the curriculum purpose with parents by class dojo and Learning Journals, PLP's- discussing areas that children need help with e.g numeracy/communication and sending learning packs home.	This has led to a better understanding of our Vision, values and aims and curriculum and positive engagement Parents share photos of learning and experiences at home and bring in examples of learning or progress to be added to PLPs	Investigate how new website can be best used to share curriculum
	Important part of small community – working within covid restrictions children have joined community to take part in climate change activities, harvest, Remembrance Day, children in need, red nose day, Nativity, world book day, Easter egg hunts, Jubilee and gala celebrations. The children and families have also played an important role in developing a new play park, contributing ideas and planting trees and bulbs	Children feel respected and valued in their community and community better understands needs of children and young families and can put support in place	
	Practitioners attend clusters and training online, get inspiration from and contribute to relevant early years Facebook, feedback best practice, share resources using TEAMS and implement necessary changes		

Learning and development pathways	Worked with digital learning provider to add Achievement of a level to platform to better reflect each stage of progress	Parents are able to see how children's progress relates to CfE	More reflection with the children post-activity – thumbs up/down, smiley face/frowny face for how they felt about activity or how they feel they understand. More focus on plenary to make sure children know why we have done the activity
	Newly adapted personal planning and weekly planning sheets are shared at weekly planning meetings- focus on identifying the rationale, strategies and success criteria, the child's voice, bundling experiences and outcomes, evaluating learning and putting in place next steps,	Practitioners are clearly able to track progress, plan support and share achievements and progress	
	Experienced practitioners work with individual children according to their needs and share activities to reinforce skills that can be carried out at home	Parents and practitioners share achievements and progress	
	Numeracy framework, Achievement of a level, Speech sounds checklist, Renfrew language scales used to track progress in free play and for assessment.	All children made good or very good progress in HWB literacy and most in numeracy.	
	Children take part in adding voice to reports, setting targets and sharing achievements and by selecting photos for PLPs and end of year graduation celebration slideshow	Child's voice shows children can express what they are good at and where they want to make progress	
Pedagogy and play	<p>Environment: Layout and resources adapted to promote process over product activities, imaginative and loose parts and messy play recognising that some children require specific sensory stimuli.</p> <p>Outdoor play - Recognising varifold benefits of outdoor play, and individual children's need to spend more time in outdoor physical play led to greater focus on outdoor learning, adapting and purchasing resources, and managing practices, timetable and staffing to make best use of environment</p> <p>Practitioners provide breadth and challenge and support creativity by the wide range of activities that we provide</p>	Children have developed better communication, problem solving, social skills, creativity as a result of more time outdoors and parents are happy that children have greater access to outdoor areas	Continue to work with OT EV HV and SLT to aid children with additional support needs to socialise and make progress
Skills for life and learning	<p>Strong community ethos – centre encourages children and families to share skills. Parents have</p> <ul style="list-style-type: none"> *demonstrated music skills- talking about careers in music and teaching *given practical health care demonstrations/talked about career in medicine. *brought along farm animals sharing life cycles and farming/food production 	Parents volunteer to support and are more engaged in learning activities and children see possibility of interests and career paths.	Continue to involve parents and wider community in life of centre to expand experiences and spark interest in future world of work

	<p>*demonstrated forestry/environment skills - importance of environment. Arranged trips to library, beach and mosque to explore wider environment and share cultural traditions Partnership with Primary - worked closely to share covid guidance/updates Updated transition activities in line with guidance and increased enhanced transition working with Primary and families for target children. Used digital technology to provide parents with link to Primary teacher early on in year to provide children and families with personal link and information about transition to Primary</p>	<p>Centre able to advise families and update on local outbreaks and put mitigations in place to reduce transmission risk.</p> <p>Children and families without older siblings at Primary feel reassured and more confident about move to Primary</p>	
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Quality Indicator:
2.3 Learning teaching and assessment

- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning tracking and monitoring

EVALUATION OF
 QI USING
 HGIOELC 6
 POINT SCALE

5

QI theme	How well are we doing? What is working well for our learners?	Evidence of impact	Areas for improvement
Learning and engagement	Children use variety of methods including visual prompt cards, talking boards to choose and plan activities	Observations show engagement in learner chosen activities and progress in all areas of curriculum in play led learning	Parental engagement sessions within restrictions have been positive and beneficial. Under new management initiate in person PEEP sessions, Stay and play, and other activities to promote engagement and continue to make more links with the community New management to consider providing activity packs, posting activities, songs stories on dojo/Teams during holiday periods to create/maintain link with setting
	Positive relationships- practitioners used phone calls, Teams, WhatsApp, dojo, socially distanced outdoor conversations, arranged individual indoor visits where necessary and permitted and worked with trustees to arrange social events to establish and build upon relationships with new/existing parents throughout year	Parents new to the area were supported to establish new friendship groups and	
	During 'self-isolation' or periods of longer illness ensured ongoing engagement via dojo, Teams, email, phone/video calls.	Parents reported that they appreciated activities to continue learning and children returned to setting settling more easily as link had been maintained during period of absence	
	Happy confident children: Work closely and plan with families to ensure children settle happily. Liaise with ELCCs and Primary to share information to ensure split placement children and children transitioning to primary are happy and achieving in setting. Learning Journals/dojo used to share progress and next steps with parents.	Children come into Preschool confidently separating well from parents/carers	
	AI about me and care plan revised to make section for parent goals/targets clearer	Parents work with setting to help children achieve manageable goals	

Quality of interactions	Practitioners listen effectively to children individually and in small groups and model listening skills so that children feel valued and can respect others' views	Improvement in socialisation, listening skills and communication	Practitioner identified to take over remit for SLT next year with key child. Consider if practitioner should take responsibility for all SLT as it is an area of interest.
	Environment: practitioners adapt layout, resources and activities to promote small group interactions supporting communication and socialisation and provide opportunities to extend learning and play. Children sometimes split so that N5 children can focus on key skills and areas of interest and mitigate against learning lost during pandemic, while N4 children focus on socialisation, communication and developing key skills.	Tracking shows that all children have made progress in HWB, numeracy and literacy. Children more aware of next steps Observations show that children settle more quickly into productive play and have formed supportive friendship groups	
	SLT and Superchamps training supports individual children/ groups with speech sounds, syntax, sentence structure, pronouns and prepositions resulting in better communication of needs and feelings	Practitioners and parents have reported improvement in communication leading to less frustration and improved behaviour, greater confidence and socialisation and an improvement in Renfrew language scales assessment	
Effective use of assessment	Regular meaningful observations including next steps in online learning journals/dojo share progress with parents and enable further consolidation at home.	Practitioners, children and their families aware of their progress on their learning journey	New manager to reassess developing number knowledge tracking and consider developing new system
	Modified planning sheets enable practitioners to share learning intentions with children and plenary provides opportunity to reinforce learning, identify next steps, hear child's voice and celebrate achievement		
	DNK, SLT, Milestones and TLQ used to assess learning and data shared with practitioners and families		
Planning tracking and monitoring	Modified personal planning and weekly planning as a result of training led to improved user-friendly system which draws on children's interests and areas of need identified from observations and highlights success criteria and child's voice		Focus on planning tracking and monitoring identified in improvement plan

	Modified tracking overview integrating information from personal plans to provide clear overview of important information and tracking progress	Spreadsheet and LJ clearly shows important information	New manager to continue to review modified tracking and planning and adapt where necessary
	Achievement of a level adapted and added to LJ so that practitioners and parents can see where learning fits into CfE	Practitioners can now clearly assess children's level and plan to support progression	
	Liaised with EV SLT OT to complete initial assessments, develop action plan, track progress and feedback developments	Outside agencies praised information sharing and reported that it was productive	



Quality Indicator:
2.7 Partnerships

- Engagement of parents and carers in the life of the setting
- The promotion of partnerships
- Impact on children and families

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Qi theme	How well are we doing? What is working well for our learners?	Evidence of impact	Areas for improvement
Engagement of parents and carers in the life of the setting	<p>A key aim in VVA is “To encourage family involvement by creating opportunities to engage and get involved in their learning and the life of the Centre”</p> <p>(9/21) Key values and aims are linked to correspondence to parents facilitating understanding of the importance of parental partnership</p> <p>(10/21) Parents offer support or are invited to support projects – making bird feeders, environmental projects, enterprise schemes to design Christmas cards, world of work</p> <p>4/21 parents and children bring in pet lambs and discuss animal care and farming</p>	<p>>75% parents attended AGM and Teams accounts have enabled parents to access documentation and provide ongoing feedback</p>	<p>Try to initiate PEEP, Stay and play, baking, woodland volunteers and other activities to promote engagement, and aid integration for new families, guidance permitting.</p> <p>Continue to seek children’s and families’ views and include in VVA</p>
	<p>All parents access individual Microsoft Teams accounts, and technical support made available to enable all families to meet access resources, view risk assessments, trustees annual report, update care plans and parental permission documentation. Teams is also used to facilitate AGM and parent forum discussions</p>		
	<p>Parents gave meaningful feedback on ‘settling in’ through questionnaire revealing that parents were very happy with the information they received before starting, that questions were answered promptly and effectively and that they were regularly informed on child’s progress and were reassured by observations and updates on class dojo and Learning Journals</p>	<p>Parents are motivated to be involved in life of centre as they feel their views are important and validated</p>	
	<p>New website developed with key information and Facebook page developed with regular updates for community parents and prospective parents to learn more about centre’s activities</p>		

	ASN materials developed and shared with families to promote setting and home learning link. Activities in setting shared with families so that learning can be extended in the home environment	Parental feedback reveals that parents value the resources and information sharing and use the resources at home leading to improved progress and support for partnership ethos	Review transition arrangements in line with covid guidance for new families, so that they know as much as they can about the life of the centre, and are comfortable with arrangements and familiar with staff.
	Shared key stages of our improvement plan with parents. 3 key questions to support self-evaluation are shared with parents and feedback	Parents feedback ‘I believe it is clear that the values and aims are being met and there is an excellent vision for the Preschool ‘Offer open and friendly opportunities for feedback-whether face to face or dojo. The parent forum will be a great way to be involved’ ‘It’s been helpful to have the VVA linked. I think the preschool has coped really well with what has been a difficult year...I think you are all doing an amazing job!’	
	Alternative provision made for parents and children to introduce them to the setting, including photos, videos, face time and using outdoor space. Staff discussed with parents staggering start dates for new children to allow time and space for children to settle happily	All children returned to the setting happily and new children settled well.	
The promotion of partnerships	(08/20) Good partnership with parents, Primary and D&G council to establish a workable system for the provision of meals. Staff regularly report to parents through conversations and dojo on meal choices, and make any changes necessary to ensure all children have a positive experience	Most children eat a hot meal for lunch. Parents appreciate feedback on what and how their children are eating and flexibility to amend choices	Continue to monitor system to ensure it is working effectively for all Continue to work closely with Primary, D&G council, CI and health authorities to follow guidance and reduce risk of spread of infection
	Good partnership with Early Years Support, public health and families to ensure compliance with covid secure measures resulted in no further cases	Additional information provided reassurance that would we continue to prioritise the safety of children and families.	When restrictions allow

	All practitioners engage in twice weekly LFT covid testing to ensure staff, children and families were kept as safe as possible		investigate how we can make more links with the community
	Liaised with Dunscore Primary to set up transition arrangements that meet the needs of the children and adhere to covid guidance (10/21) meeting cyclists enroute to COP26 (11/21) planting trees and bulbs for playpark project (12/21) sharing Christmas songs and play via TEAMS (5/22) jubilee lunch and celebration & additional transition activities (6/22) sports day with Primary & additional transition activities		
	Continued work with a group to improve the local play park, involving parents and children in ideas for improvements, applying for financial support and fundraising	Parents and children feel motivated and empowered to make a positive change to benefit the community	
	Worked with Scottish Fairtrade forum to share materials and activities we have created to educate ELC children and families about importance of Fairtrade.		
Impact on children and families	(8/21) parents provided photos to prompt discussion of 'what's special about me' and 'what I did in my holidays' projects (9/21) Provided home learning materials for maths week Scotland using numicon resources to aid understanding of developing number knowledge (10/21) parents supported and volunteered to lead learning on environmental projects (12/21) worked with children and parents to produce Christmas play which families could access and met with covid guidance Various trips (Mosque, library, seaside chocolate factory) have included parents and they have a greater understanding of setting and appreciate opportunity to be involved	Parents valued the resources and reported in dojo and discussions that they provided useful support Parents keen and volunteering to be involved Parents volunteer to support on trips and provide feedback on how much they have enjoyed trips with children as it gives them an opportunity to meet with other parents & feel useful	Continue to work to ensure children and families are involved and engaged in learning and life of centre, whether parents can physically be present in the building or not
	Work with Primary, children and families to produce a transition program		
	Work within covid guidelines to provide a positive and memorable end of term experience for children and families		



Quality Indicator:
3.1 Ensuring wellbeing, equality and inclusion

- wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

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QI theme	How well are we doing? What is working well for our learners?	Evidence of impact	Areas for improvement
Wellbeing	SHANARRI wellbeing indicators shared with parents in compiling and updating care plans and highlighted in class dojo/Learning journals online observations	Parents are aware of wellbeing indicators and how they can support wellbeing at home	Continue to work with parent forum on activities to help children and parents new to area or setting to become more integrated and feel supported Continue to work with outside agencies to support children with additional support needs to enjoy physical play and express emotional needs Liaise with HV before children start to discuss any areas of concern
	Strong parental involvement Parents contribute to projects in setting, sharing experience and expertise – music, farming, environment Good communication face to face, phone or via dojo to update on absences, important information, concerns and achievements to ensure we are all working together for children’s wellbeing. (11/21) parents invited to take part in paediatric first aid training (5/21) parents/children involved in interview process for new manager practitioner (5/22) parents involved in adapting safeguarding leaflet to include centre relevant information	Parents volunteer to contribute to learning experiences and feel welcomed in setting Parents used opportunities to share important information, receive positive feedback and have concerns addressed 2 parents completed training with practitioners Parents children gave important feedback on new practitioner/manager which impacted decision making process	
	Primary and community partnership Worked closely with Primary to implement and amend transition arrangements to meet needs of individual children and changing remit in Primary. Continued to work with playpark project planning a community playpark that meets the needs of children and their families and community as a whole-planting trees/bulbs, arranging social events and fundraising	All children and families were able to have concerns addressed and were confident and excited to start Primary. Children, families and communities feel included and involved in project, feel their input is valued and they support fundraising	
	Healthy food provision worked closely with council, Primary, parents and children to manage meals provision. Regularly updated parents and Primary on changes to menu choices. Supported children and parents to increase variety of food to include more fruit and vegetables and hot meals	Most children have moved to having a hot meal at lunch and system allows for menus to be easily updated. Parents supported adapting menu to picnic style	

	<p>(4/22) menus adapted to include picnic style lunch once a week that can be transported to woods to take advantage of outdoor learning</p>		
	<p>Daily physical activity and outdoor play Arranged staffing rota to provide daily opportunity for play at woods/park and arranged access to different outdoor areas in community to extend interest</p>	<p>Parents have supported daily outdoor play providing wellies and outdoor suits where possible which are left at setting. Children are excited to play outdoors daily and enjoy freedom to exercise in woods/park/wider community areas</p>	
	<p>Mental health and wellbeing – children encouraged to talk about how they feel using visual aids and prompts cards when necessary to aid communication and develop language skills. Children’s/parents’ wellbeing concerns, both inside and outside the setting are handled compassionately and delicately. (2/22) Worked with EV to implement ‘how is your engine running?’ programme to aid with elf regulation</p>	<p>Child is better able to self-regulate and parents report child is using self-regulation language at home</p>	
	<p>Staff wellbeing Practitioners have been encouraged to attend wellbeing online training if necessary. They have a close personal and working relationship, look out for each other. During periods of ill health practitioners have rearranged rotas and adapted practice to support others.</p>	<p>Staff feel able to share concerns and receive understanding and support</p>	<p>A change in management and staffing will require new working and personal relationships to be formed. Existing staff to offer support and guidance</p>
Fulfilment of statutory duties	<p>National standards and new Care Inspectorate framework reviewed and incorporated into self- assessment discussions to ensure compliance. Practitioners use GLOW for training. All staff completed refresher paediatric first aid training. Practitioner completed autism awareness training as identified in improvement plan, completed degree in Childhood Practice, completed credits in Childhood Practice qualification and have completed first year in childhood practice degree</p>		<p>Ensure secure transition to new manager and practitioner, ensuring Child protection, reporting to Care Inspectorate and other manager remits are secure and identifying any training needs</p>
	<p>Practitioners attend weekly staff meetings to plan and share learning discussions, web meetings with EYT, time to chat, regional collaborative.</p>	<p>Information and learning conversations, good practice shared with practitioners and measures implemented</p>	
	<p>Manager shares covid information weekly with CI and Scottish Government and provided detailed notifications to CI, D&G council.</p>	<p>Relevant authorities notified of current covid status of staff/children</p>	
Inclusion and equality	<p>Diversity We have children from different cultural backgrounds and work with families to celebrate festivals and traditions. Regular discussions with children to prompt questioning of traditional gender roles and support children to</p>	<p>Children are aware that although we are all different, we are all equally important. Families were happy to engage in projects, suggesting ideas,</p>	<p>Continue to work with families from all backgrounds to ensure they are included and</p>

<p>explore their interests and provide security so children feel comfortable talking about how they feel and what makes their family special</p> <p>(10/21) worked with family to share activities to celebrate black history</p> <p>(12/21) developed activities for St Niklaus</p> <p>(3/22) visited mosque with family</p> <p>(4/22) Family involved in sharing traditions around Ramadan/Eid</p> <p>We share books with ethnically diverse characters & stories from world religions, gender neutral stories, and books with different family structures so that children appreciate that we are all different but equal.</p>	<p>providing recipes and materials and answering questions.</p>	<p>contribute to diverse activities</p>
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Quality Indicator:
3.2 Securing Children's progress

- Progress in communication, early language, mathematics and health and wellbeing
- Children's progress over time:
- Overall quality of children's achievement
- Ensuring equity for all children

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Qi theme	How well are we doing? What is working well for our learners?	Evidence of impact	Areas for improvement
Progress in communication, early language, mathematics and health and wellbeing	Partnership with parents and practitioner learning discussions identify areas of concern, learning and wellbeing needs, resulting in strategies and SMART targets. Practitioners use Communication Superchamps material and develop personalised resources which are shared with families to extend communication skills and family learning Practitioners use DNK to monitor, track and extend numeracy. Areas requiring further support identified and individual programmes of activities developed and support materials shared with families where appropriate.	<p>Feedback from parents SLT EV and OT all report significant progress in communication and health and wellbeing. Achievement of a level shows all children making good or very good progress in HWB and literacy on transition to Primary. Most children make good or very good progress in numeracy with one child making some progress in numeracy during short time at setting DNK tracking clearly shows making progress across levels.</p> <p>Observations and tracking show that children are making progress in all areas</p> <p>All children are making some or good progress on transition to preschool year. All children are making good or very good progress on transition to primary</p>	<p>Liaise with HVs to investigate setting up a system to share information from reviews</p> <p>Improvement plan will focus on tracking planning and monitoring. New manager and practitioner will have opportunity to review current system and make any changes necessary to make workable system for new team</p>

Children's progress over time:	Every child is valued as an individual, their stage on their learning journey is monitored and we work with each child and their family to help them progress.	Families respond positively through dojo and emails and are engaged with children's wellbeing and learning	Continue to ensure we find innovative and meaningful ways to share progress and reflect child's voice
	We support children to become more confident, aware of their next steps and include child's voice in planning and observations. Children contribute to report writing acknowledging areas of strength and identifying areas requiring improvement	Children are proud of their achievements and aware of next steps and how to achieve them. With support all children were able to contribute to reports meaningfully	Work with parents to identify two or three key targets at initial care plan meeting
	'All about me', care plans created before/upon entry to the setting provide information about individual's development, needs and learning help us to plan and support HWB, literacy and numeracy. Observations inform individual plans which are regularly reviewed by all staff and include strategies and SMART targets	All children have settled well and individual planning focused on learning and wellbeing needs has resulted in progress for all children	Continue to source innovative ways to help children and families deal with new/difficult situations including social stories
	Through learning conversations, LJ and dojo posts, PLPs we involve parents in understanding and supporting their child's progress and next steps and include partner professionals (HV, SLT, OT, EV, social work) if required resulting in everyone working together to support best interests of child	Practitioners, parents and professionals work collaboratively to support children to make progress	
	Worked with Learning Journals to set up system to include 'achievement of a level' to curricula to more positively and accurately reflect progress in HWB, literacy and numeracy	Parents have better understanding of how children's progress relates to curriculum for excellence and progress and achievements are recognised and tracked and can be shared with other settings	
Overall quality of children's achievement	We encourage families to share progress and achievements out with setting via class dojo/learning journals, conversations at drop off/pick up/bringing in realia and recognise and celebrate these	Children are proud and share their achievements with staff, family and peers. Parents use LJ and dojo to share achievements at home	Create special section in PLPs celebrating progress achievements beyond DPSC
Ensuring equity for all children	Ongoing observations and good communication with parents identify areas of concern at an early stage and a clear plan is in place to identify strategies and SMART targets which are shared with families Support for learning framework is used by all practitioners to ensure supplementary RFAs are sufficiently detailed.	Observations and next steps in children's Learning Journals and PLP's show all children are progressing in their learning	Continue to ensure that children's progress continues to be shared with families in inclusive and meaningful ways.
	Planned activities, partnership with families from differing backgrounds and with children with additional support needs, visits to diverse places of worship, books and role play promote understanding of ability, faith, racial and gender differences to promote equality and inclusion	Children talk freely about and accept differences without prejudice. Children share stories about practices in their faith	



4. Staff Achievements & Centre Improvements & Priorities

A member of staff successfully completed a BA in childhood Practice. We also have a member of staff who has completed 3 years of a MA in Primary Education and is now undertaking Early Years Training. We are sad to lose both a young member of staff who is moving onto full time work and our long standing manager. We wish them well.

Our new manager worked with us previously as a highly skilled and experienced playleader and we are fortunate that they have decided to take on the post and the additional work and training that this requires.

We have been lucky to recruit an enthusiastic new member of staff who is highly skilled in Forest schools and outdoor learning. Staff are continuing with regular professional development training and research in all areas of the curriculum.

We will continue to embed Literacy, Numeracy and Health and Wellbeing through our skilled and dedicated practitioners ensuring the best support and outcomes for each child and their families in our care.



Staff attended 'assessing number knowledge' and 'planning, tracking and monitoring' training to help track and monitor children's progress and boost numeracy attainment via Teams. We implemented a big wall improvement planning area where all staff could leave feedback throughout the year, in addition to the planned regular monthly self-evaluation staff meetings. We also included the new Care Inspectorate Quality Framework and the principles of the National Standard in our self-evaluation and improvement. Another focus was meeting the needs of children with additional support needs. It has been challenging during the pandemic to access support from educational and health agencies, and this has continued to be the case, although we have been able to access some in person visits. We have met with Educational visitors online via Teams, and have been able to put personal support plans in place. Outside agencies have commented on the progress children have made as a result of the support we offer with limited support from external agencies

As a result of the pandemic, contact with other groups and with the Primary has been limited until fairly recently, although we have been fortunate to be able to arrange a number of visits to the Primary to aid transition. Earlier in the year we welcomed a group of cyclists who were heading to Glasgow for COP 26 and we made our own pledges together with families to become superheroes for our world. We were fortunate to be invited to visit the local mosque and enjoyed a trip to the library, park and café.

We have enjoyed being able to welcome parents into the setting for the first time in a long while and benefitted from learning about eco systems and minibeasts with Lena, the role of a nurse and caring for patients with Claire, and music on the violin and piano with Flora. Some of the children also brought some pet lambs and everyone had the opportunity to experience bottle feeding them. We have also had excellent tips to the Cocoa bean and Rockcliffe

The pandemic has continued to have an impact on fundraising as the community has been restricted in meeting together, however we have played our part in supporting our community and the wider world. We supported the playground project team to plant bulbs and trees, supported the people of Ukraine through an afternoon tea party and donated lots of food for the foodbank. We also raised some funds by selling Christmas cards designed by the children.

