

Dunscore Pre-School Centre

Annual Standards & Quality

Report

June 2025

Learning, Having Fun, Making Friends





Our Vision, Aims, Objectives and Centre Values

Our Aims and Objectives enshrine the ethos of excellence and equity for all the children at the centre. They were updated at the AGM and are laid out in our constitution as follows:

The centre is a non-profit distributing voluntary organisation, which aims to:

- advance the education and social development of pre-school and primary children and their parents and other appropriate persons, through the provision of early learning and childcare, and after school sessions 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 centre shall seek to:

- (a) provide safe and satisfying group play and learning
- (b) to encourage other charitable activities through which parents may support the development of children

The children, staff and parents discussed their shared views of Dunscore Preschool Centre and its values.

- Helping children and families recover from the social isolation and anxiety caused by the covid pandemic by providing a supportive, stable and nurturing environment
- Providing a safe, happy, caring, stimulating and secure environment for our children where everyone feels valued, included and respected
- Engaging our children in the highest-quality teaching and learning to maximize success for all
- Fostering well-being and respect
- Promoting high-quality leadership at all levels
- Promoting a culture of ambition and achievement and to value and empower our children and staff by recognizing and celebrating successes and achievements
- Equipping our children with skills for learning, life and work, in order that they might follow their dreams in the future.
- Encouraging family involvement by creating opportunities to engage and get involved in their learning and the life of the Centre

*Diversity *Understanding *Nurturing *Self Improvement *Co-Operation *Open Door *Respect *Equality *Pride *Responsible
*Exploration *Stimulating *Community *Home from home *Outdoors *Opportunities *Learning

We will continue to work closely with parents to inform, involve and engage them in the life of the centre and always welcome feedback. The electronic and paper documents for the centre will be updated on an ongoing basis.



Progress against 2023-24 Improvement Priorities

Improvement Priority 1: Planning, tracking, and monitoring.

HGIOELC QI:

2.3 Learning teaching and assessment (Effective use of assessment / Planning, tracking and monitoring)

NIF PRIORITY:

3.2 Securing children's progress (Progress in communication, early language, mathematics, health and wellbeing / Children's progress over time / Overall quality of children's achievement)

NIF DRIVER:

Improvement in attainment, particularly in literacy and numeracy

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

NATIONAL STANDARDS:

Curriculum & Assessment

Criteria 2: Development of children's cognitive skills, health and wellbeing.

Criteria 4: Self-evaluation and improvement

Outcomes:

- A robust but flexible planning system which allows every child an active role in deciding activities and play whilst ensuring the curriculum is covered and children's next steps can be planned for
- A clear tracking system which clearly shows staff each child's learning, and achievements allowing them to identify next steps and secure progress
- Children have clear and meaningful next steps which they are working towards with the help of parents, carers, and pre-school staff.
- Children will be aware of their own learning journey
- Families will be aware of these next steps and how they can work with the centre to help

(Dates refer to month of review)

KEY TASKS	HOW WELL ARE WE DOING	EVIDENCE OF IMPACT	AREAS FOR IMPROVEMENT
PLANNING Continue to adapt and review the effectiveness of the current mind map / learning stories planning: discussing, identifying, and implementing improvements.	Interim manager discussed planning with staff to delineate roles so all could be involved (Oct 24) Discussions with new staff and Early Years' Team has led to a new planning system using a Child Initiated Play (CIP) Wall. (March 25)	Parents are now able to clearly see the planning carried out. All staff are all engaging well with the new system and have been encouraged to contribute and use this to inform their practice.	Encourage all children especially the younger ones to add to the CIP Wall Continue to develop the CIP Wall further integrating curriculum information, next step, tracking and learning objectives.
Focus on using next steps, tracking, and learning outcomes to drive the planning process in a way which continues to suit all members of staff and allows the greatest input of children's ideas as well as ensuring that all	Staff are clearer about involvement in planning but there is an ambition to review this further when new staff are in place (Dec 24) A new member of staff has taken over the responsibility for driving forward a change in the planning process. This is based on	The new system continues to reinforce planning that looks at why we are going to carry out an activity	

areas of the curriculum are adequately covered	children's requests, interests, next steps and observations (March 25) Next steps and learning objectives are added to the CIP Wall to inform planning along with the children's own ideas. (May 25)	before looking at how it will be achieved. Children, their views and interests are all considered during the planning process leading to a greater involvement in their own learning.	Run an information session for parents explaining the benefits of the system and how they can contribute to it. Ensure new staff are familiar with the planning at the start of term.
Encourage all children especially the younger ones to add to the planning boards	This is being developed inline with the new planning boards (March 25) Older children are becoming more confident at adding their voice to the planning. Staff discuss with children to encourage their views (May 25)		
TRACKING Continue to review and discuss current tracking to identify an effective system that provides a greater depth of information and works successfully for all.	This is still ongoing with staff identifying a range of potential improvements and finding the correct depth needed. (Dec 24) With new staff in post, staff are discussing their roles and responsibilities. (March 25) One member of staff has overall responsibility for taking the lead on tracking whilst all staff will record tracking information for their key child (May 25)	Staff are more aware of their individual responsibilities towards recording their key children's progress This is at an early stage and further integration is needed to increase the impact of this for staff, parents and children.	Ensure all staff are fully engaged in further integration of tracking with the new planning system to ensure it is workable for all. New working systems should be identified so that all staff can attend regular meetings together so that this can become a regular task for all.
Develop the simple visual system using traffic lights to track children's progress to show improvements in more aspects of achievement of a level.	Using the improvements suggested in our inspection the manager has worked with the Early years team to develop use of the excel spreadsheet highlighting children's progress in achievement of a level. (Oct 24)	Staff are more aware of the children's progress using Achievement of a Level which they can then share with each other, children and parents.	
Continue to monitor to ensure that it is regularly updated.	Staff still feel that this system does not fully engage all staff. They are currently considering how it can be integrated into the CIP Wall and have the information clearly available. (March 25)		
NEXT STEPS Increase the areas recorded for next steps so that all key areas of the curriculum are covered and that they are all linked to Achievement of a Level	The manager is now using the tracking spreadsheet to identify next steps for the children ensuring that key areas are covered and linked to Achievement of a Level (Oct 24)	Children continue to be positive and proud of their progress and what they are achieving. This is leading to their concentration & self-confidence increasing. Where appropriate children are aware of their progress	Integration of next steps into the CIP Wall will need to be discussed by staff. New staff will need to be given training on how to identify quality next steps and to undertake
Develop a regular plan for reviewing next steps to ensure all next steps are meaningful, observable and recordable and	All staff are familiar with the need to highlight quality next steps using the learning stories approach in their observations. (Dec 24)		

that progress is being monitored, recorded and shared.	Next steps and progress are reviewed throughout the year culminating in Children's reports which is shared with parents and for the older children their Primary 1 teacher (May 25)	and next steps in particular the Rising 5 children. Parents know their children's next steps and are happy to discuss these with staff looking at ways to work together.	observations that relate to these for their key children. Provide more photo observations for communication with parents
Increase the use of next steps and observations during woods sessions	In particular, staff have been using the woods sessions to observe gross motor skills (March 25)		
OBSERVATIONS Produce a log of observations for each child clearly showing which next steps and areas of the curriculum have been observed. This must be clear and easily accessed by all staff.	A range of different methods have been trialled to identify a method which will be clear for all staff (Dec 25) New staff and planning have meant that this will have to be reviewed in light of this (May 25)	Observations of their leaning and experiences are shared with parents through Class Dojo and Children's books. Although the ideal way of logging these observations has not yet been identified the process of trialling different methods has made staff more aware of the needs of each child and what observations need to be carried out.	Look at methods such as using sticky dots on the CIP Wall and in individual child's book to identify areas of the curriculum observed. All staff must be involved in this.
Staff are to make an increased effort to engage with observations during the Summer and particular during outdoor sessions.	Staff are aware of the need for observations to continue over the final term and are making a conscious effort to include this into their practice on a regular basis. The manager continues to discuss all next steps and observations with staff on a regular basis. (May 25)	The Summer term has become more focussed, and activities are better planned. All parents are now confident at accessing and looking at their children's books.	Continue to find different ways of involving children in their observations to ensure they are aware of their current learning.
Ask parents the most effective way to share and discuss their child's progress and next steps. Making sure all parents get the opportunity to engage with children's books throughout the year.	Parents feel that Dojo is the best way to find out about their children's progress. Although work and observations are added to the children's book parents say they would prefer something more immediate so they can discuss it with their children on the day it happens. More sensitive matters continue to be handled by one to one conversations with parents (March 25)	Staff have increased the number of observations posted to Dojo. Parents are better informed, leading to greater understanding of their child's progress, as well as aiding conversations between parents and their children.	Ensure new planning integrates well with recording of children's progress so achievement can be effectively monitored.
Continue to involve children in their observations. Trial different ways of getting all involved. and aware of their current learning. Different methods to be used with individual children to identify the most appropriate methods of achieving this.	Staff know the children well and have adapted observation styles to involve all the children in their learning (May 25)	Children engage well during observations & are keen to add pictures to their files or on Dojo. Starting to give the children an understanding of their learning.	Develop a simple learning intentions board to ensure focus and share this with parents
Continue planning to make sure observations highlight detailed next step and their progress.	New planning system means that we are just starting to integrate this into the new system. (March 25)		

Improvement Priority 2: Curriculum.

HGIOELC QI	1.5 Management of resources to promote equity (Management of resources and environment for learning) 2.2: Curriculum (Rationale and design / Learning and developmental pathways / Pedagogy and play / Skills for life and learning) 3.3: Developing creativity and skills for life and learning (Developing creativity /Developing skills for life and learning Developing digital skills)
NIF PRIORITY:	Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people
NIF DRIVER:	Curriculum & Assessment
NATIONAL STANDARDS:	Criteria 1: Staffing, leadership and management Criteria 2: Development of children's cognitive skills, health and wellbeing

Outcomes:

- *Children will have access to a well-developed and thought through curriculum.*
- *All staff will be aware of how to extend children's learning in all aspects of their play.*
- *Parents will have a greater understanding of how the centre approaches the curriculum, why it is important and how they can enhance their child's learning at home.*
- *Literacy, numeracy, health & well being and loose parts play will be thoroughly embedded into the curriculum.*

(Dates refer to month of review)

KEY TASKS	HOW WELL ARE WE DOING	EVIDENCE OF IMPACT	AREAS FOR IMPROVEMENT
Carry out an in-depth review of the curriculum rationale with staff, children and parents, update and circulate for review	<i>This was reviewed and updated by staff. However, a parent forum has not met this term and trustees have had time spent on recruitment. (Dec 24) This will need revised to take account of new planning procedures and new staff (May 25)</i>	<i>Review of the curriculum rationale gave staff an opportunity to consider their practice, how it relates to the ethos of the centre and the benefits to the children and their families.</i>	<i>It would be useful to have input from new staff, parents & trustees on the new Curriculum rationales this should be taken forward after the AGM</i>
Continue to monitor and develop curricular practice	<i>The new planning process feeds back into the development of the curriculum through the Child Initiated Play Wall (March 25). Curricular areas including Es&Os are noted. (May 25) Staff have continued to develop their practice throughout the year discussing and sharing training opportunities they have accessed. (May 25)</i>	<i>By reviewing and auditing 3 areas of the curriculum (Literacy, Numeracy and health & well-being) staff have an increased awareness of the curriculum, how it can help provide the best learning experience for all the children Discussing the curriculum with all at the centre</i>	<i>Add a copy of both curriculum rationale and CfE audit to the Staff Handbook Continue to investigate additional ways of</i>

Ongoing update of CfE audit and feedback into planning process	This is available to staff within the setting. Staff felt several of the sections were no longer relevant to current practice. (Oct 24) Staff are now reviewing this with particular reference to Literacy, numeracy and Health & Well-being, adding additional sections into the audit. This will be a useful resource for the induction of new staff (March 25)	continues to result in creative ideas being developed, enhancing the experience for the children and developing opportunities for parents to get involved.	feeding back curriculum into the new planning system Update other parts of CfE Audit during staff meetings and add to development diary
Review literacy provision and increase opportunities for writing / mark making during play	Staff have looked at and discussed the literacy provision available both in the pre-school and in the woods setting. Plans have been made to rearrange resources in a way to make them easily accessible to the staff and children and in a way that will prompt all staff to encourage their use. (Dec 24).	Staff have a range of resources to hand to encourage a range of literacy and mark making skills throughout the sessions both indoor and outdoor. The children develop these ideas into their own play.	Increase opportunities for mark making during outdoor play / woods sessions. Ensure staff use outdoor opportunities for observations for both tracking and to evaluate experiences available.
Implement new ideas for literacy throughout the curriculum.	A range of new ideas have been implemented including large scale mark making, using different writing tools, both in the pre-school and in the woods sessions. Writing through play is encouraged throughout the sessions and has been further developed by the children's own ideas (March 25).	Children know where all the resources are and access them on a regular basis. Children enjoy lunch time storytelling and engage calmly whilst lunch is being delivered.	Reinforce appropriate use and respect for pens, books and other resources to enhance the value they give to learning
Initiate a regular story time. Trial different methods and tie in with stricter "pick-up /no pick-up" times.	Parents have been asked to stick to delineated pick up times. It is likely this will only be successful with new parents. (Oct 24) Staff trialled story time with pick up. However, parents' arrival times still did not suit using this approach (Dec 24) A trial of story time prior to lunch time is working well. Staff will continue to develop this. (March 25)		
Review resources based on children's individual needs and interests. investigating different ways of increasing the numeracy provision , including shops, measuring, money etc.	A range of resources such as bottles, and other containers of different sizes have been provided. Children have been encouraged to investigate and explore different ways to measure volume.(Dec 24)	Children can confidently access the resources provided and use their counting and measuring skills during play.	Continue to explore and increase the numeracy provision started this year with particular emphasis on the understanding of

Increase the options for looking at higher numbers throughout the play provision	A start has been made on increasing the options for higher numbers. (March 25) Children have been introduced to numbers from 0 to 20.(May 25)	Children starting school are confident with their number skills and ready to move forward with their numeracy. Discussions during measuring volume has been particularly encouraging in introducing higher numbers	representing numbers.
Look at tying in projects, STEM resources, etc with displays of numerical information through graphs, charts, and maps	Numeracy has been combined with activities such as role play and developing fine motor skills such as finger gym and dough disco. (March 25) Using chalk, pens and outdoor resources the children have begun to explore different ways of representing numbers (May 25)		
Health & Well-being Opportunities to adapt the lunch provision will be investigated both looking at the pre-school practices and through discussion with the lunch providers to enhance children's independence.	Pre-school practices now involve significantly greater independence for the children during lunch and snack. This includes helping themselves to their own drinks, cutlery, fruit and when provided additional vegetables. (Oct 24) Due to ill health the regular lunch provider has not been available this year. (May 25)	Lunch and snack is an enjoyable experience where children interact well with each other and staff practicing a wide range of skills. Their ability to discuss choices, share and show independence has been greatly improved.	Discuss ways of increasing independence with school kitchen staff such as enough fruit of each type to avoid conflict and self-service salad or veg for each meal.
Information on the importance of loose parts will be provided to parents.	Staff talk to parents about loose parts and their importance in play. (March 25) A blog on the importance of loose parts is being prepared for the website. (May 25)	Children have continued to engage well with all the new loose parts provided Parents and members of the community have become further involved with life at the centre by regularly donating items including drainage pipes, jars, boxes, pots and pans, cooking utensils, and even typewriters and old telephones The children demonstrate excellent reasoning and problem-solving skills which they share with each other.	Continue to explore options for further resources Ensure parents information on loose parts is included in start pack. Eg in the curriculum rationale Continue craft activities involving local crafters Once rooms have been repainted evaluate and revise layout to make best use of resources including bringing in the outdoor items the children enjoy into the indoor space
Staff to continue to research and discuss new ideas, including bringing items inside which are working well in the woods and the use of large items.	Practitioners continue to review and develop this and look at any opportunities to provide high quality resources. (Dec 24) The cable reels have been reorganised to provide greater opportunities to creative use. The storage cupboard was reorganised to ensure resources are more accessible. (March 25) The room has been reorganised to provide a dedicated construction area with a range of resources including books and plans (May 25)		



Summary of key strengths and areas for improvement 2024 -25

EVALUATION
OF QI USING
HGIOELC 6
POINT SCALE

3/4

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

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	Children, families, practitioners and partners were all involved in the creation of the vision, aims and values of the setting. They continue to be involved in their review; updating them to reflect the aspirations, ongoing improvements and changes at the centre. The vision is now shared on school noticeboards and is being added to all documentation as it is updated.	All staff show a strong personal and collective commitment to our vision and values, as well as the professional values outlined in the professional codes of conduct and standards for registration Through effective leadership at all levels staff consistently achieve high standards in their work with the children and families at the centre.	Continue to share the VVA and ensure it is reflected when planning. Continue to review VVA regularly with staff, children and parents. Continue to make them more concise and memorable whilst still reflecting the ethos and work of the centre and include challenge. Review all parental communication and information provided including online resources to ensure these are communicated and reflected. Parents have asked for more of the observations to be featured on Class Dojo
	ClassDoJo is the preferred method of communication for both staff and parents. A facebook page, online diary and website are used to share our work and upcoming activities with for parent and the wider community.	Parents are easily able to have quick communication with staff and can easily add future events to their electronic calendar.	
	Co-operative working with the parents / carers, community, partners and in particular the trustees and parent forum we are able to provide a wide range of opportunities for learning experiences and social events throughout the year.	By working closely with partners and parents we can ensure the highest possible standards for all of our children New parents are welcomed and receive support from other parents as well as staff. Fundraising is supported widely by parents and the local community	Continue to work with parents, parent forum, trustees, community council, fair trade group and playpark project to support and contribute to planning. Look into other links and contacts.
Strategic planning for	All staff are involved in the improvement of the setting continually discussing and reviewing their practice. In particular over	Feedback identifies that we know what is important for our centre, the community and our children. Therefore, our planning,	Ensure all our planning includes long term and weekly planning linked to CfE with context, learning intentions,

continuous improvement	the last year, they have been developing the Child Initiated Play Wall.	and initiatives meet the needs of children and families.	success criteria, evaluation and next steps
	All staff embrace training opportunities both online and in-person. They are provided opportunities to develop their own areas of interest, as well as sharing their skills and learning with other staff, parent and partners, both in our and other centres. They welcome new ideas to explore and take forward. Staff are very collaborative in their practice allowing leadership to be developed by all.	Training and shared learning has led to staff being more confident in a range of activities including forest skills outdoor learning, number knowledge, book bug, child protection, and manual handling as well as range of key improvements in the running of the centre.	Continue to investigate training opportunities, including SVQ and apprenticeships for new staff.
	Our staff are creative in their approach to their work, training and the experiences that they provide. They are open to new ideas and take responsibility for continuous improvements	Children are independent in their own creativity and learning supported by a staff who value their contribution to the centre	Continue to ensure this ethos continues particularly with any new staff.
Implementing improvement and change	The Care Plan format has been reviewed and a system of combining the Care Plan and Personal Learning Plan through a scrap book, online Care Plan and Class DoJo observations was trialled. These will be regularly updated and always available to parents.	Practitioners view and update care / personal learning plans with input from parents and children Parents have responded particularly well to the information provided on Class Dojo	Review and adapt new system as appropriate increasing the observations provided on Class Dojo
	A quality assurance calendar was used to ensure self-assessment using national standard, HQIOELC and CI framework was systematic, and practitioners knew the timeline to discuss self-assessment and were prepared with notes to share.	All practitioners take responsibility for and engage confidently in self-assessment and improvement activities allowing for planned activities and changes in the setting to be thoroughly considered.	Ensure time is planned where all members of staff can engage in reflective practice and planning
	Staff, along with the children, continuously discuss implement and review the activities, and learning environment in order to effect improvements which reflect the interests and individual needs of the children	Observations show children engaging in productive/imaginative play, whilst achieving the targets set for them.	Continue to develop observations and tracking to monitor and evaluate the impact of changes on outcomes for children and families
	Staff have worked with external agencies and relevant families to implement effective behaviour strategies and plan for future ways forward.	Staff observation and evaluation have shown improvement in the setting and parents have reported significant improvement at home	Continue to plan for involving families and outside agencies in partnership working to ensure effective information sharing.



QUALITY INDICATOR 1.5 Management of resources to promote equity

- Management of finance for learning
- Management of resources and environment for learning

EVALUATION
OF QI USING
HGIOELC 6
POINT SCALE

4

QI theme	How well are we doing? What is working well for our learners?	Evidence of impact	Areas for improvement
Management of finance for learning	As finance varies each year depending on the number of children in the area all staff are very aware of the need to make the most efficient use of all available resources.	Despite low finances, we are a well-resourced centre and all activities are included within either the funded places or the daily fee rate.	Continue to discuss finances with all staff, parents and trustees so they are aware of how our funding works. Ensure everyone is aware of the implications of the use of resources such as electricity and water and the implications for the finances of the centre. Apply for funding for repainting of the centre.
	Staff are comfortable asking parents and the community for donations: financial, time and goods.	Community events take place at least termly to raise money for the centre. These provide highly useful funds for the centre. In the last few years this has allowed all of our educational trips to be free of any cost to parents.	
	Staff consider the environmental impact, cost and sustainability of goods purchased.	Things that will last or have multiple uses are purchased. These give children the chance to use materials in a wide variety of projects. For example, wool which was bought for a forest school activity was further used for Christmas crafts, weaving, making patterns, making decorations etc	
	We have been successful in obtaining a range of grants and donations – where the money is ring fenced for specific projects.	Money from a local wind farm along with donations has allowed for the provision of resources for the children.	
	Resources are monitored throughout the year when planning activities; with a detailed review at the end of each term.	Appropriate resources are always available for both planned and on-going activities Individual children's needs are considered when deciding on resources.	

	We are transparent in our use of financial resources with all transactions recorded online. This information is available at all times to both staff and trustees. Our accounts are examined annually by an independent auditor. End of year financial records are available online, reported at the centre AGM and submitted to OSCR.	Staff are aware of funding constraints and are able to plan activities within budget. Trustees are kept informed of spending and are involved in prioritising any significant spend.	
Management of resources and environment for learning	Systems for cleaning and maintenance were reviewed and changed. All staff are aware of procedures and their shared responsibilities.	These provide a safe and clean environment for the children to play	Continue to work through maintenance tasks. Update Risk Assessments into an easily read, workable document which can be updated in an ongoing manner
	All staff are vigilant throughout the session and notes are taken of any particular problems. Accident forms are also completed. These are reviewed and where necessary practice is changed to improve safety. A lock and bell have been added to the outside gate.	Changes have led to safer and more focussed play and learning.	
	Different environments are used to enhance the learning experience for the children. This includes several outdoor areas, as well as regular trips to the school.	Regular school visits have helped greatly with transition whilst regular outdoor play has enhanced self-confidence and independence.	
	Resources are thoroughly reviewed prior to the start of the first term by all staff to ensure that they are still fit for purpose and that they are appropriate and will provide high quality learning for the individual children who will be attending.	Children access a wide range of resources which support and challenge their learning both within the setting, and in the woods area; as well as in the wider environment such as the park, the primary school and on trips.	Continue to experiment with different resources and review their impact on learning
	Resources for both playrooms, outdoors and woods areas are considered in terms of maintenance, organisation and availability. Children are encouraged to use these appropriately and to assess any risks they may pose.	Children independently access a wide range of resources, including natural materials throughout their activities and play.	
	Resources are reviewed to ensure that they reflect a fair and equitable society (including culture and gender)	Staff have conversations with parents to explain why it is necessary.	Using the touch screen to provide images from different cultures Expand cooking experiences



QUALITY INDICATOR 2.2 CURRICULUM

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

EVALUATION
OF QI USING
HGIOELC 6
POINT SCALE

3

QI theme	How well are we doing? What is working well for our learners?	Evidence of impact	Areas for improvement
Rationale and design	Creative approaches are taken to planning and carrying out the curriculum. Observations and children's wall planning allow us to listen to children's voices and build our approach to the curriculum around their preferences and ensure that there is equity in the opportunities offered.	Children are accessing all areas of the curriculum well and are progressing well in their learning and development. Children have access to activities which reflect their interests and supports positive outcomes for them and their families.	* Complete reviewing and update the Curriculum Rationale to reflect current national guidance and to ensure that it ensures challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance * Identify technical problems with website in order to upload website blogs to share information on the curricular activities * Further develop the CIP wall.
	We share the curriculum purpose with parents verbally and by class dojo, Care Plans and PLP's- discussing areas that children need help	Children share photos of learning and experiences at home and bring in examples of learning or progress	
	We are an important part of small community –children have joined with the community to take part in a range of events.	Children understand more about their community and feel respected and valued there. The community better understands needs of children and young families and can put support in place	
	Where possible staff attend clusters and training, get inspiration from and contribute to relevant early years fora, feedback best practice, share resources and implement necessary changes.	Practitioners are well informed and able to provide an excellent well-planned range of activities and experiences for all the children	Organise new staffing rota to allow for cover.
Learning and development pathways	Experienced practitioners plan and work with individual children according to their needs, character, interests and stage of development. Planning of activities is flexible and highly responsive to the children's input. Active communication with parents / carers allows us to be aware of progress and challenges in the home and other settings. Activities are shared to reinforce skills that can be carried out at home.	Parents and practitioners share achievements ensuring that there is sustained progress in development and learning.	* Expand activities where the children are given the opportunity to comment and reflect on the outcomes and their feelings * Follow up on children's planning activities to make sure children know why we have done the activity

	Children add their voice to planning and setting targets by sharing achievements and selecting work for their books	Child's voice shows children can express what they are good at and where they want to make progress. Children are showing they are aware of why they are undertaking some of the activities.	
	We work closely to share information with the Primary schools that the children will be attending. Transition activities take place throughout the year and increased enhanced transition is developed for target children.	Children and families without older siblings at Primary feel reassured and more confident about move to Primary allowing for a greater continuity in their progression.	
Pedagogy and play	Our curriculum is based on play, active learning and promotion of independence, challenge. The environment, resources and experiences are further adapted to promote process over product activities, imaginative, loose parts and messy play as well as recognising that some children require specific sensory stimuli.	All children are accessing more areas productively throughout the day, they are engaged, progressing in their learning and having fun.	
	Our staff highly value the benefits of outdoor play. 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, and staffing. Time outdoors is greatly enhanced by staff skilled in forest schools' activities. Using additional spaces has allowed for all day outdoor activities.	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	
	Practitioners provide breadth and challenge and support creativity by the wide range of activities that we provide	Progression can be seen in the children's play and learning. Children can recount verbally their learning	
Skills for life and learning	The centre has a strong community ethos and encourages children and families to share their talents. Parents and members of the community enhance the curriculum by sharing skills, and interests, Community visits provide experience of real-life situations.	Parents and members of the community volunteer to support and are more engaged in learning activities and children see possibility of interests and career paths as well as a greater understanding of the world around them.	<p>* Continue to involve parents and wider community in life of centre to expand experiences and spark interest in future world of work</p> <p>* Continue to develop innovative ways to develop skills in communication, early language and early mathematics.</p>
	The children quickly start to become independent problem solvers and resourcefully work with others to meet the challenges set both by staff and their own creativity.	They will often demonstrate their sense of achievement by asking for it to be recorded. They also celebrate the achievement of their peers in a similar way.	



QUALITY INDICATOR 2.3 LEARNING, TEACHING & ASSESSMENT

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

EVALUATION
OF QI USING
HGIOELC 6
POINT SCALE

3

QI theme	How well are we doing? What is working well for our learners?	Evidence of impact	Areas for improvement
Learning and engagement	We provide free flow access to our outdoor areas, engaging in a variety of experiences in all weathers.	Free flow access allows all children to independently manage the pace of their day. Staff and children responsively support each other to identify this. All children have access to a range of resources, including loose parts and natural materials, to support them as they play.	Continue to enhance the resources available including loose parts. Increase the use of real-life materials and objects available to the children Adding resources such as ropes to ensure outdoor area is accessible to all children Ensure that all staff have the experience and training to set up and lead all day woodland experiences. Maintain and replace high quality resources Ensure that protective, all-weather wear is available for all children Engage more with other pre-schools running joint events and activities. Staff continue to visit other settings to enhance their practice.
	The ethos and culture of our centre demonstrates a commitment to outdoor learning and the wider environment through daily outdoor experiences such as adventure walks and weekly full day wood experiences. The outdoor learning, adventure walks and wood experience all promote independence, resilience, and a growth mindset.	All children experience a range of wider world and natural learning opportunities within the setting such as project toad, season, planting with parents. Weekly experiences in the wood enables most children to adapt to the experiences and challenges provided by outdoor all weather learning opportunities and their independent play is well developed.	
	The local community is fully embedded in the life of the centre and all children's learning. Whilst the extended community is used to expand all the children's experiences and learning.	Regular engagement with community members such as the local postman, involvement with fundraising activities, local trips, and local groups and individuals coming into to work with the children all enriching the children's learning. Close partnership working with the local primary school including weekly PE sessions, transition and where needed extended transition, Close links also exist with other local primaries. Visits take place to a range of places including supermarkets, mosque, library, planetarium and the beach	

		These regular local outings, and visitors enhance daily learning and promote a sense of community.	
Quality of interactions	Staff are responsive to the needs and interests of all the children at the centre, listening effectively to children and model listening skills so that children feel valued and can respect others' views	Staff know the children as individuals and their own unique ways of learning through their interactions with the children and their families, treasure books, and care plans. We receive very positive verbal feedback from families. Improvement in socialisation, listening skills and communication Learning is extended, and children become highly engaged with activities appropriate to them.	Continue to develop the use of digital technologies to enrich and support interactions. Re-evaluate the procedures and timings for drop off and pick up to ensure an effective and nurturing transition from home to setting and vice versa.
	Children are encouraged to be independent in their learning and motor skills	Staff provide praise and encouragement to all children. Children embrace the ethos of "My brain loves tricky things" Existing children are observed telling new starts about different activities. All staff carefully listen to, value and respond appropriately to all the children	
	Children settle well into the environment at drop off	Most children arrive confidently, are happy to leave their parent/carer and settle quickly into their play.	
	Practitioners adapt the environment, resources and activities to promote interactions, supporting communication and socialisation and provide opportunities to extend learning and play.	Children settle quickly into productive play and have formed supportive friendship groups	
Effective use of assessment	Assessments, completed in conjunction with outside agencies, are used to plan strategies for certain children.	Regular Care Plan meetings are held with all parents, all staff are involved and aware of the discussions and are involved in providing updates to the plans. Outside agencies praised information sharing and follow up work carried out by staff. They reported that this supported the work they were undertaking with the children. When required, extended transition is provided in liaison with health visitor and local primary school.	Staff to use more robust approaches to capturing and recording children's progress. Staff to further improve their skills in identifying strategies of how best meet the needs of all children. Staff to regularly refer to Achievement of a Level and Developmental Milestones when creating next steps.

	<p>All staff gather evidence of the children's learning and experiences. Staff are building confidence in setting next steps for all children.</p>	<p>There has been a very smooth transition for children into P1 Staff are beginning to use D&G Achievement of a Level and Developmental Milestones Children and parents are aware of the next steps that practitioners set.</p>	
	<p>All children have a Treasure Book to support and encourage them to reflect on their learning</p>	<p>All staff record observations within an online platform and within the children's Treasure books. Most children regularly access and contribute to their Treasure Books & can share and discuss the content of these.</p>	
Planning tracking and monitoring	<p>A wide range of experiences are discussed and planned by the staff and children. Opportunities are planned and provided for children to build on and extend their learning Through the use of child led planning and discussing next steps, ideas initiated by the children are utilised. Through reflection and discussion staff evaluate learning experiences in to inform planning and improvements.</p>	<p>Staff are aware and utilise their skills and knowledge of Schematic Play behaviours to plan for children's learning and development Children are fully engaged with the activities on offer and demonstrate learning and progression through their treasure books (plps) and wall planning and displays. Children know that they can contribute, for example adding to their treasure books sharing their progress. The woods experience is intentionally and responsively planned for.</p>	<p>Enhancing our planning and tracking procedures is a key focus this year to provide a clearer overview for each child. Implement a tracker grid for observation of key focus areas of literacy, numeracy and health & well-being in the care plan folders to show progression in these individual areas to ensure each is covered in the treasure books and observations. Orally, we reflect on our planning in an effective manner. However written evaluation of planning outcomes needs more detailed documentation. Investigate different ways of recording children's discussions and comments – linking verbal information with the appropriate aspects of the curriculum. Investigate and encourage greater dialogue with parents to share progress, enable meaningful discussion, and consolidation of learning. Continue to develop further direct links to UNCRC</p>
	<p>We use a variety of means to record information about children to inform planning, tracking, and monitoring</p>	<p>All staff engage with the mind-map approach to planning. This has elements of responsive and intentional learning.</p>	



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

EVALUATION
OF QI USING
HQIOELC 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
Engagement of parents and carers in the life of the setting	We have excellent relationships with our parents and carers. They are encouraged to participate in many of our activities and share their skills and interests with the children and staff.	Parents feel very welcome and are always keen to get actively involved with the sessions, their child's learning at home and organising fundraising activities.	Look at new ways to promote engagement and aid integration for new families.
	We use a wide variety of ways for effective communication to provide and gain information and feedback to and from parents. We have an open-door policy for parents to discuss any aspect of the running of the centre and their child's learning All parents are provided with individual Class Dojo and Microsoft accounts, and technical support is made available to enable all families to meet and access and update resources. The main resources are also available to view on the website. Teams is used to facilitate hybrid AGM and parent forum discussions.	Parents are actively involved and contribute to decision making about their child's learning and the running of the centre Teams and ClassDojo have enabled parents to access documentation and provide ongoing feedback. It has also allowed attendance at meetings where childcare would otherwise have been necessary.	Continue to seek children's and families' views and include in VVA Explore methods to gather parents' feedback.
	Parents are motivated to be involved as they feel their views are important and validated and that they are partners in the life of the centre They welcome the open and friendly opportunities for feedback and the opportunities to make a positive impact on the children's progress. Regular use of Class Dojo has made parents feel more included / involved / knowledgeable about their child's day.	Parents gave meaningful feedback revealing that they appreciate the information they receive, that their questions are answered promptly and effectively and that they are regularly informed about events and on their child's learning and progress both in person as well as via email, WhatsApp and Class Dojo. They were reassured by observations and updates on Class Dojo	
	The website, diary and Facebook page / group provide information for community, parents and prospective parents to learn more about centre's activities	These generate correspondence with new parents interested in joining the centre.	

	ASN materials developed and shared with families. Resources are available to parents to borrow. These promote centre and home learning links. Activities are 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	
The promotion of partnerships	Partnerships and community are a major part of the ethos of the centre. It is a charity run by the community. We continue to foster excellent relationships with past parents and “children” and have new generations of families attending. We strive to use all our existing partners local, national and international and engage with new ones to secure positive impacts for our families and to advance our children’s learning.	Members of the local community are keen to engage with the centre and contribute to the life of the centre in a wide variety of ways.	Continue investigating international links for the pre-school including making more links with the twinning association
	A varied range of trips and events are planned, all at no additional cost to parents. Fundraising activities are carried out to cover these. These enhance relationships with a wide range of different groups and organisations.	Our children actively participate in all the organised events with parents and members of the community volunteering to help. They provide feedback on how much they have enjoyed trips with children as it gives them an opportunity to meet with other parents & feel useful	
	We have excellent partnership working with Dunscore Primary having an extended transition with weekly visits and a range of joint events.	Positive feedback has been received from the school and parents. Our children are confident around the school and are able to discuss their concerns with the pre-school staff.	
	<p>We have continued our valuable partnerships with a range of local groups and community members, including the play park group. This has involved parents and children in providing ideas for improvements, applying for financial support and fundraising as well as practical activities.</p> <p>Others have included the Fair-Trade group, community bus, donkey sanctuary, our postman, environmental charities, church, library, arts and story centres, and the local Tesco</p>	<p>The parents and children are motivated and empowered to make a positive change to benefit their community. Whilst the community feels it is included in the life of the pre-school.</p> <p>Our children have established their awareness of the varied individuals and organisations that make up a community. By fostering these partnerships, we are providing opportunities for our children to further develop positive life skills and learning.</p>	

	Local members of the community also come in to pass on some of their special skills and interests.		Work with the school catering to develop ways in which the children can become more independent in the distribution and serving of their meals.
	The centre has an established and valuable partnership with parents, Primary and D&G council developing the provision of meals. Staff regularly report to parents through conversations, emails and dojo on meal choices, and make any changes necessary to ensure all children have a positive experience	Most of the children eat a hot meal for lunch. Parents appreciate feedback on what and how their children are eating and flexibility to amend choices	
Impact on children and families	A wide range of meaningful trips and visits involving parents, the community and other partners have taken place.	Families and community members are keen to volunteer, whilst the children benefit from experiencing input to their learning and understanding of community from a wide variety of individuals.	Continue to ensure new parents know they are active in their child's learning, parents are always consulted if there is an issue/concern but also ensure that lots of positive stories are shared with parents Ensure all parents know what is discussed in parent forum meetings if they cannot attend and look into other ways of including them in the life of the centre.) Develop new home resources.
	Weekly visits take place to the local Primary throughout the year, as well as joint activities and celebrations. These along with sessions for parents to visit the school support a smooth transition. Additional sessions for the transition of new children to the centre have also been trialled and have proved very successful.	Parents continue to feel very comfortable with transitions and feel that each child is considered as an individual in their needs.	
	SLT and EVs are well used to ensure children are given the chance at the best outcomes	Good at getting in appropriate help from agencies	
	Families are kept in the loop regarding decisions made with their child, their child's achievements, and what they can do to support this. Collaborative working is KEY, we use parents as the expert on their child and feedback on how valuable their contributions are to their child's progress.	When special interests/ways of learning are shared, they are used to engage specific children Discussions with families have illustrated to staff that their quality communication has allowed families to see their importance in both their child's leaning and the running of the centre.	
	Staff support the children to become engaged in their own learning and contribute to the documentation of their observations using their treasure books. Each child is treated as an individual and are encouraged to develop and enthusiastically share their own interests.	The children confidently develop their own play and learning and are observed to engage particularly well when their peers are telling them about personal experiences They are observed supporting each other well in all aspects of their play and learning.	



QUALITY INDICATOR

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

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
Wellbeing	All staff are aware of SHANARRI and the wellbeing indicators which are shared with parents when compiling and updating care plans. The wellbeing indicators are considered and used in planning and care plans.	Parents are aware of how they can support wellbeing at home	Use a robust induction to ensure all new staff are aware of SHANARRI and wellbeing indicators
	Parents contribute to projects, sharing experience and expertise, and running the centre through the parent forum. A wide range of electronic and face to face communication is used to ensure we are working together for the children's wellbeing. Any concerns from parents/family are dealt with promptly with staff available daily and parents are asked for contributions if there is a specific area of concern. We continue with the work parents are doing at home and support them to work collaboratively with us. We are also conscious of anonymity where required.	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.	Reinforce these when sharing observations and next steps with parents.
	The centre continues to work closely with the local Primary to implement and amend transition arrangements to meet needs of individual children. 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	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.
	We work directly with council, Primary, parents and children to manage meals provision including picnic style meals once a week to allow full day outdoor learning. 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.	Investigate ways in which children can become more involved in serving their own meals.
	We highly value the importance of physical activity, especially outdoors. Daily outdoor play is encouraged for all. Staffing rota is organised to allow weekly full day opportunities for play at woods.	Children are excited to play outdoors daily and enjoy freedom to exercise in woods/park/wider community areas and it has been seen to build their confidence and resilience	Ensure an effective collaboration with the new head teacher at the Primary School is initiated and maintained

	<p>We ensure the children are aware that the way they are towards others will affect how others are towards them.</p> <p>The children are supported to talk about how they feel using visual aids and prompts cards when necessary to aid communication and develop language skills.</p> <p>Children's/parents' wellbeing concerns, both inside and outside the setting are handled compassionately and delicately.</p>	Staff discuss and implement a range of strategies for different children.	
	Staff have a close personal and working relationship and look out for each other. During periods of ill health practitioners have rearranged rotas and adapted practice to support others.	Staff feel able to share concerns and receive understanding and support. Staff participate in staff events.	
Fulfilment of statutory duties	National standards and new Care Inspectorate framework are used as part of regular self- assessment discussions.	A wide range of actions come out of staff reviews.	<p>Liaising with Early Years team to identify any training need in order to ensure statutory duties are fulfilled.</p> <p>Staff to be more involved in all reviews and self-assessment discussions</p> <p>New staff are supported to undertake appropriate qualifications.</p>
	Practitioners use a variety of in person and online training.	Training has allowed staff to stay up to date with their regulatory duties.	
	Manager has continued to work towards her childhood practice degree	A greater understanding of the differences between Scottish and English education systems	
	Practitioners attend regular staff meetings to plan and share learning discussions, meetings with EYT, and where possible managers meetings and cluster group meetings Discussions of policies and frameworks takes place during meetings. When discussing setting policies, we ensure they comply with national guidance	Information and learning conversations, good practice shared with practitioners and measures implemented	
Inclusion and equality	We have children from different cultural backgrounds and work with families to celebrate festivals and traditions. We show the children a wide range of cultures through celebrating relevant festivals/holidays.	<p>Children are aware that although we are all different, we are all equally important.</p> <p>Families were happy to engage in projects, suggesting ideas, providing recipes and materials and answering questions.</p>	All staff to critically review resources and books on a regular basis.
	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.		
	We provide a range of activities and resources at different levels to suit the range of ability within the preschool.	All children are actively involved in play and learning through the sessions	Use staff meetings to ensure that this continues. Ensure that guidance and information from EV/OT/SLT continues to be obtained
	Individual planning, as well as differentiating tasks/activities that we do. Consultation with EVs etc. to help get ideas to aid children's development.	By supporting children to explore their interests and providing security, children feel comfortable talking about how they feel and what makes their family special	
	Staff are open to and encourage discussion surrounding any topic such as different backgrounds and traditional gender roles.		



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

EVALUATION
OF QI USING
HQIOELC 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
Progress in communication, early language, mathematics and health and wellbeing	All children are making good progress appropriate to their developmental stage within Literacy, Numeracy and Health and Wellbeing	Tracking using D&G Achievement of a Level Literacy, Numeracy and Health and Wellbeing frameworks shows children progressing throughout their time at the centre. Evidence is captured through observations, professional judgement and staff discussions. staff have a clear understanding of each Stage of Progression Once established at the centre children communicate confidently with adults, peers and visitors. All children enjoy listening and talking about stories. All children engage in regular mark-making opportunities. All N5 children are developing letter formations through play. Children have access to a range of numeracy and literacy resources which are regularly reviewed All children make use of the Emotions Board and almost all can identify and verbalise their feelings and thoughts supported by sensitive engagements with staff Staff provide opportunity for children to take on lead roles during snack and lunch.	Continue to develop the use of Developing Number Knowledge to monitor, track and extend numeracy skills including sharing with families.
	Our highly play based and outdoor learning is key to developing progress in all areas. We facilitate their exploration and curiosity of the world.	Evidence of their progress can be clearly observed e.g. counting for	Continue to review the quality and quantity of

		hide and seek, sharing objects, communication through role play. Children ask questions and ask to access resources	literacy and numeracy resources outdoors.
Children's progress over time:	We facilitate children's exploration and curiosity of the world. Whilst they are supported to become more confident, and their voices to be heard and reflected in planning and observations	Children have been bringing skills learnt during woods sessions into use in their indoor play experiences.	Staff to review opportunities for more regular scheduling of staff meeting responding to increased session times - there is a need to find the most effective way of running staff meetings. Continue to ensure we find innovative and meaningful ways to reflect child's voice and record their progress
	Staff regularly observe, discuss, plan for and set targets for children.	Staff are clear on the needs for each child. Children meet the targets set for them and observations show their excellent progress.	
	Quality observations and targets are shared with families. Additional observations on daily activities using electronic communication were requested by parents and this has been implemented. Staff engage effectively with other agencies where appropriate and when required.	Practitioners, parents and professionals have worked collaboratively and successfully to support children's progress Families respond positively and are engaged with children's wellbeing and learning.	
Overall quality of children's achievement	Learning discussions between staff and families are used to identify areas of concern, learning and well-being need resulting in strategies and next steps to help them progress.	Children are proud of their learning and are keen to add work to their treasure books, as well as sharing it with staff family and peers. Families respond positively and are engaged in their children's progress Children will tell each other "It's okay to find things difficult"	Continue to find innovative and meaningful ways to reflect the children's voice and record their progress
	Staff recognise and celebrate children's individual achievements both at home and in the centre		
	Praise is used to encourage		
Ensuring equity for all children	An emphasis on inclusion and equity over the past couple of years is leading to an ethos of support for families and children.	Interventions are tailored to suit the children's interests to enhance engagement Children freely talk about and accept differences without prejudice. A selection of books to represent other cultures and family types.	Continue to extend the range of books within the library corner. Build a suite of information and guidance to support parents to meet the needs of their child.
	Potential barriers to learning are identified and effective support is put in place for all children	The service engages with other agencies to ensure support.	
	All staff know the children and their families very well and have a secure knowledge of their local context and community.	All children are able to take part in our activities. Resources are provided where needed and trips are free for all	



QUALITY INDICATOR 3.3 Developing creativity and skills for life & learning

- Developing creativity
- Developing skills for life and learning
- Developing digital skills

EVALUATION
OF QI USING
HQIOELC 6
POINT SCALE

4

QI theme	How well are we doing? What is working well for our learners?	Evidence of impact	Areas for improvement
Developing creativity	Staff have creativity at the heart of their practice. They continually encourage the children to explore, be inquisitive and imaginative in their play and daily lives.	Children now frequently state “brains like tricky things”. The children celebrate not just success but difficulty and the process of getting there.	Staff to continue to challenge themselves and the children in different creative ways.
	Staff successfully, use creative ideas to spark the children’s imagination.		
	Staff undertake training to help them increase the range of creative possibilities for the children		
	Full day wood/outdoor sessions further challenge the children to take risks in a safe and supported way. For example, using ropes and exploring natural materials.	Children take part in all outdoor sessions showing increased confidence	
Developing skills for life and leaning:	Throughout the children are supported and encouraged to resolve conflict and disagreement whilst developing a sense of fairness in their play and learning.	Increasingly the children are able to resolve their differences independently.	Continue to develop individual child based strategies when the need arises
	Staff develop opportunities where children can experience a range of situations that allow them to ask questions, explore different materials and find out how things can be used.	Children are confidently leading both their own play and independent group play. They express their ideas and feelings to both other children, staff, and visitors in order to extend their play.	
	Effective questioning by staff is used to encourage and support children to develop self-esteem and perseverance		
Developing digital skills	The centre has a clear policy for the use of digital technology and staying safe on-line.	Children are confident in how digital skills can help them find out answers as well as discovering more about their environment, other cultures and places. Children use digital technology imaginatively in their play (such as phones, cameras, keyboard and typewriters)	Continue to increase the range of digital technology available to the children in their play.
	Along with staff, trustees and parents a decision was taken to remove personal computers and tablets from the centre. This has led to more creative ways of developing digital skills. including the use of a big digital touch screen where children use technology in a co-operative way to help make choices, solve problems and discover more about the world around them. These are used throughout the curriculum		
	Children are developing the skills needed to confidently use and manipulate a wide range of digital equipment.		

