



Spateston Early Learning and  
Childcare Centre  
Standards and Quality Report  
2021





## Our Centre

Spateston Early Learning and Childcare Centre is situated at the heart of the community of Spateston within the Johnstone area of Renfrewshire. The service is registered for 124 children at any one time all aged 3 to starting school. It operates from 8am to 6pm Monday to Friday, 50 weeks per year. Staffing comprises of Head of Centre; Depute Head of Centre; two Senior Early Learning and Childcare Officers; Early Year's Graduate; Early Learning and Childcare Officers and Support Workers. The service is well established within the local community but has recently relocated to a new build facility in January 2021. The building is designed based on the Froebelian approach to children's learning, the environment is designed both across the indoor and outdoor spaces and encourages children to move freely as their play develops. Unity and connectedness are at the heart of what we do, and this includes children, practitioners, families, and the community. We believe that children learn best when they feel happy, secure, and confident in their surroundings, our centre empowers children to individually flourish and be proud of what they achieve.



## Our Philosophy



Within Spateston Early Learning and Childcare Centre we:

Respect the individuality of all and nurture the skills and qualities they have. We support the thoughts and opinions shared and value how these can influence our approach. We believe that all should feel included and will ensure that with warmth and understanding we strive to achieve this.

Ensure that the environment indoors and out is a resource that our children are excited to explore. It creates an invitation for them to expand their curiosity and enquiry skills. Our children thrive as we develop within them a deep understanding and appreciation of the natural world as they investigate the wonder this creates. Through play they connect to familiar aspects of life at home and together we build on this to unify their learning making it both emotionally safe and intellectually challenging.

Create learning and development opportunities for our children to experience that are limitless. Together we provide them with the skills to develop their knowledge through the excitement of researching their interests to find out more. Practitioners inspire and encourage children's wonder of learning and are proud to observe as they celebrate their achievements together. Play opportunities are rich, stimulating, exciting and fun. Children have the freedom to follow their interest with supportive adults who inspire further learning.

Make strong connections across our environment that links children's learning and development to home, family, culture, and the local community. We ensure that we provide a unified approach to the opportunities and experiences we offer. Working together in harmony we ensure that together as one we strive for a uniqueness in our approach to achieve the best outcomes for all.

Encourage children to share their thoughts and feelings using their creative mind to express their imaginative and creativity skills. Having the freedom to explore, reflect and exhibit these through their learning gives them the opportunity to make connections and form an understanding of the world around them.

Make certain our children feel secure within the Spateston Early Learning and Childcare Centre community. Together we create for them a sense of belonging through the connections we have as a team which includes, all families, practitioners, and the wider community. Our inclusive environment provides a harmonious learning community where children's social and emotional wellbeing is supported through the friendships they make.

Have early years professionals who are dedicated to the importance of their role in supporting children's learning and development. We ensure that the knowledge and understanding they have about how children learn is visible within the environment and the flexible approach they have to individual children's needs. Relationships with children are warm and loving creating happiness and security as they engage in meaningful interactions. Their ongoing professionalism is sustained through the qualifications they gain, and the impact further research has on their understanding of young children's learning and development.





## Successes and Achievements

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Covid-19 pandemic has been profound and presented us with unprecedented challenges. However, despite these challenges, progress was made pre and post lockdown, of which we are very proud.

The successful joining together of practitioners to create our new team is evident and this has been because of the actions we have taken. We have been developing and training them in aspects of the curriculum, the writing of documentation, creating a quality learning environment and reviewing our philosophy. Building the skills of practitioners based on their previous experience has been the starting point. Within the learning zones role modelling excellent practice is having a positive impact. Practitioners are developing in confidence to share their thoughts and ideas and to volunteer to take forward areas of learning that they are interested in, for example, forest learning.

Achieving a shared vision has been one of our priorities and the work we have done developing this as a team has been significant. This started in October 2020 and has now concluded. All stakeholders engaged in the process and despite the challenges this year has brought we have used the differing ways we have supported children's learning during this year to capture the thoughts, reflections, and desires from all. These have now formed our philosophy and connects to our Froebelian approach to learning. Unity and connectedness across the experience's children have is embedded within the quality play environment children engage in.

Our discussion around children's learning and development has focused on how we, as a team, believe our children should learn. This reflected on the thoughts and views discussed as we came together to decide on our philosophy. Creating an agreed foundation ensured that all practitioners believe in the same values creating a shared approach for our new team to grow. Prior to changes to the staffing and building, the original Spateston team had developed a depth of knowledge to form what was their approach to children's learning and development. We used this as the basis to move forward and connect to the work they had already done; it was important that the identity of the existing nursery was not lost. Working together has been important and understanding the knowledge and skills of all practitioners has allowed the Senior Leadership Team to prioritise any change to ensure the pace is appropriate. Taking everyone with us has been crucial to embed quality within our practice.

During this academic year there have been long periods of time for children away from the service and the play environment children are familiar with. Time at home for children brought an opportunity to spend more time with family with parents and carers becoming facilitators of home learning. We wanted to ensure that during their time at home we supported the wellbeing of our children and their family by supporting the learning. Documentation of the learning continued to be captured by practitioners using learning stories. Sharing the observations parents made with practitioners and capturing the range of holistic experiences children participated in ensured that children's achievements were celebrated, and their progress recorded. A study into remote learning and the link to tracking and assessment of children's progress highlighted that our approach has been conducive to the progression of children's learning and development. We continue to strive to provide excellence and equity to all no matter what potential barriers are put in our way.

As a result of Covid-19 restrictions children have coped very well with several transitions out with their normal routine. The sharing of information with parents about any changes have been robust to ensure that the wellbeing of all our children and their families has been smooth, supportive, and nurturing.

## How Successful Have We Been in Improving Our Centre?



### Leadership

- A shared philosophy created by all stakeholders underpins all aspects of our practice to ensure that together we achieve high quality practice unique to our setting.
- Strong pedagogical leadership motivates and inspires practitioners to be innovative in their thinking and use professional research to enhance their practice and add depth to their knowledge.
- Continuous improvement within the service is based on our connection with children, practitioners, and families to help us reflect and identify where change is needed. Shared thinking supports the success of our improvement plans.
- The individual professional journey of practitioners is coached and mentored to enhance high quality practice and utilise the skills of them within the team. Leadership at all levels is encouraged.

### Workforce Professionalism

- The professional development of practitioners is invested in as they participate in further qualifications linked to our approach to children's learning and development.
- Professional dialogue to challenge practice is impacting on the quality of learning and teaching children experience. Practitioners are confident in sharing their practice to support improvement.
- The Senior Leadership Team are visible within the centre and use this time to build on practice using a variety of strategies either immediately or planned over time.

### Parental Engagement

- Connecting with families during this year has facilitated a wide range of creative methods for us to use to ensure that their engagement is actively encouraged.
- Family learning has been supported with resources provided to support play experiences for children. This has impacted on the progress children have made across literacy, numeracy and health and wellbeing.
- The strong partnerships we have with families and the communication they shared about their desires for their child's early years' experience within Spateston Early Learning and Childcare Centre has helped form our vision for the future.

### Assessment of Children's Progress

- Our approach to children's learning and the research and understanding behind our pedagogy is based on strong practitioner knowledge of how children learn through play.
- The quality learning environment where children can explore supports practitioners to deeply engage, extend and document the progress children are making in their learning celebrating their individuality as a learner.
- The tracking of children's learning across literacy, numeracy and health and wellbeing using learner pathways demonstrates the very good progress they are making. The study into remote learning that links to tracking and assessment highlights that the changes to the way children have accessed the early years environment this year has been supported successfully. Children have continued to make very good progress despite the adverse challenges they faced.

### Establishment Improvement

- Our improvement cycle is having a positive impact on practice, developing the learning environment to engage children and develop their interests to support deep, meaningful, and relevant experiences.
- The professional development of practitioners is impacting on the skills they bring to enhance the quality of the learning and teaching approaches we have adopted.
- Our philosophy reflects the service we provide and is the foundation created by all involved in delivering a high-quality provision.

### Performance Information

- As a team we evaluate our service using quality indicators from 'How Good is Our Early Learning and Childcare', this is embedded in practice for all and supports the ongoing development of learning and teaching.
- Children are making very good progress in their learning and this can be analysed from this year within the data gathered in individual children's pathways across the core curricular areas. Our approach to how we gathered evidence of children's experiences remotely has supported the continuation of learning despite the challenges faced during Covid-19 restrictions.





## Key Strengths of the Centre

- Our shared philosophy that supports unity and connectedness across all aspects of our setting.
- A high-quality learning environment both indoors and out where children can explore their natural curiosity.
- Learning and teaching approaches that are based on children's interests and developed by highly skilled practitioners who understand the Froebelian principles that influence and guide our practice.
- A highly skilled and knowledgeable team of practitioners who are passionate about how children learn and use their professionalism to research and learn to ensure they are the best they can be.
- A strong leadership team that have the vision needed to guide and support the individual needs of practitioners in delivering a high-quality service for children and their families within the community of Spateston.

## Our Next Steps – Priorities for 2021-22

The Covid-19 pandemic hindered our progress and our ability to achieve all our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2021 – 22. We believe that we have made very good progress during session 2020-21 and we will use the improvement priorities listed below to build on this progress moving forward.

- Develop planning approaches that reflect our pedagogical approach to children's learning and progression
- Enhance practitioner professionalism through mentoring support from the senior leadership team
- Empower the engagement of parents in their children's learning through enhanced family learning opportunities
- Embed Renfrewshire's Nurture Relationships Approach (RNRA) throughout the centre

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**Have Your Say!**  
Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the setting.