



Spateston early Learning and
Childcare Centre
Standards and Quality Report
2023





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 112 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 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



Our Froebelian approach to children's learning is based on providing all children with quality play opportunities leading to in depth experiences. The very good progress our children make in their learning is linked to the learning environment, 'the third teacher', providing children with the knowledge, skills, dispositions, and feelings to explore, experiment and learn through play. Our creative approach to delivering our curriculum and national guidance, supports us to promote positive outcomes for every child. Our high-quality learning environment offers an enjoyable opportunity for children to be involved in active learning experiences. Our children immerse themselves in experiences based on their interests. Practitioners skilfully encourage children to extend their learning based on their interests. This enables the practitioner to challenge the children's thinking whilst integrating cross-curricular learning opportunities. Through their play, children are involved in experiences which demonstrate a positive attitude towards skills for life and learning, incorporating these into their play. Children are provided with a range of innovative and creative opportunities, supported with provocations to provide further curiosity and awe. Practitioners carry out detailed observations and narratives to support the children's learning and achievements. Children have fun during their play, and this is evident as they talk about what they have been learning.

Our curriculum framework secures children's wellbeing and rights including their right to play. Practitioners are mindful of allowing the children's voice to be heard throughout, encouraging the children to develop an awareness of their rights. Our values place 'Getting it Right for Every Child' at the heart of all decisions practitioners make with our families. The promotion of wellbeing for children and their families strongly underpins the work of our service. This reflects our philosophy of providing 'a unified approach to the opportunities and experiences we offer' where, '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'. Practitioners work together very well to create an inclusive environment that provides a harmonious learning community where children's social and emotional wellbeing is supported through the friendships they make.

We have made strong connections across our environment ensuring links to children's learning and development to home, family, culture, and the local community. We have ensured that we provide a combined approach to the opportunities and experiences we offer. Working together in harmony we have ensured that together as one we continue to strive for a uniqueness in our approach to achieve the best outcomes for all. Practitioners have shown a strong personal and collective commitment to our philosophy and to their professional values. The Senior Leadership Team have been supportive, continuing to guide all practitioners to reflect and develop our shared practice. Our philosophy continues to be the foundation of any new developments so that we can deliver on all aspects of our service to an even better standard.

Our approach to engaging families in their child's learning enables them to connect more readily with the learning happening across the setting and use the resources available, including the wider community, to extend projects at home. Our families participate in identifying and agreeing outcomes for their children and our practitioners are skilled with supporting children to reach their full potential. The established relationships we have with our families and children are strong. Regular communication with our families ensures we listen to their voices and act upon any changes to support their child's learning. Children and families are welcomed into the centre with compassion and are respected by all. Valuing all families and encouraging them to be active participants in their child's learning journey remains an ongoing priority at Spateston ELC. We recognise the significant role that families play in contributing to their child's learning and development, and by utilising the skills and knowledge of the families, can enhance and deepen the experiences we offer their children within our service.

How Successful Have We Been in Improving Our Centre?



Leadership

- At Spateston ELC we value the opportunity to reflect on and evaluate our practice. Throughout our improvement cycle, a rigorous self-evaluation has been carried out over the year. There has been a mutual respect for each other's practice where we have helped and supported each other in a kind and compassionate manner. We have set high standards for our children and families and ensured that high quality play has been a central focus of our improvement planning. We have recognised the importance of our children and families involvement within the cycle and given them the opportunity to influence changes within the service.
- Leaders have created systems for practitioners to initiate informed change. All are involved in priority groups, for example the eco group and many practitioners have been involved in play projects. This has supported them to develop their knowledge and skills contributing to positive outcomes for children and families. Self-evaluation continues to be at the heart of everything we do in our setting to ensure improvement.
- Positive relationships can be observed between the whole staff team. Together we demonstrate a commitment to continuous improvement placing children and families at the centre of service delivery.

Workforce Professionalism

- Froebel in Childhood Practice training has been achieved by four practitioners through Edinburgh University and is about to be undertaken by another four. As practitioners participate on the course the impact on the learning environment and practitioner knowledge is visible.
- We currently have eight practitioners undertaking the BA Childhood Practice at either Strathclyde or Glasgow University. The impact on further research and knowledge is broadening their understanding of children's learning and development and supporting our shared philosophy in allowing us to achieve the best outcomes. The professional ethic of practitioners is shown in their commitment to use collegiate time to support further professional development in a subject they feel is reflective of them whilst still strongly supporting our shared vision.

Parental Engagement

- Our innovative approach to how we engage parents in their children's learning and the interconnectedness of home and setting continues to be developed through the 'learning links' section on our website. The 'Pop in and Play' sessions to support this initiative have enhanced the engagement of families in their children's learning.
- Children and their families benefit from our keyworker system. We have further enhanced this by creating family groups meaning if practitioners are absent other staff within this group have the same working knowledge of each child enabling children to receive consistent and targeted care.

Assessment of Children's Progress

- The excellent progress children make in their learning is linked to the learning environment, 'the third teacher', providing children with the knowledge, skills, dispositions, and feelings to explore, experiment and learn through play.
- Our Early Years Graduate supports practitioners very effectively to carefully focus on children's achievements. We look at each child's needs and adapt aspects within the environment accordingly. Children's progress is monitored regularly and thoroughly, ensuring our pedagogical approach is impacting positively on their learning and attainment.

Establishment Improvement

- We have worked in collaboration with Strathclyde University to produce a virtual platform of our service. This will be used to share our high-quality environment with children, families, and other professionals. We are passionate about our pedagogical approach to children's learning and believe that by remaining true to our shared Froebelian philosophy our children are achieving the best outcomes. The children that attend our centre are creative, ambitious, and loving with the imagination and skills that will give them the confidence to be all they can be in life. This project has allowed us as a team to continue to reflect on our practice and consider the impact our pedagogical approach is having on children's confidence to be autonomous learners.
- An inspection from Care Inspectorate in March 2023 very positively acknowledged the developments made within our service to date and our plans for future improvements. They evaluated our setting with three excellent and two very good grades. The full report can be accessed from our website.

Performance Information

- The data gathered using 'The Early Level Progression Tool' provides an in-depth overview of each individual child's progress in relation to health and wellbeing, literacy, and numeracy. It also creates a holistic overview of the service and information in relation to the development needs, poverty related attainment and gender attainment. We know that across literacy 72% of pre-school children; across numeracy 62% of pre-school children and across health and wellbeing 87% of pre-school children achieved the benchmark set within the progression document. This data has shown an increase in attainment from the previous year. The play environment was adapted in response to the data information from 2022 with resources and interventions that helped narrow the attainment gap for all children across the core curricular areas. We will continue to use this strategy moving forward to reduce the gap even further.





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 2023-24

We believe that we have made very good progress during session 2022-23. Some of our priorities and actions will be continued and built on during academic session 2023 – 24. We will use the improvement priorities listed below to build on our progress moving forward.

- Capture the depth of children's interests and progress in learning through unity and connectedness across the wider learning environment
- Growing connections as we build children's deeper understanding of the natural world
- Children's rights and the principles of nurture in practice

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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.

You can find further information about our service by visiting:
www.spatestonelcc.co.uk