



Spateston early Learning and
Childcare Centre
Standards and Quality Report
2024





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



Across our service, practitioners are very loving, caring and nurturing in their interactions and relationships with our children. There is a calm, caring and respectful ethos that families and visitors to the setting have commented extremely positively about. Practitioners know children and their families very well. They view children as unique individuals with their own needs, personalities, and interests. Practitioners have a secure understanding of the role of positive relationships in supporting children's learning and development with all taking responsibility for ensuring that children feel welcomed and included in the nursery community. They provide very good role models in their consistently positive interactions with children and each other. Practitioners use praise very effectively to promote children's self-esteem and as a result, children are happy, relaxed, and confident within the nursery environment.

Our setting provides children with an extremely high-quality learning environment. To support the delivery of learning we embed the Froebelian philosophy to enhance the children's experiences, this is a real strength of the setting. The commitment and knowledge of practitioners is having a significant impact on children's learning opportunities and experiences. Our children clearly love learning at nursery. The friendships children have developed with their peers' results in them cooperating well with each other in meaningful experiences that capture their concentration for sustained periods. Children make many independent choices in their play when selecting resources and areas of the nursery to play in. Our learning environment offers children constant opportunities to explore, investigate and be creative. Flexibility in the routine allows children time to complete a task, they demonstrate a high level of engagement and motivation. Children choose to access outdoor learning frequently throughout their day and have open access to high quality outdoor learning experiences. The garden area and use of the local community forest provides a wealth of rich opportunities for children to learn across the curriculum. Our children are thriving because of a highly appropriate balance of experiences often led by them and very well supported by staff. Children demonstrate skills in using technologies across their learning. They confidently use it to enhance their play or further develop their learning. Practitioners have a clear understanding of how individual children learn and our pedagogy reflects this to ensure children have the highest possible quality of learning we can provide.

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 and philosophy of our service. 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. Children who need extra help are supported to be as independent as they can be, taking part in all experiences with no limits on what they can achieve. The consistent high-quality interactions between practitioners and children ensure that children are challenged, supported, and encouraged to do their very best. Highly effective partnerships with other professionals supports children who require additional support with their learning. Through the work of senior leaders and practitioners, the setting ensures that all children make very positive progress in their learning and development.

We value and respect all children and their families equally through our inclusive ethos. Practitioners know children and their families very well and have a sound knowledge of our local community. Children's achievements within and from out with the centre are celebrated. Practitioners take advantage of all opportunities to build on the skills children bring. We have a supportive and inclusive ethos where all practitioners are aware of the differing cultural, socio-economic, and linguistic backgrounds of children and have high expectations for them all. Supporting families to participate in learning together initiatives has developed following consultation with families. As a result, our continued focus on supporting children to develop skills across the core curricular areas has been highly effective. Family engagement has and will continue to be key to this success.

How Successful Have We Been in Improving Our Centre?



Leadership

- The senior leadership team's vision for improvement is informed by an extensive knowledge of high-quality early learning. Leadership across the setting is inclusive. Senior leaders provide supportive and enabling leadership to build capacity across the team. There is a strong positive culture of learning and improvement across our early learning and childcare centre. Our ambition and aspirations for the service have been realised through the passion and commitment of the whole team in putting children at the heart of our drive for improvement. This is making a difference to the opportunities and experiences children access throughout their day. Practitioners are embracing the collaborative working opportunities we create and share responsibility for the promotion of children's wellbeing and learning. They are reflective and strive for continuous improvement. Practitioners set themselves high standards and work well together to create engaging learning spaces and experiences to support children. The development of the outdoor allotment space this year has been influential in developing the engagement of children in understanding the world around them. Practitioners and senior leaders regularly discuss practice and make improvements to provision.
- Leaders have created systems for practitioners to initiate informed change. All are involved in priority groups, for example the nurture group and growing connections group. 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.

Workforce Professionalism

- A carefully managed blend of high-quality career long professional learning is having an impact on children's experiences, learning and development. Training has and continues to include, practitioners completing a specialist certificate in Froebel in Childhood Practice, the Head of Centre and Early Year's Graduate completing Froebel Practitioner Enquiry training and the Head and Depute Head of Centre with the Early Year's Graduate completing Froebel Leadership training. We have developed our own professional library for practitioners to encourage further research to benefit their professional development on aspects of practice. The impact of this initiative is putting empowerment of knowledge at the core of improvement for every individual practitioner regardless of their experience or qualification. Practitioners are now more confident to use this knowledge as they further their qualifications with ten now studying the BA Childhood Practice at 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 for 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 this means that 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

- Outdoor play is very much part of our learning environment and continuing to allow children the opportunity to choose the outdoors as they follow their interests to explore, is developing their curiosity and providing them with new challenges. The indoors and outdoors are viewed as integral parts of one whole environment, and both have equal value within Spateston. We have further developed our Froebelian approach to encourage the children to make connections and build a stronger understanding of the natural world around them and their role within it. We have developed our own allotment space within the extended garden which includes a large poly tunnel and vegetable beds. The responsibility children have for growing and looking after our allotment lets them use the produce to cook and bake regularly. Appreciation of sustainability is visible as the children look at the world around them to notice, observe and reflect on the changes the seasons bring to the garden.
- Nurture is embedded within the centre, and we have been awarded our Jade accreditation. Our 'children's charter' reflects children's rights and is being observed in practice through the professionalism of practitioners. They are even more informed in understanding individual children and how they can support them no matter the challenges put in their way. The confidence of practitioners has grown as they ensure that all children's wellbeing and learning needs are met.

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 68% of pre-school children; across numeracy 62% of pre-school children and across health and wellbeing 77% of pre-school children achieved the benchmark set within the progression document. We have observed an increase in families requesting an additional year at our centre due to the number of pre-school children not yet turned 4 years old prior to registering for school. The data has shown us that for children to demonstrate progress across the core curricular areas with consistency and confidence, more time in a high-quality early year's setting is beneficial to their progress. We will continue to help narrow the attainment gap for all children through the play environment offered within Spateston Early Learning and Childcare Centre. This will support us 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 has 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 2024-25

We believe that we have made very good progress during session 2023-24. Some of our priorities and actions will be continued and built on during academic session 2024 – 25. We will use the improvement priorities listed below to build on our progress moving forward.

- Children's Rights and Nurture Principles: Our Holistic Approach to Supporting Children's Health and Wellbeing
- Children's Connection with the Natural World Around them: The impact this resource has on children's learning

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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