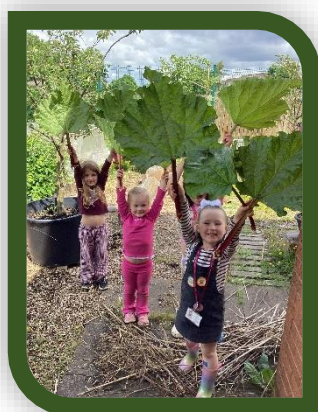




Spateston Early Learning and Childcare Centre Standards and Quality Report 2026



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 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



Leadership across our setting is founded on strong relationships, trust and a shared commitment to achieving the best outcomes for children. Practitioners are empowered to lead improvement through professional learning, reflective practice and collaborative dialogue, ensuring everyone contributes to the ongoing development of our setting. Guided by our Froebelian values of unity, connectedness and community, we create nurturing, inclusive environments where children feel safe, respected and able to flourish. Continuous self-evaluation has strengthened our practice, leading to responsive improvements in our learning environments, innovative approaches to documenting children's learning and increased opportunities for children to lead their own learning through play.

Our curriculum is rooted in Froebelian principles and reflects the uniqueness of our children, families and community. Through play, exploration and meaningful experiences inspired by children's interests, nature and the changing seasons, children develop curiosity, creativity and a love of learning. Practitioners build warm, trusting relationships and use careful observation, high quality interactions and responsive planning to provide the right balance of support and challenge for every child. Learning stories, observations and ongoing reflection ensure children's progress is celebrated and informs meaningful next steps. Strong partnerships with families and the wider community enrich learning, enabling children to make sustained progress while developing confidence, resilience and independence as capable learners.

Children's wellbeing, inclusion and achievement are at the heart of our practice. Strong relationships with children, families and partner agencies enable us to understand each child's strengths, interests and individual needs. Through regular observations, wellbeing reviews and professional dialogue, practitioners identify barriers to learning early and provide timely support and appropriate challenge. As a result, children make positive progress, develop confidence and resilience, and experience a strong sense of belonging within our nurturing community. Assessment is embedded within our play based, Froebelian approach. Practitioners use observations, learning stories, photographs and videos to celebrate children's achievements and plan meaningful next steps. Regular tracking and professional dialogue ensure learning is responsive to each child's stage of development, providing the right balance of support and challenge. As a result, children make sustained progress, growing in confidence, independence and capability as learners. Children's safety and wellbeing underpin everything we do. We provide a safe, nurturing environment where children feel secure and confident to learn through play. Robust safeguarding procedures, regular risk assessments and ongoing monitoring ensure our environments remain safe and responsive. Practitioners work together to promote children's wellbeing and respond promptly to any concerns, giving children and families confidence that they are safe, valued and well supported.





How Successful Have We Been in Improving Our Centre?

Our Holistic Approach to Supporting Children's Wellbeing

Our focus on children's wellbeing has strengthened the nurturing ethos across our setting and had a positive impact on children, families and practitioners. Children demonstrate increasing confidence, independence and resilience in their play and relationships, supported by practitioners who have developed a deeper understanding of individual needs through ongoing professional learning and reflective practice. The Children's Charter is now embedded within daily life, promoting kindness, respect and a strong sense of belonging, with children increasingly using its language to guide their interactions. Families have played an active role in shaping our philosophy and improvement journey, strengthening our shared vision and ensuring children's wellbeing remains at the heart of our practice. Together, these developments have enhanced our inclusive, relational approach, enabling children to flourish within a safe, nurturing environment where they feel valued, respected and empowered as capable learners.

Children's Connection to the Natural World:

Respecting the power of nature through shared knowledge and experiences

Our work to strengthen children's connection with the natural world has had a significant impact on their learning, wellbeing and understanding of sustainability. Children now demonstrate greater curiosity, respect and responsibility for the outdoor environment, confidently caring for plants, wildlife and growing spaces while applying the values of their Children's Charter in their daily interactions. Through growing, harvesting and preparing food, children have developed a deeper understanding of natural cycles, healthy lifestyles and sustainable living, sharing their knowledge with families and the wider community. Strong partnerships with families have enriched these experiences, extending learning beyond the nursery and fostering a shared appreciation of nature. As a result, outdoor learning has become an integral part of our curriculum, nurturing children's confidence, independence and sense of connectedness with the world around them.

Capturing Children's Learning Through a Focused Lens:

Enhancing our planning cycle

Our focus on enhancing the planning cycle through Learning Lens has transformed how we capture, reflect on and celebrate children's learning. Digital documentation has provided richer evidence of children's thinking, interactions and play, strengthening practitioners' reflections and ensuring children's interests continue to shape responsive, high quality learning experiences. Sharing learning with families has further strengthened home, nursery partnerships and enabled learning to be extended beyond the setting. Our work was further recognised through achieving the Scottish Book Trust Reading Schools Award, with the quality of our literacy practice acknowledged as outstanding. This has had a significant impact on children's early literacy skills, with the percentage of children consistently identifying and tapping out syllables increasing from 22% to 70%, and those recognising rhyme in songs, games and play increasing from 36% to 77%, exceeding our improvement targets. These outcomes demonstrate the positive impact of our play based, Froebelian approach, ensuring children develop a love of stories, songs and rhymes while making sustained progress in early literacy.



Key Strengths of the Centre

Our Froebelian ethos is at the heart of our practice, creating a nurturing environment where children learn through play, relationships, nature and meaningful experiences.

Skilled, reflective practitioners use professional enquiry and high quality interactions to continually improve children's learning and wellbeing.

Responsive assessment and effective tracking ensures every child receives the right balance of support and challenge, leading to sustained progress.

Strong partnerships with families and the wider community enriches children's learning, strengthens belonging and extends experiences beyond the setting.

Children's wellbeing, inclusion and rights are central to our practice, enabling children to flourish as confident, capable and respected learners.

Our Next Steps – Priorities for 2026 to 2027

We have made very good progress during session 2025 to 2026, with our improvement priorities having a positive impact on children's learning, wellbeing and experiences. During session 2026 to 2027, we will build on these successes through the improvement priorities outlined below:

- Enhancing Early Numeracy Through Responsive Pedagogy, Professional Enquiry and High Quality Learning Documentation
- Strengthening Unity, Connectedness and Community Through Responsive Pedagogy, Community Connections and Outdoor Learning
- Strengthening Equity and Belonging Through Responsive Pedagogy, Anti-Racist Practice and Children's Rights

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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