



Villa Kindergarten  
Early Learning &  
Childcare Centre  
Standards and  
Quality Report

2017 / 2018



# Contents

[About our ELCC: Vision, Values and Aims](#)

[About our ELCC: Context](#)

[What evidence have we used to evaluate our work?](#)

[What were our priorities for session 2017/18?](#)

[Service Priority 1- STEMs Area](#)

[Service Priority 2- GIRFEC Care Plans](#)

[Service Priority 3- Outdoor Play Experiences \(under 3s\)](#)

[What is our capacity for continuous improvement?](#)

[1.3 - Leadership of Change](#)

[2.3 - Learning, Teaching and Assessment](#)

[3.1 - Ensuring wellbeing, equality and inclusion](#)

[3.2 - Securing Children's Progress](#)

[Next Steps: Priorities for session 2018/19](#)

## About our ELCC: Vision, Values and Aims

### Villa Kindergarten's Vision.

We want the best for your child, a good start in life with the correct support and the right guidance.

We pride ourselves on being "a solid foundation for your child's education".

Our highly qualified and motivated staff have only one mission: to give the best possible individual care, attention and support to each and every child within our setting.

# Villa Kindergarten: Aims and Objectives

1. We want the best for your child, a good start in life with the correct support and the right guidance.
2. We want to work in partnership with parents and carers to provide the best possible individual care and attention to each and every one of our children.
3. We want to teach your child to appreciate the needs of others, learn tolerance and how to share, develop self-confidence, independence and creativity.
4. We aim to provide a happy, welcoming environment with quality care for children 0-5 years.
5. Our objectives are to fulfil each child's individual potential.
6. We will monitor, evaluate and review our services.
7. By supporting our staff through training we ensure effective learning and teaching.

8. Our aim is to get it right for every child, following Pre-Birth to Three, Curriculum for Excellence guidelines, Building the Ambition, How Good Is Our Early Learning & Childcare Centre & relevant national and local documents and guidelines.

## About our Centre

**Villa Kindergarten Early & Childcare Care Centre** is a purpose built children's Day Care facility situated within the secluded, private grounds of Erskine Villa, Duntocher.

There is a large purpose built, fully equipped nursery which caters for 48 children; complete with a reception area, toddlers toilet block, separate rooms for the baby den 0-2 years, the toddler's 2-3 years and the ante-pre-school and pre-school children 3-5 years, as well as ground level access to our external, south facing play areas. The nursery was opened in 1991 and fully refurbished and extended in 2003.

At **Villa Kindergarten Early & Childcare Care Centre** we pride ourselves on being "a solid foundation for your child's education" and our highly qualified staff have only one mission: to give the best possible individual care and attention to each and every one of our pupils.

We currently have seven fully staff working at Villa Kindergarten:-

Jennifer Connolly- Head of Centre  
Michelle Brannan- Depute Head of Centre  
Angela Gallacher- Senior Practitioner  
Laura Wright- Practitioner  
Sharon Finnigan- Practitioner  
Stephanie McGettigan- Practitioner  
Kirsteen Morrison- Trainee Practitioner

## What evidence have we used to evaluate our work?

How Good Is Our Early Learning & Childcare Quality Indicators

Challenge questions

Building the Ambition

Attainment data from baseline assessments

Questionnaires to parents

Consultation with children- Floorbook

Yearly improvement plans

Monitoring calendar

Parents meetings

Comments book/box

Staff meetings

Playroom observation

Staff/child interaction, etc.

## What were our priorities for session 2017/18?

[Service Priority 1- STEMs Area](#)

[Service Priority 2- GIRFEC Care Plans](#)

[Service Priority 3- Outdoor Play Experiences \(under 3s\)](#)

## Service Priority 1:

| Service Priority 1: STEMs Area                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                     |
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| NIF Priority: Raise attainment in numeracy.                                                                                                                                                                                                                                                                                                                                                                         | HGIOELC? QIs<br>1.3 Leadership of change<br>2.3 Learning teaching and assessment<br>3.1 Ensuring wellbeing equality & inclusion<br>3.2 Securing children’s progress |
| NIF Driver: Assessment of children’s progress.                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                     |
| <p>Progress and Impact:</p> <p>The creation of our STEMs area has improved experience for children</p> <p>Children have a wider range of STEMs resources and experiences which has improved outcomes.</p> <p>The baseline result so far have shown an improvement in numeracy</p> <p>Children are fully engaged in learning experiences.</p> <p>Children’s numeracy skills have improved overall at all levels.</p> |                                                                                                                                                                     |
| <p>Next Steps:</p> <p>New resources and equipment have enhance children’s numeracy skills and experiences. Training from CAR and SEAL has increased staffs knowledge and skills, in turn improving outcomes for all children.</p>                                                                                                                                                                                   |                                                                                                                                                                     |

## Service Priority 2:

| Service Priority 2: GIRFEC Care Plans                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                     |
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| NIF Priority:<br>Reducing inequity and closing the attainment gap                                                                                                                                                                                                                                                                                                                                                                | HGIOELC? QIs<br>1.3 Leadership of change<br>2.3 Learning teaching and assessment<br>3.1 Ensuring wellbeing equality & inclusion<br>3.2 Securing children's progress |
| NIF Driver:<br>Performance Information                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                     |
| <p>Progress and Impact:</p> <p>GIRFEC care plans have enabled staff to clearly focus on each child's individual needs.</p> <p>Consultation with parents is ongoing throughout the year and staff are clearly focused on children's individual needs.</p> <p>Staff have developed a sound understanding of GIRFEC</p> <p>Staff are confident in writing children's care plans</p> <p>Children's needs are identified and met.</p> |                                                                                                                                                                     |
| <p>Next Steps:</p> <p>Staff will continue to use the GIRFEC care plans for each individual child and continuously review, monitor and update to ensure each child's care plan meets their individual needs.</p>                                                                                                                                                                                                                  |                                                                                                                                                                     |

## Service Priority 3:

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| Service Priority 3: Outdoor Play Experiences (Under 3s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                     |
| NIF Priority: Raise attainment in numeracy & literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | HGIOELC? QIs<br>1.3 Leadership of change<br>2.3 Learning teaching and assessment<br>3.1 Ensuring wellbeing equality & inclusion<br>3.2 Securing children’s progress |
| NIF Driver:<br>School Improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                     |
| <p>Progress and Impact:</p> <p>Staff have a deeper understanding of children’s outdoor play experiences that link to numeracy and literacy</p> <p>Outdoor learning experience offer a wider choice and variety of play experiences</p> <p>Play is more focused with links to numeracy and literacy</p> <p>Children are more engaged in play experiences</p> <p>Children’s skills and learning has improved</p> <p>Staff have a attended training to further develop understand of children’s learning through numeracy and literacy.</p> |                                                                                                                                                                     |
| <p>Next Steps:</p> <p>We will continue to develop and improve the outdoor play areas which in turn will improve experience and outcomes for all children.</p>                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                     |

## What is our capacity for continuous improvement?

Following our visits from WDC staff have been working hard to implement changes and make improvements to the service. Staff have attended CAR and SEAL training, visited other settings such as St Eunans, St Mary's and Lennox. They have spent time monitoring and sharing practice which has been of great benefit and helped develop staffs skills and knowledge.

Staff and children have reviewed, adapted and developed all playrooms and outdoor areas to further enhance daily experiences for children aged 0-5 years.

The self-evaluation process and the use of the monitoring calendar is going very well. Staff have been actively involved in self-evaluation of the service on an ongoing basis throughout the year using HGIOELC, challenge questions and Building the Ambition.

Consulting with all stakeholders on an ongoing basis helps us to continuously review and improve our service. This in turn leads to improvements for the children and families in our care.

## 1.3 - Leadership of Change

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|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Quality Indicator 1.3 - Leadership of Change                                         | Level:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4                                       |
| Theme:                                                                               | Establishment Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | External Evaluation (HMle, CI, VSE, IV) |
| Developing a shared vision, values and aims relevant to the school and its community | <p>Parents were recently invited to review our Vision and Aims and Objectives. Parents read over our Vision, Aims and Objectives and agreed with them. Parents signed a form to conform their agreement. As yet there has been no changes to our Vision, Aims and Objectives.</p> <p>Our Vision is ambitious, we aim to provide the best possible foundation for each child in our care. Staff are motivated and take pride in their work. This is evident in daily practice and from feedback from parents and children.</p> <p>All staff take pride in their work and are positive role models. Staff cope well with change and work in partnership to implement new initiatives whether local or government, this enables us to keep abreast of current guidelines and ensure the best possible outcomes for children and families in our care. Our Vision, Aims and Objectives is at the heart of everything we do. By following these staff work in partnership to provide a service that meets each child and their family's individual needs.</p> |                                         |

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|                                               | Following our recent parental review of our Vision, aims and objectives, we will email all parents a copy with any updates/changes. This will ensure that everyone has a voice in shaping the future direction of the service.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| Strategic planning for continuous improvement | <p>Consulting with parents in a flexible way is important. Not all parents have time for discussions so using a variety of methods for consultation is key, for example, email, posters, displays, one to one discussion, questionnaires, etc. This enables us to gather a wide range of parental views and opinions that meets the needs of parents within the setting.</p> <p>Examples of nurturing creativity and promoting innovation is evident in our learning walls, home learning wall, learning journals, children's profiles, daily learning experiences, child/staff relationships, etc.</p> <p>Practitioner enquiry and professional dialogue is vital as it enables staff to keep up to date with current legislation and guidelines. The methods we use are staff meetings, room and group discussions, email updates, training and courses.</p> <p>This helps staff to be reflective practitioners and continuously improve their knowledge and skills. This in turn motivates and inspires staff to sustain high standards of delivery of early learning and childcare within our setting.</p> |  |
| Implementing improvement and change           | Change is an ongoing process within early learning and childcare. Staff are adaptable to change and approach it in a positive manner. Staff carry out self-evaluation tasks on an ongoing basis throughout the year. This enables us to evaluate our practice and plan for improvements. Once                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |

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|  | <p>we identify areas needing improvements, improvement plans are drawn up. Staff work in partnership to meet the targets of the improvement plan. This method allows us to improve the service on an ongoing basis for children and their families.</p> |  |
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## 2.3 - Learning, Teaching and Assessment

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| Quality Indicator 2.3 - Learning, Teaching and Assessment | Level:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 4                                       |
| Theme:                                                    | Establishment Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | External Evaluation (HMIE, CI, VSE, IV) |
| <p>Learning and engagement</p> <p>Quality of Teaching</p> | <p>Staff have very good relationships with children and know them well. Staff have a positive attitude and work hard to provide a nurturing, safe and caring environment for children in our care. Staff have a close relationship with children and have developed close bonds with them. They use methods such as group discussions, one to one discussions, monitoring, observations, small group work, playroom experiences, profile building, baseline assessments and gather information from parents and family members to develop a true picture of children's achievements, progress, likes, interests and areas needing further development. This in turn helps staff to plan with children in a group or individually and provide experiences that motivates children to learn, meeting their needs and interests and providing high-quality learning outcomes.</p> <p>Most children are confident in talking about their achievements within the playroom setting and can discuss this with staff and their peers. Children are proud to have their work and pictures displayed on the learning walls and achievements at home wall.</p> <p>We track children's progress and development in their How Am I Doing booklets for children ages 0-3 years. The children 3 years + have online Learning Journals which</p> |                                         |

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|                             | <p>enables staff to monitor and track their progress and development. Staff can then identify next steps, areas needing further development and any gaps within the curriculum needing further progress. The tracking tool within the learning journals keep staff and management up to date with progress and areas needing further development.</p> <p>Staff, children and parents share and use a range of assessment information such as discussions, parents meetings, daily diaries sheets, questionnaires, online learning journals, floorbooks, learning walls, spider graphs, posters, group planning, individual planning, newsletters, email, etc. This helps us to reflect on current practice and improve the service.</p> <p>Staff are positive role models and work hard to develop children's individual skills, confidence and meet their needs. This helps the children to become independent learners and develop the four capacities.</p> |  |
| Effective use of assessment | <p>Assessment methods such as baselines, individual profiles, learning journals, consultation, and observations are an integral part of the learning and teaching within the setting. They are used effectively to plan high quality learning experiences for all children and are flexible to ensure we meet children's needs, abilities and interests. Play experiences are challenging and fun and encourage children to learn at a pace which is manageable and appropriate to them. Staff are reflective practitioners and are skilled in identifying what works and what doesn't. This enables staff to reflect on their practice and care they provide and make appropriate changes when needed to improve learning and teaching.</p> <p>High quality observations are spontaneous and take place naturally during everyday activities and interactions. Staff are skilled in gathering appropriate and relevant</p>                                   |  |

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|                                   | <p>information on how children learn, ie, schemas. Observations are used to build a true picture of children learning and development and help staff identify areas needing further development. Staff are confident in evaluating children's progress and development. One to one staff meetings, playroom meeting, staff meetings and individual discussions are used to highlight any issues and plan a way forward that helps and supports staff.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Planning, tracking and monitoring | <p>Tracking and monitoring of children's progress is well-understood and used effectively to secure improved outcomes for all children. It enables us to monitor children's progress and identify gaps in learning, this in turn helps staff to plan when appropriate with children and parents to further develop their skills and abilities at a pace that is suitable yet challenging to their individual needs and improve outcomes for children.</p> <p>Practitioners are skilled in make sound judgements about children's progress and respond quickly to ensure learning opportunities meet the needs of individual children in their care. Staff share their findings with co-workers to ensure continuity of care.</p> <p>Children move freely around the playroom every day and access all areas. They choose from a wide range of high-quality resources and equipment including digital technologies. They also access the outdoor play areas each morning and afternoon and again move freely around accessing a wide variety of resources and natural materials to explore and investigate.</p> |  |

### 3.1 - Ensuring wellbeing, equality and inclusion

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| Quality Indicator 3.1 - Ensuring wellbeing, equality and inclusion | Level:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 4                                       |
| Theme:                                                             | Establishment Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | External Evaluation (HMIE, CI, VSE, IV) |
| Wellbeing                                                          | <p>Within our setting there is a shared understanding of wellbeing and children's rights. Children's rights are displayed throughout the setting and staff have been involved in training and developing the Common Core of Skills, Knowledge and Understanding and Values for the Children's Workforce in Scotland information leaflet. Full account is taken of children's rights and is considered in respect of their stage of development including when planning learning across the curriculum.</p> <p>Our newly introduced GIRFEC care plan is used for each individual child and updated each term on an ongoing basis following observations and discussions with children and parents. This enables staff to clearly focus on each child's individual needs and log their progress throughout the year in relation to the wellbeing indicators to support their care, learning and development.</p> <p>Staff have recently reviewed the Children's Charter and all practitioners agreed with the principles. By following these staff work in partnership to provide the best possible outcomes for children in our setting.</p> <p>Staff are sensitive and responsive to each child and families wellbeing. They work hard to provide and warm,</p> |                                         |

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|                                | <p>caring and friendly environment that is built on trust and respect.</p> <p>Staff have a good understanding of children's rights and work as a team to embed it within every day practice.</p> <p>The wellbeing indicators are included in each child's individual care plan and are reviewed and updated on an ongoing basis throughout the year. This process enables staff to track children's wellbeing in a meaningful way and builds a true picture of each child's needs. Some of the children show a developing understanding of the wellbeing indicators which are reflected in our Golden Rules.</p> <p>Staff have a good understanding of attachment theory and work closely with parents/families to ensure the best possible care and support for each child in our setting. We use methods such as daily discussions, daily diaries, daily activity sheets, parents meetings, profiles and learning journals, etc.</p> |  |
| Fulfilment of statutory duties | <p>Management and staff work well together and management works hard to ensure the wellbeing of all practitioners. Staff feel valued and are confident in knowing they receive support when the need it. Methods such as supervision session, staff meetings, daily discussions and our open door policy help to support staffs wellbeing.</p> <p>All our practitioners engage in professional learning such as staff meetings, in-house training, courses, etc. These takes due account of the legislative framework related to wellbeing, equality and inclusion. This enables staff to keep their skills and knowledge up to date with current best practice.</p>                                                                                                                                                                                                                                                                   |  |

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|                        | Curriculum for Excellence and Pre-Birth to Three is embedded in our everyday practice. Our approaches to learning and child development promotes diversity and equality. Staff consult with children daily and follow their lead and interests, this enables children to be fully engaged in activities of choice and ensures children are given a voice in their own learning. By doing so children are treated with dignity and respect and feel valued.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Inclusion and equality | <p>Staff encourage children to explore their thoughts, feelings, attitudes, values and beliefs that influence their lives and relationships in ways that is appropriate to their developmental stage and needs. This is reflected in our daily practice and links to our Vision, Aims and Objectives and Children's Charter.</p> <p>Staff use BTA, HGIOELC, etc to reflect and evaluate their own and others practice. This enables staff to look closely at the service they provide and plan when appropriate for improvements.</p> <p>Children are encourage to show consideration and empathy towards others. They are supported in their learning from staff who are positive role models. Staff encourage them to be kind and gentle and build positive relationship with others. Feedback from questionnaires and discussions with parents tells us that children and families at Villa feel welcome, valued and included.</p> <p>Health and wellbeing is fully embedded in the daily life of the setting and consistently promoted by all practitioners. Staff work hard to create a welcoming ethos and culture of inclusion and participation. This is evident in the daily progress and achievements of children.</p> |  |

### 3.2 - Securing Children's Progress

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                         |
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| Quality Indicator 3.2 - Securing children's progress | Level:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 4                                       |
| Theme:                                               | Establishment Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | External Evaluation (HMle, CI, VSE, IV) |
| Attainment in Literacy and Numeracy                  | <p>Almost all children make very good progress through experiences that promote holistic learning. They are developing their social, emotional, physical and cognitive skills very well. Children plan with staff for their own learning and move freely around the playroom and outdoor areas accessing resources and experiences of choice. We ensure that children are making progress across all aspect of their learning and development by working in partnership with them and their families, carrying out observations and next steps, carrying out baseline assessments for children in their pre-school year, monitoring and tracking all children's progress and development in their profile or learning journal.</p> <p>Using the baseline assessment allows us to monitor and track children's progress and development, we gather data, evidence and information on every child that shows almost all children are making very good progress in literacy, numeracy and health and wellbeing as appropriate to their developmental stage. Age/stage appropriate activities and experiences are used to promote and enhance children's learning that supports language, mathematics and health and wellbeing. These experiences and are available for children to access and self-select throughout the day and are supported by appropriate adult interaction when needed.</p> |                                         |

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| Attainment over time                     | Staff work confidently in partnership with one another to discuss and make judgements on children's progress. They work together to track progress and achievement and ensure continuity of care and support is given to each child. Staff attend training to improve skills and knowledge, in turn improving outcomes for all children on an ongoing basis and raising attainment for all.                                                                                                                                               |  |
| Overall quality of learners' achievement | Achievements are shared by children, practitioners and parents through the use of our achievements wall and learning journals. Parents and children send photographs and a description of their child's achievement, this is then displayed for their peers to see. Staff share children's achievements and progress by uploading photos and observation to their learning journal, parents can then access these at any time from their child's individual online account.                                                               |  |
| Equity for all learners                  | Parents attend parents meeting twice a year to discuss and review their child's progress. Staff provide written reports for all children aged 3 years + every Spring. Parents are fully involved in understanding their child's progress and have access to profiles and learning journals. They are valued partners in identifying and reviewing progress and achievements. When additional support is needed staff, children and families work in partnership to access the support required such as the speech and language therapist. |  |

## Next Steps: Priorities for session 2018/19

[Priority 1:](#) Loose Parts- Raising attainment in Numeracy & Literacy

[Priority 2:](#) Stages of Early Arithmetical Learning (SEAL)-. Raising attainment in Numeracy

[Priority 3:](#) Home Link Bags- Collaborative Action Research (CAR).