



sustainable thriving achieving

East Dunbartonshire Council

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Twechar Early Years Centre



Standards and Quality Report 2025– 2026

Context of the Centre

Twechar Early Years Centre (EYC) is situated within the grounds of Twechar Primary School in the small rural, former mining village of Twechar, East Dunbartonshire. Children attend from the village and surrounding areas, with the majority living within Scottish Index of Multiple Deprivation (SIMD) deciles 1–4.

Twechar EYC is registered to provide care and education for children aged two to five years. The current roll is 32. The Centre offers extended day and extended year provision, supporting families with flexible attendance patterns between the hours of 8:00am and 6:00pm.

Our experienced early years team consists of a Headteacher, a Depute Head of Centre (DHOC), a Senior Early Years Worker, an Early Years Teacher, ten Early Years Workers, a Modern Apprentice, two Clerical Assistants, and a Housekeeper.

Children benefit from access to a well-resourced and stimulating playroom for two- to five-year-olds, along with a dedicated outdoor learning environment known as the 'Quad'. The Centre makes effective use of local woodland areas, and we have established strong partnerships with the Healthy Living Centre and other key stakeholders.

Our indoor and outdoor learning environments provide a broad and balanced curriculum, offering depth, challenge, and opportunities for the application of learning. These experiences are carefully planned to support the developmental needs of all learners.

Our curriculum reflects our unique rural context and makes effective use of the opportunities presented by being located on the same site as the Primary School. At Twechar EYC, we work closely with families and partners to create a safe, inclusive, and nurturing environment where children can thrive.

We place a strong emphasis on supporting children's emotional wellbeing, self-esteem, and resilience. Our approaches ensure that children's social and emotional needs are met in meaningful and supportive ways. Learners are encouraged to develop the skills, knowledge, and dispositions required to progress across all areas of their development.

Our Vision

At Twechar EYC, we aim to provide high-quality education and care within an inclusive community, where everyone is nurtured to be unique and ambitious. Our environment empowers individuals to develop confidence in themselves, their abilities, and others, fostering a strong sense of belonging within the Centre, the wider community, and beyond.

Our Aims

- To nurture each child to develop confidence and believe in their ability to achieve their full potential.
- To promote an inclusive ethos for all children, families, and practitioners within the Early Years Centre and the wider community.
- To encourage children to be ambitious in their play and learning through a wide range of meaningful experiences across the Centre, home, and community.
- To build positive and trusting relationships by actively listening to and respecting the voices of children, families, practitioners, and the local community.

- To encourage collaboration and recognise achievements, enabling children, families, practitioners, and the community to celebrate success and contribute to a positive future.

Our Values

Fun • Respect • Belonging

Self-Evaluation and Improvement

Throughout each academic year, we engage in continuous self-evaluation to identify strengths and areas for improvement. We consult regularly with key stakeholders to gather valuable feedback and evidence, ensuring that our decision-making is informed and responsive to the needs of our community.

Our Centre Improvement Plan reflects the priorities outlined in the Education Service Plan and the Early Years Strategic Plan, alongside national priorities for improvement. This ensures a clear and strategic approach to raising attainment, improving outcomes, and delivering high-quality early learning and childcare.

Progress in Centre Improvement Plan (CIP) priorities

Centre Priority 1: Achievement			
Our pedagogies for learning, teaching and assessment are consistent and enhance children's progress as they grow and develop.			
NIF Priority	Closing the attainment gap between the most and least disadvantaged children	QIs	Learning Teaching and Assessment
	Improvement in attainment, particularly in literacy and numeracy.		Children's Progress
Progress and Impact			
We have developed and implemented a cohesive annual calendar which enables all staff to fully engage with, and contribute to, the learning, teaching and assessment cycle across the Centre. A robust and collaborative framework has been established, ensuring planning meetings take place in small groups every eight weeks, aligned with our defined planning cycles. This structured approach has supported professional reflection and the identification of areas for further development both within and across learning zones. During these meetings, staff effectively share good practice and identify key learning to be carried forward into subsequent planning cycles, based on children's interests and developmental needs, including enhancements to the learning environment. Meeting minutes, including clearly defined actions, are shared with all practitioners. This has strengthened our ability to provide breadth, depth, progression, coherence, personalisation and choice for all learners. Through quality assurance of planning floorbooks and area			

audits, we have triangulated evidence confirming that the majority of identified actions are consistently addressed in subsequent cycles, leading to improved outcomes for children.

The Senior Leadership Team responded proactively to practitioner feedback regarding Early Level trackers previously used to monitor children's progress in literacy and numeracy. We engaged in outward-looking practice to explore approaches used in other Early Years Centres. This informed the development of streamlined tracking tools. These trackers are aligned with East Dunbartonshire Council progression frameworks and clearly outline skills development across emergent, Phase 1 and Phase 2 pathways.

Comprehensive training on these trackers was delivered during the August in-service days, and they have been used consistently by practitioners throughout the academic session. Almost all practitioners report that the revised trackers have enhanced their understanding of literacy and numeracy development, enabling them to more effectively identify gaps in learning and plan appropriate next steps. Practitioners also report that the trackers are more user-friendly and less time-consuming. As a result, we now have a robust tracking system supported by a full year of data, with the majority of our learners on track in literacy and numeracy. By the end of academic session 2026/27, we will have two years of robust data to support longitudinal analysis and inform further improvement planning.

Tracking meetings between practitioners, the Early Years Teacher and a member of the Senior Leadership Team took place in September, December and May, aligned with the planning cycle and embedded within the annual calendar. These meetings provided valuable opportunities for high-quality professional dialogue, moderation and shared understanding of children's progress, using tracker data as an evidence base. Over the course of the year, almost all practitioners demonstrated increased confidence and understanding in tracking children's progress, contributing to a more rigorous and reliable tracking process.

An electronic tracking tool, captures a high-level summary of each child's progress across literacy and numeracy, identifying whether they are on track/achieved, off track, or significantly off track. This has enabled staff to implement targeted and responsive interventions to support children to achieve their full potential. These include:

- Setting appropriate literacy, numeracy and health and wellbeing targets within Adventure Books (paper learning journals)
- Planning targeted learning experiences based on identified gaps and next steps
- Undertaking focused observations to gather evidence of specific skills
- Providing literacy and numeracy home learning packs for families (e.g. rhyming and numeral recognition resources)
- Developing targeted intervention plans with weekly activities (e.g. WellComm "Big Book of Ideas" to support language development)
- Creating targeted action plans
- Using tracking data to inform EYCAT Requests for Assistance
- Engaging with multi-agency partners, including the Educational Psychologist and Speech and Language Therapist, through termly Support for All meetings

Our quality assurance processes have ensured effective triangulation of evidence through regular reviews of planning floorbooks and Adventure Books. All staff now consistently use tracking information as an integral part of the learning, teaching and assessment cycle.

We have also strengthened our approach to tracking across the wider curriculum. Previously, tracking focused primarily on literacy, numeracy and health and wellbeing. However, self-evaluation identified that this did not fully capture the breadth of children's learning. In response, we introduced a "focus child" approach in August 2025. Each week, a selected group of children become the focus of observations by

designated practitioners. Over the course of each month, every child is observed across a range of learning zones, demonstrating a variety of skills, knowledge and understanding.

Observations are linked to the eight curriculum areas and recorded in children's Adventure Books. Through ongoing quality assurance monitoring, the Senior Leadership Team has identified gaps in curriculum coverage where they arise. This information is shared with practitioners to inform future planning and ensure a broader, more balanced curriculum experience for all children.

"Tracker information was analysed and next steps identified and acted upon. As a result, robust and effective quality assurance processes supported continuous improvement and ensured children's progress was closely monitored."

(Care Inspectorate Report, 2026)

"Quality assurance systems were robust, effective, and completed in a timely manner, supported by a well-organised annual calendar. Monitoring and auditing activities identified strengths, including good-quality observations and recording of progress in Adventure Books. Importantly, where gaps were identified, actions were taken promptly, resulting in better outcomes for children."

(Care Inspectorate Report, 2026)

Next Steps

As a Centre, our next steps are to continue to embed and sustain high-quality learning, teaching and assessment processes. We will incorporate the STEM Nation Award, with a focus on developing children's meta-skills such as problem-solving, creativity and resilience

Centre Priority 2: Wellbeing

To develop practitioner knowledge and implement effective practice from *Up, Up and Away*.

NIF Priority Improvement in children and young people's health and wellbeing
Placing the human rights and needs of every child and young person at the centre
Improvement in attainment, particularly in literacy and numeracy.

QIs
Leadership and management of staff and resources
Staff Skills Knowledge Values and Deployment
Children Experience High Quality Spaces

Progress and Impact

Over the past year, we have embedded key elements of the *Up, Up and Away* guidance to further develop an inclusive, nurturing environment for children, families and practitioners. At the start of the academic

session, all staff participated in an Authority-led online training session, ensuring a shared understanding of the document and its key principles.

Our Literacy Lead, *Up, Up and Away* Lead and Senior Early Years Worker completed the Literacy-Rich Environment Toolkit, with findings shared across the team. This self-evaluation identified that many key elements were already well embedded within our Centre. This was further validated during our Care Inspectorate inspection (April 2026):

“Playrooms were calm, attractive and uncluttered which supported a welcoming learning environment. Play spaces were arranged to allow children to move freely and access resources.”
(Care Inspectorate, 2026)

Through ongoing self-evaluation, we identified a need to further support parents in developing children’s emergent writing skills. In response, we created mark-making bags for every child to use at home. These included guidance for parents and practical activities to support fine motor development and early writing, such as creative tasks including card making. This initiative has strengthened home learning links and increased parental confidence in supporting early literacy development. A child commented ‘I liked making the card with my dad’. A parent commented ‘the leaflet gave me lots of ideas of things to do with my child.’



In previous years, a small number of practitioners used aspects of *Up, Up and Away*, such as the Identifying Stages Toolkit, to support children accessing the Enhanced Learning Resource (ELR). Due to an increase in the number of children requiring targeted support, this toolkit was introduced to all practitioners. Staff engaged in small group sessions, applying the tool to specific children. Practitioners reported that this collaborative approach was highly beneficial, increasing their confidence and providing practical strategies to address identified gaps in language and communication. This has strengthened consistency in practice and improved support for individual children.

As our Centre supports children aged 2–5 within one playroom, there is a wide range of developmental stages. Practitioners were provided with protected time to engage with the Milestones for Development section of the document. This has enhanced their understanding of the importance of planning developmentally appropriate experiences, rather than those based solely on chronological age. As a result, resources appropriate for younger children were purchased using fundraising income. Almost all children have engaged positively with these resources, supporting more inclusive and responsive practice.

A key principle of *Up, Up and Away* is the importance of high-quality observations and effective information sharing. During each in-service day, protected time was allocated for whole-team discussions about children’s progress. This has ensured that all practitioners have a shared understanding of each child, enabling more consistent, informed and responsive planning. Practitioners report that these discussions are highly valuable in identifying next steps and removing barriers to learning.

To further strengthen our knowledge of children as individuals, we introduced an ‘All About Me’ folder, accessible within the playroom. This contains key information about each child, including termly-updated parent contributions and individual passports for children requiring additional support. This approach ensures that practitioners remain well-informed of any changes in children’s lives and can respond appropriately. Almost all practitioners report that this has improved their ability to support children’s wellbeing effectively.

Our Care Inspectorate inspection further highlighted the positive impact of our approaches to wellbeing:

“Practitioners provided warm, caring and responsive support which promoted children’s health and wellbeing. We observed nurturing interactions, with practitioners consistently attuned to children’s verbal and non-verbal cues. This enabled timely and sensitive responses to children’s individual needs.”
(Care Inspectorate, 2026)

To further support practitioner development, in-house training on high-quality observations and recording was delivered during the February in-service day. Almost all practitioners reported that this training improved their confidence and practice, particularly in documenting children’s learning within Adventure Books.

Overall, practitioners report that the Council-wide focus on *Up, Up and Away* has been highly beneficial. It has reinforced the importance of a child-centred approach, with a strong emphasis on understanding and supporting children’s developmental stages rather than focusing solely on chronological age.

Next Steps

As a Centre, we will continue to embed and sustain key elements of *Up, Up and Away* within our daily practice. We will:

- Further develop practitioner confidence and consistency in applying the guidance across all areas of practice
- Strengthen parental engagement by sharing priorities and practical strategies linked to *Up, Up and Away*
- Continue to develop high-quality observations and responsive planning based on developmental stages
- Build on inclusive practice to ensure all children’s needs are met effectively within our playroom environment

Centre Priority 3: Technology and Community Engagement

To review and enhance our use of digital technologies and community opportunities to provide high-quality, relevant learning and engagement.

NIF Priority Closing the attainment gap between the most and least disadvantaged children
Improvement in attainment, particularly in literacy and numeracy.

QIs
Leadership and management of staff and resources
Play Learning and Development

Progress and Impact

This session, we have taken a proactive approach to developing the use of digital technologies across the Centre to enhance children's learning experiences.

A STEM open day was attended, practitioners shared key learning with the wider team, including examples of effective practice and recommended resources. As a result, we invested in programmable technologies such as Bee-Bots and Sphero Indi, funded through parental fundraising. These resources have supported the development of early computational thinking and problem-solving skills.

Professional learning has also been extended through Film Scotland training, attended by one practitioner. This has directly impacted practice, with the introduction of a range of creative, technology-based learning experiences, including:

- Stop motion animation
- ChatterPix storytelling



A small group of children have actively engaged with stop motion animation to recreate and record nursery rhymes, for example *Ten Green Bottles*. Children have also used ChatterPix to retell familiar stories such as *Supertato* and *The Gruffalo*. Some children have demonstrated creativity and higher-order thinking skills by adapting and creating their own versions of familiar stories, showing increased confidence in storytelling and digital literacy.

Another practitioner has developed children's skills in programmable technology through the use of Bee-Bots, both physically and through associated digital applications. Children have been exploring and applying directional language, before progressing to programming Bee-Bots using skills acquired on the app. This has supported progression in sequencing, problem-solving and early coding skills.



Children have also engaged in digital mark-making using drawing applications on the iPad. Through this, they have developed fine motor skills alongside digital competencies, including selecting colours, adjusting brush size and using editing tools such as the eraser function.



We have extended the use of technology into the local community to enrich outdoor learning experiences. For example, children have used plant identification and bird recognition apps to explore and identify species within the local environment. Additionally, children have used Google Maps to explore their local area. Almost all children involved were able to recognise their home address and support practitioners in locating their house, strengthening their sense of place and community awareness.

Technology has also been embedded within the construction and block play area. Children have used stop motion and voice recording to create digital representations of their structures. As a result of our increased focus on digital learning, some children have developed confidence and competence in using technology and have begun to support their peers, demonstrating early leadership skills and collaborative learning.

Next Steps

As a Centre, we will continue to build on our use of digital technologies to enhance learning. We will:

- Further embed the purposeful use of digital technology across all areas of the curriculum
- Strengthen practitioner confidence and consistency in delivering high-quality digital learning experiences
- Extend opportunities for children to apply digital skills in real-life and community contexts
- Link digital learning to the STEM Nation Award, supporting the development of key skills such as problem-solving, creativity and innovation

Progress in National Improvement Framework (NIF) priorities

Improvement in Attainment, Particularly in Literacy and Numeracy

All practitioners demonstrate a strong understanding of how to create and sustain a literacy- and numeracy-rich learning environment. High-quality interactions and well-planned experiences support children to develop key skills across early reading, writing, and mathematical concepts.

Practitioners meet termly with the Early Years Teacher and a member of the Senior Leadership Team to track the progress of their key children using a holistic tracking system. These professional dialogue sessions support robust analysis of children's learning and development, enabling practitioners to identify clear and targeted next steps.

Floorbooks and Children's Adventure Books are regularly monitored as part of a comprehensive quality assurance calendar. This ensures that children's learning is effectively documented and that progression is evident over time, particularly within literacy and numeracy.

As a result, practitioners are responsive to children's individual needs, and children are making steady progress in developing early literacy and numeracy skills through meaningful, play-based learning experiences.

"Literacy and numeracy were woven thought out all areas... As a result, children were supported to develop key language, literacy and numeracy through their play experiences"

(Care Inspectorate Report 2026)

Closing the Attainment Gap Between the Most and Least Disadvantaged Children and Young People

The Senior Leadership Team fosters a welcoming, nurturing, and fully inclusive environment for all children and families. This strong ethos supports positive engagement and ensures that equity remains central to our practice.

Learning environments are regularly reviewed and adapted to ensure they meet the diverse needs of all children, providing appropriate levels of support and challenge. Practitioners ensure that targeted interventions and inclusive approaches are in place to reduce barriers to learning and promote equity of opportunity.

Support for All meetings are held regularly and involve the Senior Leadership Team, Educational Psychologist, and Link Speech and Language Therapist. These collaborative meetings provide valuable opportunities to share key information, review progress, and seek specialist advice. As a result, staff are better equipped to implement targeted strategies that support individual children and their families effectively.

Through this collaborative and proactive approach, children who require additional support are identified early and provided with appropriate interventions. This is contributing to improved outcomes and helping to reduce the gap in attainment by ensuring all children are supported to achieve their full potential.

“Children who require additional support had detailed plans outlining strategies and Practitioner responsibilities. There were clear records of in-house and multi-agency meetings, with agreed targets and review dates. This demonstrated that Practitioner worked proactively with other professionals and families to ensure children receive responsible and consistent care”

(Care Inspectorate Report 2026)

Improvement in Children and Young People’s Health and Wellbeing

During a recent Care Inspectorate inspection, it was recognised that the Centre has a strong and embedded ethos of supporting children’s health and wellbeing. We achieved a **‘very good’** evaluation within the quality indicator *“Children are supported to achieve”*.

“All parents we spoke to told us the practitioners knew their child well, communicated regularly and supported their child’s wellbeing and development. As a result, children experienced consistent care where their individual needs were recognised and valued.”

(Care Inspectorate Report, 2026)

As a Centre, we promote inclusion through a nurturing, relationship-based approach. Staff have established strong, trusting relationships with children, families, and partner professionals, ensuring a consistent and supportive environment for all.

We have successfully implemented the *Setting the Table* guidance, providing a wide range of healthy snack options and promoting positive attitudes towards nutrition. Significant improvements have been made to the lunchtime experience, creating a calm, relaxed, and sociable environment where children can develop independence and social skills. This was recognised during inspection:

“Practitioners sat alongside children [at lunchtime], engaged in conversation and encouraged positive social interaction. As a result, children enjoyed a calm, social mealtime experience that contributed positively to their overall wellbeing and development.”

(Care Inspectorate Report, 2026)

Children’s emotional wellbeing is further supported through the use of approaches such as *The Colour Monster*, enabling them to recognise, understand, and express their emotions. Regular emotional check-ins empower children to communicate how they feel and support the development of emotional literacy and resilience.

As a result of these approaches, children feel safe, secure, and valued within the setting. They are developing confidence, positive relationships, and the emotional skills required to support their overall health and wellbeing.

Self-evaluation of The Quality Framework

HMIE Single Inspection Quality Indicators.



Quality indicator	Centre self-evaluation	Inspection/ Authority evaluation
Curriculum	Very good	Very good
Learning, teaching and assessment	Very good	Very good
Wellbeing, inclusion and equality	Very good	Very good

Summary of Centre Improvement priorities for Session 2026/27

Priority one:

- **Wellbeing & Inclusion**
 - To review and enhance Family Engagement within the Centre to empower families to engage fully in their child's education, including allowing parents to be upskilled in a variety of strategies outlined in up up and away

Priority two

- **Pedagogy**
 - Apply for, and complete year one of three in relation to 'STEM Nation Award', incorporating meta skills
 - With a focus on:
 - Leadership in STEM
 - STEM family learning

What is our Capacity for Continuous Improvement?

At Twechar EYC, we are fully committed to delivering high-quality early learning and childcare, with a clear focus on improving outcomes for all children. This is underpinned by the creation of a welcoming, nurturing environment, as recognised in our recent Care Inspectorate Inspection Report.

The Senior Leadership Team promotes a strong culture of continuous improvement through a distributed leadership approach. This empowers practitioners at all levels to take ownership of their professional learning, contribute to decision-making, and drive forward improvements across the Centre. As a result, staff are motivated, reflective, and committed to enhancing their practice.

We strive to create a learning culture where both children and adults grow and learn together. Ongoing self-evaluation is central to our practice, with all stakeholders—including children, families, staff, and partners—actively engaged in both formal and informal processes. Feedback and evidence gathered through these approaches are used effectively to inform priorities and shape future improvements.

Over recent years, the Centre has developed strong, positive relationships within the local community. These partnerships have supported a range of successful fundraising events and community initiatives, further strengthening our inclusive ethos and enhancing learning experiences for children.

As a result, Twechar EYC demonstrates a strong capacity for continuous improvement, with clear systems, collaborative approaches, and an embedded commitment to achieving the best possible outcomes for all learners.

Standards and Quality Reports should be emailed to the link Quality Improvement Officer by 19th June 2026. Centres will receive report feedback by 4th September 2026.