

Sauchie Early Learning and Childcare (ELC) Standards and Quality Report 2025-26



Towards Excellence...

Introduction

Sauchie ELC Standards and Quality Report 2025-26 provides a record of the main achievements of the ELC this session. The report evaluates the progress the nursery has made, focussing on areas which have been priorities in our Improvement Plan.

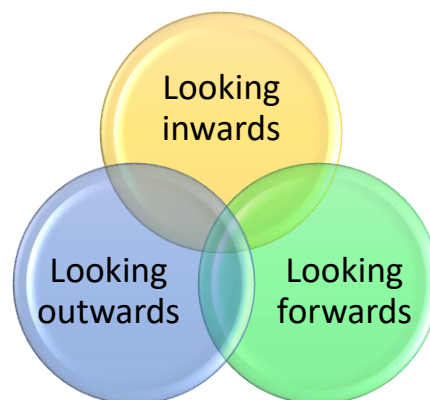
The report is based on a wide range of evidence, including analysis of children's attainment, observations of children's learning and work, and range of quality assurance exercises. Views were also gathered from children, families and educators through consultation exercises. Families and the nursery community were consulted through questionnaires, meetings and interactive ways.

The report is produced as part of the self-evaluation, improvement planning and quality assurance. It aims to provide helpful information to families, children, our local community, Clackmannanshire Council and Education Scotland.

Clackmannanshire Council's Vision:

We have a vision that Clackmannanshire is a place where all children and young people have high aspirations and a bright positive future ahead of them. We want young people to leave education skilled and well prepared for life, work and future learning. We will work to minimise the effects of child poverty and raise attainment for all children. Excellence and equity are the norm.

This full report will be visible within the ELC's front hall, an abbreviated paper version will be distributed to every family and a video version will be available on the screen in the front hall.



Context of the Sauchie ELC

Sauchie ELC is a Clackmannanshire Council provision; we are currently registered for 112 children not yet attending primary school at any one time. We offer bespoke packages of support for children and their families aged 0-2yrs including baby massage, baby blether groups and our outdoor toddler group.

All our 2–5-year-old children attend a variety of term-time, extended day and extended year attendance patterns to continue our commitment to 1140 hours of free early learning and childcare for every family. We are a Promise Awarded Setting and a Speech and Language Diamond Award Communication environment setting, a Gold Rights Respecting School, an Eco-school and a STEM nation awarded setting too. We have a staff team of 4 SMT members, 22 educators, 3 Learning assistants, 1 admin and 2 cooks who work hard daily to ensure that a high-quality provision is offered at Sauchie ELC.

Vision: We endeavour to provide a service that supports the Scottish Government's aim to make Scotland the best place to grow up. Where children flourish, by delivering high quality Early Learning and Childcare that meets the needs of every child and their family, and where children rights are at the heart of our service.

Values:

- **Love** = Nurture, Care, Relationships & Confidence
- **Play** = Play Pedagogy, Learning, Growth, Enjoyment and Choice, Friendships, Safe, Kindness & importance of children as individuals
- **Equity** = Inclusion, Respect, Fair, Supported, Achieving, Leading Learning, Fun & Independence

Aims:

- We strive to provide children with tailored and individual learning opportunities and experiences to develop and achieve their full potential.
- We embed a nurturing and welcoming ethos across our setting that values relationships and provides high quality care and support for children and families.
- We provide a high-quality learning and teaching environment both indoors and outdoors through a play-based pedagogy which sees children thrive and enjoy their learning and achievements.



Sauchie ELC is part of the Lornshill Cluster. We work in partnership with Lornshill Academy, 8 Primary Schools, 4 of which have ELC Classes, 1 Private Provider and 1 other standalone ELC setting. We are also committed to working together to take forward local authority priorities.

Session 2025-26									
Scottish Index of Multiple Deprivation (SIMD) <i>SIMD is the Scottish Government's standard approach to identify areas of multiple deprivation in Scotland. It can help improve understanding about the outcomes and circumstances of people living in the most deprived areas in Scotland. SIMD ranks data zones from most deprived (ranked 1) to least deprived</i>									
SIMD: 1: 6	SIMD 2: 38	SIMD 3: 31	SIMD 4: 5	SIMD 5: 2	SIMD 6: 1	SIMD 7: 1	SIMD 8: 1	SIMD 9: 1	SIMD 10: 0
Sauchie ELC has of 93% children living within the lowest deciles, whilst the other 7% sit between deciles: 5-10.									
Staged Intervention									
38% of learners are on staged intervention and require additional support for learning.									
We currently offer breakfast, 2 snacks, water and milk across the nursery day as well as open access to fresh fruit. A free hot main meal is provided for every child at Sauchie ELC.									

Attendance

Attendance remains a priority at Sauchie ELC. We have a robust absence procedure that is shared with families during the induction process: Attend Today – Achieve Tomorrow. We share our expectations that a child's attendance is judged as good at **97%** or above. The national average percentage for attendance is **91%** across Scotland. At Sauchie ELC our average attendance this year is 85.62% which is an increase year on year by 1.12%. We will continue to have focus on improving attendance each year.

What makes Sauchie ELC unique?

At Sauchie ELC we value our family learning opportunities and community partnerships and have developed these even further over the last year. We have a strong collaborative and effective partnership with one of our local care homes and continue to ensure our commitment to intergenerational links. We believe that spending time with other generations also has a wider impact. It helps us to strengthen and regenerate our communities by promoting inclusion and understanding. This, in turn, helps us to make our communities happier and more vibrant places to live and work. ('Bringing Generations Together' Care Inspectorate 2019). We have a few well-established learning groups in Sauchie ELC with a clear focus on child-led learning. This focus ensures learning that is permanent and useful, that leads to intelligent action and further learning and can arise only out of the experience, interest, and concerns of the learner." Research tells us that *'there are lasting effects of early years experiences in shaping students' longer term academic outcomes up to age 18.* (Sammons, Toth and Sylva, 2015).

With the introduction of our Child and Wellbeing Partnership (CWP) funded Baby Room, we continue to embed our 'family involvement and engagement' year on year. We are committed to support families to be part of our setting. We believe as a setting we understand the needs of parents, the local community and we reflect year on year and develop ways of working which are supportive and inclusive to all our families. This year we have introduced Baby Blethers, Baby Massage, Muddy Boots (outdoor toddler group) and respite baby sessions.

We have also welcomed a number of volunteers, students and work experience from across several partner agencies such as Stirling University, Forth Valley College, Clacks Works and our Secondary Schools.

Muddy Boots and Baby Room Experiences and Photos and Parent/Carer Feedback



Kirsty is so lovely and makes us feel so welcome, great range of experiences on offer to suit all ages.



My daughter and I both love attending the baby blether sessions. The staff are so lovely and the environment is friendly and inviting. The variety of toys and activities available are excellent.



We love coming to messy play on a Friday and Muddy boots on a Monday, definitely needs more advertising though as it would be such a shame to loose them.



It definitely makes a difference to my day on a Tuesday as a mum who doesn't have any support system in this area. I'm grateful for tots groups.



Not as busy sessions for people with anxiety would be good.

Good range of activities



Attainment and Achievement

Attainment in Literacy	79.4% of pre-school children are on track to achieve Early level by the end of P1. 26.4% of these pre-school children are working beyond this expectation 94.11% of pre-school children are on track to achieve Early level with the continuation of identified individual interventions by the end of P1
Attainment in Numeracy	85.3% of pre-school children are on track to achieve Numeracy Early Level by the end of P1. 20.58 % of these pre-school children are working beyond this expectation 94.11% of pre-school children are on track to achieve Numeracy Early level by the end with the continuation of identified interventions of P1
34% of Sauchie Learners have been identified as having an additional support need and are supported within the stage intervention process. - As a result of effective targeted support interventions in literacy skills over the last 5 years, the number of children requiring being placed on Staged Intervention has reduced from 11 to 1.	

Parent/Carer Feedback



Build positive relationships with families- you have made our family feel very welcome and supported my child settling in very well



Care for every single child



They support the children in learning



Being understanding of different types of family



So passionate and loving towards the children



How fun the nursery environment nursery is



Supporting parents who have children with special needs



They support the children in learning





Children’s responses to “What have you learned at nursery?”



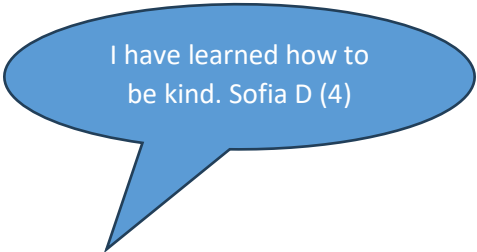
Snack. Jack (2)



I learned about dinosaurs. Theo (4)



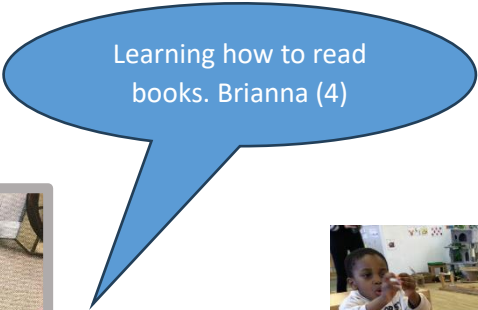
Making friends. Charlie (4)



I have learned how to be kind. Sofia D (4)



I have learned how to count up to 20. Hallie (5)



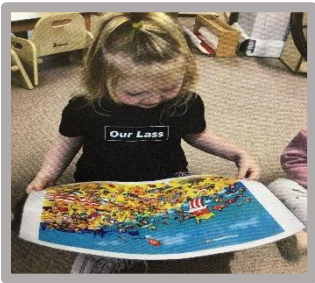
Learning how to read books. Brianna (4)



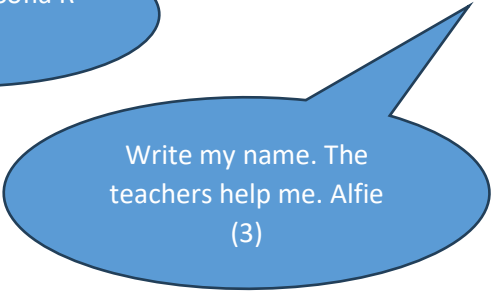
Play. Callan (3)



I’ve been learning writing. Esmay (5)



To whistle. Sofia R (4)



Write my name. The teachers help me. Alfie (3)



Review of Progress for session 2025-26: Performance Information

Priority 1: By June 2026 all children will have accurate progression evidenced within their new paper portfolios supported by skilled and confident Key Workers.	
Rationale: In Sauchie ELC we are committed to ensuring all of our Educators continue to further develop their skills and knowledge to be able to effectively reflect on and evaluate children's learning and development within their <i>key worker</i> role. Building on from year 1 in our 3-year plan, we plan to continue to embed this focused approach in supporting Educators in the <i>key Worker</i> role in identifying and ensuring progression for every key child within the new 'Individualised paper portfolios'. Analysis of our data has helped us to continue to identify areas of improvement, as a result we will continue to embed the EPJ (Educator Professional Judgement) process in line with local authority data collection points as well as ensuring that Key Workers are able to triangulate evidence across – Planning- Key Group Books – portfolios and children individual diaries. In the Chestnut Pod, almost all children were able to identify who their key worker was. In Willow Pod, some children (46%) knew who their key worker was. <i>We also continue to build on the Key Worker toolkit:</i> This will include – dedicated resources, including updated termly guidance-, EPJ termly guidance – Updated Skills Development Tool to include (BTC4) and Meta Skills – Local Authority Numeracy trajectories, Sauchie ELC Literacy trajectories and developmental milestones for all children. We will have a clear focus on supporting Educators to be able to continue to make robust and accurate professional judgements and make connections with the curriculum pathways/benchmarks. This will also include a focus on other areas of the curriculum, personalised interests and inquiry led learning (individually and collective) through the lens of our 'I wonder room'.	
<u>National improvement Framework (NIF) Drivers:</u> <i>School Leadership</i> Teacher and Practitioner Professionalism Parental/care Involvement and Engagement <i>Curriculum and Assessment</i> School and ECE Improvement <i>Performance Information</i>	<u>HGIOELC:</u> 1.3 Leadership of change, 2.3 Learning, teaching and assessment, 3.1 Ensuring wellbeing, equity and inclusion, 3.2 Raising attainment and achievement / securing children's progress Realising the Ambition: 3.2 & 4.4 Health and Social Care Standards: 3.1 & 3.14 UNICEF UNCRC article: article 1 & article 28.
	<u>Clackmannanshire Education Plan Priorities 2025- aligning with the NIF</u> • Placing the human rights and needs of children and young people at the centre of education • Improving their health and well-being; closing the attainment gap • improving skills and school-leaver destinations; and improving attainment, especially in literacy and numeracy.
Progress	<u>June 25:</u> All returning children have been assessed within the numeracy trajectories <u>June 25:</u> Key worker Portfolios created with guidance for key workers <u>July 25:</u> New pre-trajectories introduced to staff to support tracking within the portfolios to have a more holistic approach to tracking across all level of the CFE <u>July 25:</u> Skills based learning updated to reflect Meta skills and skills for life, learning and work (BTC4) <u>Aug 25:</u> All new children's numeracy assessment to be completed by end of Aug 25 <u>Aug 25:</u> All staff provided with guidance in new portfolios for tracking and assessment including signposting and colour coding system <u>Sep 25:</u> Decision made that Numeracy/Literacy interventions will take place after Oct holidays to support the EPJ 's and fidelity of assessment in line with IP (Key Workers) <u>Sep 25:</u> All staff reminded to ensure that portfolio's, group books and diaries to be brought to first EPJ meeting for QA and moderation <u>Sept 25:</u> Beginning to collate all TTS data for intervention to take place after Oct holidays <u>Sept 25:</u> All key groups' listening rating scale to be completed <u>Sept 25:</u> Senior ELCE observed group times experiences are of variety and meaningful experiences. Observations over a week, some experiences are planned in advance. <u>Oct 25:</u> Plan created for Senior ELCE to observe a focus at group time, focus decided by the outcome of the EPJ meetings. <u>Oct 25:</u> Group times have been amended to support the EPJ system. All groups now sit down with their keyworker to do a focussed activity at 2pm.

	<u>Nov 25:</u> All EPJ completed and interventions started after Oct hols. Additional interventions by LA to be incorporated in Nov 25- Mark making and Emergent writing in line with EPJ evidence from Chestnut & Willow pod <u>Nov 25:</u> All EPJ meeting evaluated by SMT and self-evaluated by Educators. <u>Nov 25:</u> Focus for EPJs next term will be for progression in learning for preschool children only. <u>Nov 25:</u> All Educators have identified next steps for group time focus and individual next steps for individual children. <u>Nov 25:</u> Overall predictions for June 2026 are <u>L-73% - N- 64%</u> as reported on the authority data spreadsheet <u>Nov 25:</u> PM sessional data measured against attainment levels (Heather leadership project) to guide and support improvement across the PM session <u>Nov 25:</u> Decision made to carry out EPJ meetings termly instead of in line with the authority data upload deadlines. <u>Jan 26:</u> Changes made to PM session with children being in the Willow Pod from 2.15 with planned learning experiences. <u>Jan 26:</u> Almost all children have evidenced progression within the literacy. Most children have evidenced progression within numeracy. LA Literacy (Focus on fine motor and scribble to writing skills) interventions taking place in chestnut and willow. These are to add additional interventions to support children identified from data who require additional support with progressing in these skills. <u>Jan 26:</u> Educators accessing moderation weekly as part of their Middle shift expectations. This will be focused around triangulations of evidence i.e. to ensure portfolio's link with planning and documentation. Senior implementing and working together to create a moderation template. This data will be analysed with Depute and head and further next steps will be identified <u>Mar 26:</u> All educators had EPJ meetings. Most educators were able to demonstrate progression in their portfolios across all areas. Some educators showed progression only in the area that they focussed their group time on. <u>Apr 26:</u> Expectations for Term 4 EPJs were shared with staff verbally and in writing to focus on being confident about reporting where their key children are in terms of attainment data. <u>Jun 26:</u> EPJ meetings showed progression across literacy and numeracy for almost all children. <u>Jun 26:</u> EPJs showed gaps in evidence across 'Analysing and Evaluation' and 'Finding and Using Information' <u>June 26:</u> Evidence in the educator self-evaluation forms showed an increase in Educators confidence.
Impact	- Following the introduction of a robust new tracking and monitoring system all Educators are reporting accurate attainment data to SMT at their termly EPJ meeting. - Due to the effective tracking and monitoring system introduced, the quality of the attainment data increased from 7 to 9 on the SMT QA evidence rating scale from Term 1 to Term 4. - QA of group time sessions, paired with the targeted implementation of consistent, focused experiences, has successfully raised attainment. Children have made progress in both literacy and numeracy, directly resulting from higher-quality, more intentional staff-led interactions. - As a result of effective tracking and monitoring processes SMT were able to identify gaps in learners' experiences and targeted interventions were put in place at group times and the pace of learning increased over the term. This is evidenced by a 6% increase in the number of preschool learners achieving expected levels in numeracy. - Following participation in training, moderation and EPJ meetings Educators confidence levels have increased from 6 to 9 as evidenced in their EPJ self-evaluation forms from Term 1 to Term 4. - The introduction of specific planning and evaluation for our PM session children has resulted in an increase across all levels of attainment for our pre school PM learners. This is evidenced in the attainment data and PM planning book.
Next Steps	- Review portfolios - Continue to develop the role of the keyworker to ensure high quality experiences of Educators in line with Clackmannanshire's definition of pedagogy. - Continue to ensure that EPJ meetings are carried out termly with all staff - Review of trajectory information for 'Analysing and Evaluation' and 'Finding and Using Information' and the Curiosities data. - Look at the environment and experiences on offer that support higher order thinking.

Review of Progress for session 2025-26:

Priority 2: By June 2026 all children will have accurate assessment and identified progression within their Portfolios (Listening and Talking): this will be increased from 67% to 75%.	
Rationale: In Sauchie ELC we have worked hard over the last 7 years and have a high-quality Literacy package in place for all our learners that includes universal, targeted interventions bespoke to each child. This includes, Language and Communication Program – ‘Talking Together @ Sauchie, Sue Ellis Sauchie Storytellers with a focus on comprehension skills, our bespoke universal and targeted literacy intervention groups that provides evidence that those children are making good progress and our skills-based focus on learning and teaching, but evidence is telling us we need to build an addition layer. We have identified through analysis of our ‘Numeracy’ data and the use of the Numeracy Trajectories areas of strength where Educators feedback that this supports them in identifying the right next step. Data has demonstrated children have progressed well in Numeracy since their introduction- See grid below – progress over time. As a result of this data analysis, we created and implemented our own ‘Literacy Trajectories’. This highlighted that having a key focus on ‘Listening and Talking’ (L&T) and tracking this more accurately with the ‘Literacy Trajectories’ that our (L&T) predictions would be lower this year. This prediction was accurate and this dropped from 80.4% to 67% which is an identified gap of 13.4% . We know that Literacy is key to attainment and that stronger oral and literacy skills, proficiency in reading also allows young children to understand more, to learn more, and to become competent researchers. Our plan is to continue to embed the literacy trajectories across the EPJ process with a focus ensuring assessment processes are in place to make accurate and effective judgments across L&T and ensure we increase year on year.	
National improvement Framework (NIF) Drivers: <i>School Leadership</i> Teacher and Practitioner Professionalism Parental/care Involvement and Engagement <i>Curriculum and Assessment</i> School and ECE Improvement <i>Performance Information</i>	HGIOELC: 1.3 Leadership of change, 2.3 Learning, teaching and assessment, 3.1 Ensuring wellbeing, equity and inclusion, 3.2 Raising attainment and achievement / securing children’s progress Realising the Ambition: 3.2 & 4.4 Health and Social Care Standards: 3.1 & 3.14 UNICEF UNCRC article: article 1 & article 28.
	Clackmannanshire Education Plan Priorities 2025- aligning with the NIF • Placing the human rights and needs of children and young people at the centre of education • Improving their health and well-being; closing the attainment gap • improving skills and school-leaver destinations; and improving attainment, especially in literacy and numeracy.
Progress	- Aug 25- Introduced the new moderated trajectories – including milestones for complex needs - September 25- All Sauchie ELC trajectories introduced across all 4 standalones - October 25 - Moderation with Tulach and Sauchie ELC - October 25- Depute and Head met with Park ELC and shared our Sauchie ELC updated version of Literacy trajectories that still include (Focus and Attention skills, Emergent Writing and Emotional Literacy). Park and Menstrie not using these aspects and will adapt for their service. Skills based learning sheet shared with Park. Park shared their pre-trajectories for LIT and NUM. Sauchie ELC have begun to use these as part of our new portfolio’s. - January 26 - Moderation with Tulach and Sauchie ELC – plan to meet and review progress in June - January 26 - All L&T data has been separated to allow for further analysis within pre-school, ante pre and 2’s. - January 26 – Met with SALT and agreed to share the L&T data for our 3’s for them to think about intervention that we could potentially use in term 4.

	- April 26- New SALT intervention in place for 3-year-olds – Led by our Talking Together at Sauchie (TTS) Champion - May 26- SALT meeting took place: Robust QA identified the gaps in our trajectories and SALT consulted to think about specific intervention for children in our Nurture space - Jun 26 – SALT and TTS lead revisited intervention for 3 year olds to gather impact data that showed that children increased their use of verbs from 30% to 45%.
Impact	• As a result of accurately tracking all pre-school children's Listening and Talking (L&T) skills using the new trajectories and the EPJ process we have identified that 88% of children are on track to achieve with 35% at E2 and 53% at E3. • As a result of using the Listening and Talking trajectories as part of the tracking process we are now confident that all Educators understand the evidence required in line with the trajectories to ensure they make accurate professional judgments as evidenced • As a result of tracking our targeted learners across both settings (Sauchie and Tulach) we are able to identify effective interventions to ensure that of the children identified, almost all children targeted have made progression and achieved L&T across the 2 phases at Sauchie. • Following participation in the 3's project, all children improved their use of verbs from 30% use to 45% use.
Next Steps	• Continue to sustain confidence and learning for all Educators with regarding to identify accurate progression and next steps for key children to improve attainment for all. • Continue to embed our Joint Literacy project with a focus on ensuring that sustained effective assessment and educator professional judgments are accurate across literacy. • We will look at our literacy package, including Sue Ellis Comprehension and our Think Equal and a new reading project (CYPIC). • Implement a holistic approach in collaboration with SALT in our Willow Pod, including bespoke training specific to this cohort of children. In addition, provide training to ensure the sustainability of TTS in Sauchie ELC – workforce development. • Continue to support Educators to embed evidence of assessment and progression within their Group Books. It will be of benefit to continue to quality assure varying differences within each book in line with the new children's Portfolio's ensuring confidence levels are sustained within the new process of moving from e-journal to paper portfolios and that triangulation is evident. • To continue to reflect and learn on our use of the curriculum for complex needs and children's progression, ensuring this is recorded effectively and making accurate judgments in line with individual learning within the Portfolio's.

Review of Progress for session 2025-26

Priority 3: By June 2026 100% of children being observed as part of the developmental milestone project will have been offered the experiences and improved in their development across all indicators for both gross and fine motor skills. Rationale: The Developmental Milestones Project was created to establish a robust framework for assessing and tracking child development for two-year-olds within Clackmannanshire Council. The first two years of the project focused on establishing foundational processes, data collection mechanisms, and initial training for practitioners using tests of change and improvement methodology to support the creation of the system. Our primary purpose for improvement this year is to refine and enhance the existing project data gathering processes, address identified challenges, and optimise its effectiveness and efficiency. This plan is designed to build upon the lessons learned from the initial implementation phases, incorporating feedback and best practices to maximise positive outcomes for children at Sauchie ELC and is based on the developmental data this far. The current data gathered shows a gap in the experiences and opportunities provided in Fine and Gross Motor domains. These domains have “not yet observed” across all cohorts and observations in two indicators in Fine Motor and one indicator in Gross Motor. There are currently 23% not yet observed in Fine Motor Skill domain - thread beads/cotton reels to a string and 20% not yet observed in Fine Motor Skill domain – screws off jars, flip a switch, open a door using a handle. There are also 18% not yet observed in the Gross Motor domain – Jump with both feet together (2 feet off the floor at the same time). This data suggests that the children may not have had the opportunities and experiences required to enable comprehensive observations in these domains which means we do not have baseline figures for which to measure improvement in these areas. Data gathered from the data uplift in September of 2025 for Cohorts 5, 6 and 7 provided the following information from the analysis of the Gross and Fine Motor Skills domains: Total number of children across the cohorts: 19 Number of children on Staged Intervention: 4 Areas identified for focus work in gross motor experiences: • Jump with both feet together – 31% not yet achieved • Walk upstairs/downstairs using one foot at a time (one foot is on the step while the other is on the next) - 47% not yet achieved • Kick a ball – 21% not yet achieved • Areas identified for focus work in fine motor experiences: • Screw off jar lids, flip a switch, open a door using a handle - 42% not yet achieved • Stack using bricks, toys etc for at least 7 items high - 47% not yet achieved • Thread beads/cotton reels on to a string - 42% not yet achieved • Cross midline by drawing a line across the page from left to right - 37% not yet achieved • Use pincer grip to insert puzzle pieces, use tweezers, put a peg on a washing line etc - 47% not yet achieved	
<u>National improvement Framework (NIF)</u> <u>Drivers:</u> <i>School Leadership</i> Teacher and Practitioner Professionalism Parental/care Involvement and Engagement <i>Curriculum and Assessment</i> School and ECE Improvement <i>Performance Information</i>	<u>HGIOELC:</u> 1.3 Leadership of change, 2.3 Learning, teaching and assessment, 3.1 Ensuring wellbeing, equity and inclusion, 3.2 Raising attainment and achievement / securing children’s progress Realising the Ambition: 3.2 & 4.4 Health and Social Care Standards: 3.1 &3.14 UNICEF UNCRC article: article 1 & article 28.
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Progress	Aug 25: All children have age appropriate developmental milestones observation sheets within the children's portfolios. Child observation sheets shared with staff at the staff development day and copies put in the staff room. Aug 25: Realising the Ambition Image of the Child exercise completed as carousel activity with staff looking at Interactions, Experiences and Spaces over the setting. (Revisit these as part of self-evaluation). Nov 25: All EPJ completed. Almost all staff have an understanding of the developmental milestone's expectations in line with learning and progression across H&W. To ensure all staff have these completed at Dec 25 EPJ meeting and are able to identify gaps for key children accurately – with next steps for progression. Next steps planned to ensure all collected data regarding fine and gross motor skills across all children is evaluated to support implementation of intervention if required. <u>Nov 25:</u> Cohorts Five, Six and Seven for baseline data. Total number of children across the cohorts: 19 Children on Staged Intervention: 4 Areas identified for focus work in gross motor experiences: Jump with both feet together – 31% not yet achieved Walk upstairs/downstairs using one foot at a time (one foot is on the step while the other is on the next) - 47% not yet achieved Kick a ball – 21% not yet achieved Areas identified for focus work in fine motor experiences: Screw off jar lids, flip a switch, open a door using a handle - 42% not yet achieved Stack using bricks, toys etc for at least 7 items high - 47% not yet achieved Thread beads/cotton reels on to a string - 42% not yet achieved Cross midline by drawing a line across the page from left to right - 37% not yet achieved Use pincer grip to insert puzzle pieces, use tweezers, put a peg on a washing line etc - 47% not yet achieved. Plan is to explore potential experiences with the team at the November staff development day to create a bank of ideas. Reanalyse data over both domains after the next data uplift for cohorts 5, 6 and 7 to measure impact and implement interventions where required. <u>Dec 25:</u> Identified the need for moderation to confirm and agree expectations for completion of a domain. <u>Jan 26:</u> Educator from Willow Pod focussed on gross and fine motor skills and almost all children showed signs of progression across the domain. <u>Jan 26:</u> Depute shared with Head that it would be beneficial to have a excel overview sheet for Sauchie sole purpose to track and monitor progression within the developmental milestone. This will identify gaps and progression over time. <u>Feb 26:</u> Data gathered and returned to centre. <u>Mar 26:</u> Head met with developmental milestone lead to update the data. <u>Jun 26:</u> Head and Senior met with Improvement Adviser to share the data from the ELC and the end of year data from the centre
Impact	- As a result of planned, well balanced and purposeful interventions across both gross and fine motor skills for Cohorts Five, Six and Seven almost all children have made progress in their development of these skills, for example, 100% of children can walk confidently and 97% of children can walk up and down stairs unaided. - A skilled and confident Educator took this on as their leadership role within the ELC and introduced high quality play-based experiences. The experiences focussed on gross and fine motor skills which resulted in almost all children making progress in developing their skill through play and their progression was recorded to reflect this. - Almost all educators across the ELC are confident in completing the developmental milestones child observation sheet for their key children. - As a result of effective tracking and monitoring processes SMT were able to identify gaps in learners' experiences through the developmental milestones data and targeted interventions were put in place at group times which resulted in the pace of learning increasing over the term. As a result, "not yet observed" data significantly reduced.

	• Updated Data: Jump with both feet together went from 31% not yet achieved to 18%. Walk upstairs/downstairs using one foot at a time went from 47% not yet achieved to 9%. Kick a ball went from 21% not yet achieved to 0%. Areas identified for focus work in fine motor experiences: Screw off jar lids, flip a switch, open a door using a handle went from 42% not yet achieved to 0%. Stack using bricks, toys etc for at least 7 items high went from 47% not yet achieved to 18%. Thread beads/cotton reels on to a string went from 42% not yet achieved to 18%. Cross midline by drawing a line across the page from left to right went from 37% not yet achieved to 9%. Use pincer grip to insert puzzle pieces, use tweezers, put a peg on a washing line etc went from 47% not yet achieved to 0%.
Next Steps	• Continue to embed our 2-5 ELC environment based on skills and abilities transition approach across the setting • Continue to build and embed our SMT and Educator ASN approach across the setting ensuring relevant training identified through self-evaluation, quality assurance systems and empowering Educators in supporting children and GIRFEC form 4 targets that are evidencing high quality progression through accurate evaluations at Staged Intervention meetings. • Continue to embed and amend the termly EPJ process in line with the new children's portfolio system with a focus on developmental milestone information for our youngest learners. • Continue to embed the induction/transition process to embed the 2-5 environment approach across the setting. • Continue to increase the capacity of Educators to utilise the 'I Wonder Room' to support depth of learning across key group experiences. • A focus within the Willow Pod to ensure consistency across the setting. • Continue to ensure that on-going self-evaluation of the environment is embedded and adapted as required to meet the needs of the children and what they want to learn. • Continue to develop the role of the Educator within the Developmental Milestones Project. • Introduce a group within the Baby Room with a focus on Communication Skills in line with the National Early Language and Communication (NELC) Project.

Celebrating Our Wider Achievements this year:

- We successfully achieved a GOLD Communication Award from Speech and Language Therapy team and we are now working towards our Diamond Award (again)
- We continue to embed and deliver a build on our bespoke Literacy package (Talking Together at Sauchie) to all our learners to develop language and vocabulary skills further.
- We continue to support the delivery of THRIVE project within the community
- We continue to build on the strength of our intergenerational partnerships with Beechwood Care Home
- We continue to develop our partnership with Activ8 who donate food parcels to our families on a weekly basis
- We co designed our Baby Room provision with families from our nursery community and beyond
- We have successfully established a Baby Blether Group
- We have made a successful partnership with the health visiting team to deliver Baby Massage classes within our setting to our community
- We have successfully established a unique outdoor Toddler Group called Muddy Boots and Little Roots
- We held a Makaton training session for parents which received excellent feedback from parents



Key priorities for improvement planning 202-27

Priority 1 = By June 2027, all N5 children will progress to achieving E2 as a minimum in core literacy skills, specifically 'Understanding, Analysing, Evaluating' and 'Finding & Using Information' and will be accurately tracked in portfolios by confident, skilled Key Workers.

Priority 2 = By June 2027, we will enhance the quality of Early Level Reading experiences at Sauchie ELC, resulting in an increase in N5 reading attainment from 79% to 84%, exceeding both our previous baseline and the local authority stretch aim.

Priority 3 = By June 2027, most of our Two Year old children starting at nursery will have the ability to use single words when they arrive with us.

Capacity for Continuous Improvement

The evaluation process has identified the following key strengths:

- Educators make good use of systems and resources we have in place to ensure High Quality Practice in our setting.
- High attainment in Numeracy through introduction of the numeracy/math box intervention and Numeracy Trajectories
- High attainment remains in Literacy through our continued use of our '*Literacy Trajectories*'. By focussing on Listening and Talking for 25-26 this has had an impact on the attainment data gathered and an increase in achievement of a level in literacy.
- Our bespoke 'Talking Together at Sauchie' package in partnership with SALT, Sue Ellies Comprehension through focus text, targeted literacy intervention groups which we continue to build year on year has shown the impact this has had over time since being introduced in 2017.
- An ongoing focus on the role of the 'Key Worker' has evidenced sustained and increased attainment in children's literacy and Numeracy outcomes.
- All Educator are empowered in their leadership roles and embrace these roles with enthusiasm and expertise.
- We have good attendance to our family engagement and involvement opportunities.

Evaluation of Quality Indicators

Excellent	Outstanding or sector leading
Very Good	Major strengths
Good	Important strengths with areas for improvement
Satisfactory	Strengths just outweigh weaknesses
Weak	Important weaknesses
Unsatisfactory	Major weaknesses

A Quality Improvement Framework for the Early Learning and Childcare Sectors:

Self-evaluation (1-6)

Q.I. Headings

Leadership

5

Children Thrive and Develop in Quality Spaces

5

Children Play and Learn

4

Children are Supported to Achieve

5