

Introduction

The purpose of the annual standards and quality report is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan for 2024-25.

This report provides a helpful summary in the academic session from August 2024 June 2025 and outlines priorities for session 2025/26.

Please view our contextual analysis by following our SWAY link here:

<https://sway.cloud.microsoft/yfHDzL3bl7fckq5?ref=Link>

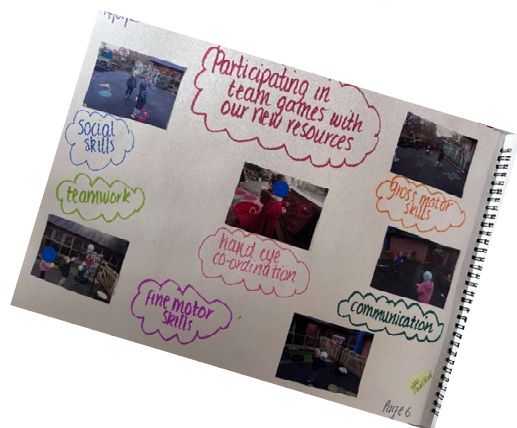
At Myot View ELC Centre we provide a warm welcome within a safe and secure environment for our children to grow and flourish. We believe that all children have the right to an inclusive, creative and inspiring experience. We provide this through our nurturing play based approach to learning which is child lead and responsive to childrens needs.

Through our family centred approach we work in partnership with families to ensure children reach their full potential.

Our Successes this year:

- In our 3rd year of play on pedals programme we had 35% of our pre-school children able to ride a bike by the end of the programme. This is an increase in 23% from the previous year.
- Achieved our 8th Green Flag through Eco Schools Scotland
- Another EYO achieved her Froebel in Childhood Practice qualification – resulting in 8 practitioners now holding this qualification
- Parental participation has increased this year by 29% through our stay & play and family events
- Achieved our first element: family learning towards our national STEM Award





Priority 1: Outdoors

We aimed to provide high quality learning experiences within our outdoor environment...

- Outdoor leadership group reflected on current and national documentation to include 'Out to Play' & 'My World Outdoors' and as a result this provided staff with knowledge and ideas to move this initiative forward
- Staff questionnaires showed an increase of 50% of staff showing more confidence, knowledge and skills in delivering high quality play and learning outdoors
- An outdoor audit showed gaps in outdoor learning resources. Resources were purchased enabling staff to utilise these to enhance children's overall development. Children have explored with increasing confidence and curiosity which in turn has developed their knowledge and skills
- As a result of monitoring, outdoor accessibility has gradually increased across all 3 playrooms resulting in most of our children engaging with the new learning resources which has led to improved interactions with staff. This has also led onto the children engaging in having meal times outdoors
- 2 staff have completed outdoor learning hub programme and as a result families have engaged in fire pit experiences

What next...

- We would like to develop learning outdoors through establishing regular visits to our local greenspaces

"The resources have been a worthwhile purchase that the children enjoy"
SW EYO

Priority 2: Wellbeing

We aimed for a positive sense of emotional wellbeing for all service users

- 60% staff responded to wellbeing survey with most staff responding positively to wellbeing in the workplace
- 48% staff felt that cluster in-service training input from Sir Jack Jones; “be the difference” had a positive impact in their role as practitioners, leaving them feeling motivated and inspired
- 5 week structured emotions programme takes place termly supporting our pre-school children to become more aware of their emotions and feelings; naming and identifying these. This good work carried out in the group has been shared with other early year’s settings.
- The majority of pre-school parents attended a workshop promoting the work of the emotions group. All parents reported that they speak to their child about their emotions.
- As a result of the emotions group the majority of our children are actively naming and describing their emotions and feeling with others. This has had a positive impact on children’s confidence.

What next...

Ongoing emotions group work with our new pre-school children, along with a targeted approach to identified individuals.

Staff will continue to actively use the do-be-mindful strategies in practice on a personal level and with children

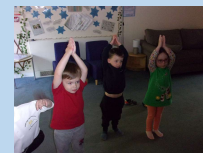
“When I feel angry it’s like my head is going to explode”

CK age 4
Emotions Group



“Wellbeing group is good to share ideas and information regarding wellbeing / supporting wellbeing of each other”

Anonymous



O, today you participated in a ‘Myot’s Magic Feelings’ group. We observed our body in both a relaxing and active state and talked about how this makes our body feel. Once we had been ‘active’ we spoke about how our body was feeling, you looked at me and said “my tummy is hungry now”. I asked if you had used up all your energy and you said “yes I use my energy”. We then explored the emotion angry. We discussed what makes us angry taking turns in the group to share our thoughts and reading a story about anger. You were able to recognise the point in the story when the angry was a “big angry” and when the angry was getting smaller showing this on the feeling’s thermometer. You said “it’s getting smaller cause she talking about it” You are beginning to show an understanding of emotions and strategies we can use to support our emotions.

OH Learning Journey input



Priority 3: Early Language

We aimed to provide a language rich environment that emphasised the importance of using resources and interactions which facilitated language opportunities

- We established a termly nursery narrative approach with our 3-5 year old children which has developed children’s attention and focus through the 10 session plans. 42% of our pre-school and 22% of our ante-pre-school children engaged in the nursery narrative. A noticeable increase has been observed through children’s receptive and expressive oral language skills.
- Data from our assessment and progression framework tracking has shown an increase through concepts of print and phonological awareness as a result of our nursery narrative approach and through our focus on enhancing early language experiences through our continuous provision
- Children have shown an increase in confidence in joining small gatherings including Youth Music initiative which has increased syllable and sound awareness

What next...

We will provide a targeted approach to our nursery narrative for 2 year-olds

Ongoing narrative group within 3-5 year olds

Continue to offer group gatherings to our children



"I'm in the nursery narrative"
HS age 3

"Is it narrative day the day?"
LS age 4

Average Progression Stages by Element 24-25

■ Average of Concepts of Print ■ Average of Phonological Awareness



Average Progression Stages by Element 23-24

■ Average of Concepts of Print ■ Average of Phonological Awareness



2025-2026 Priorities

1. Woodland adventures – We aim for 100% of our 3-5 year old children to access high quality experiences in local green spaces to support their overall development and health & wellbeing
2. Parental Partnerships & Family Learning– We aim for 80% of our families to engage in family learning opportunities, understanding that this will have an impact on their child's learning and development
3. Early Language skills of 2 year olds – We aim for 100% of all 2 year olds to demonstrate improvements in early language skills