

Parkhead ELC Standards and Quality Report for Session 2025-2026



ELC Self Evaluation

How good is our school? The quality indicators evidence that:

Leadership of continuous improvement	Good
Learning, teaching and assessment	Good
Wellbeing, inclusion and equality	Good
Children's progress	Good

ELC Context:

Parkhead Early Learning and Childcare setting is part of Parkhead Primary School, is a non-denominational school serving the communities of West Calder, Polbeth, and the surrounding rural areas. The ELC provides high-quality early learning and childcare for children aged 3–5 and supports a positive, nurturing transition into Primary 1.

The setting is led by a Principal Teacher from the school's Senior Leadership Team and supported by an experienced Early Years Officer and ELC Area Support Manager. The Early Years Team includes Early Years Practitioners and Pupil Support Workers who work collaboratively to meet the needs of all children. A strong relationship-based approach underpins practice, with children's wellbeing, inclusion and development at the heart of all learning experiences.

The team is committed to providing engaging, fun and challenging learning opportunities that promote pupil voice and develop our learner's uniqueness, creativity, independence and resilience. The ELC works closely with families, partner agencies and the wider school community to co-create a curriculum that is meaningful, relevant, enjoyable and develops skills for life-long learning.

Overall, Parkhead ELC aims to create a welcoming and inclusive environment which promotes positive relationships and supports everyone to feel nurtured, valued and respected. We create a culture of high expectations and aspirations for our pupils where every child is treated as capable and intelligent and their achievements, participation and attainment is celebrated.

View our school website for more information.

What has your Child's ELC been doing to improve this year?**Improvement in all children and young people's wellbeing:**

We are ensuring learners are able to communicate how they are feeling and discuss their emotions using the Colour Monster story. We are also ensuring all children receive a supportive transition from home to nursery/nursery to school.

Raising attainment for all, particularly in literacy and numeracy(universal):

We are committed to providing high quality play experiences for all children both indoors and outdoors as well as focused skills sessions.

Tackling the attainment gap between the most and least advantaged children (targeted):

We know our individual children well and use the Up, Up and Away document to plan targeted interventions to meet individual learner's needs.

Improvement in employability skills and sustained, positive school leaver destinations for all young people:

We are developing the use of outdoor spaces to provide high quality interactions with our children. We also adapt our routines to ensure play experiences are uninterrupted and allow for deeper learning.

Achievements we're proud of this year:

What have been the impact of our improvements?

Next year, we want to build on the good work already happening in our setting in to make sure every child feels included, supported and ready to learn. A key focus will be supporting our children to be able to understand and communicate about their emotions and teaching strategies to help them regulate these. We will ensure staff continue to develop confidence at supporting additional support needs through relevant CLPL opportunities.

We also plan to continue to develop our learning environments with a focus on inclusion. All staff will use relevant audits to create action plans for their distributive leadership roles with a focus on accessibility for all and inclusive practice. We will continue to build on progress made with skills sessions and targeted interventions to ensure all children are making progress in their learning across the ELC Trackers.

What our children say:

"I like to go outside at nursery."

"I have enjoyed playing with my friends."

"I love the art area and making pictures."

"Everything at nursery is my favourite."

"I love playing with the magnets and making aeroplanes."

My favourite thing in nursery is sports."

"I like to play outside. It's one of my favourite things."

What our families say:

"Very caring and nurturing ELC."

(Highlights for my child this session)
"Developing confidence to problem solve independently. Building lovely relationships with staff."

"Staff are always engaging and friendly at drop off and pick up. She enjoys making friends and spending time in the nursery and her confidence has come in leaps and bounds."

"Staff take an individual approach to each child so that they are supported in a way that works for them." (Next steps) "Continue what they are doing, because it works!"

What can your child look forward to next session?

Next session we will:

- Support learners to identify, understand and communicate their emotions.
- Use visuals, routines and communication supports to help all children feel confident and included.
- Use nurturing approaches to support emotional wellbeing, confidence and resilience.
- Build time into the day for talking, calming activities and emotional regulation.
- Continue to develop and improve our indoor and outdoor spaces to support play, exploration and meaningful learning experiences.
- Seek parent and carer feedback to help evaluate and improve our practice.

How do we know we have made a difference? What does this mean for your child?

Learners can:

- Feel safe, happy and confident in their learning environment because adults understand their emotional needs and respond with care.
- Identify, understand and communicate their emotions and use strategies to help regulate.
- Play and learn indoors and outdoors developing curiosity, creativity and problem-solving skills.
- Engage in learning through play that supports emotional, social, physical and cognitive development and develops skills in meaningful contexts.
- Engage in opportunities in the local community.
- Transition confidently within the setting and into Primary 1, feeling prepared and supported.

