

Head of Muir ELCC



Head of Muir Early Learning Childcare

[Standards and Quality Report 25/26](#)

Head Of Muir ELC

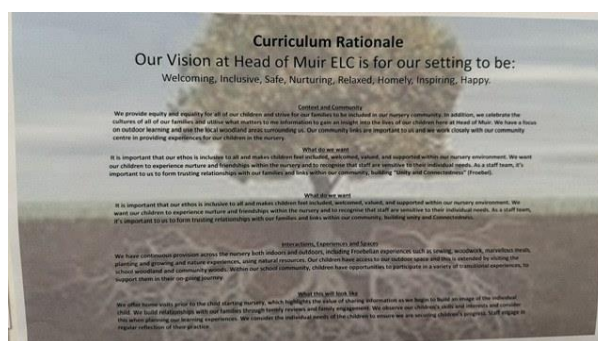
Head of Muir ELC is part of the Head of Muir Primary School community. We are registered for 64 children aged 3-5 years between the hours of 9am-3pm, term time. We thrive to ensure everyone is welcomed, included, valued and supported in the nursery environment. We aim to build trusted relationships with our families and the community of Head of Muir as well as collaborating with agencies who support and enhance our children, families and our practitioners. Our Most recent Care Inspectorate report is available and can be accessed in the ELC.

Improvement Priority-Relationships

Establish a shared Vision, Values and Aims that are underpinned by a focus on relationships, supported by a relationship policy and framework to support all staff.

The development of our Curriculum Rationale has been a key strength in establishing a shared direction and purpose for Head of Muir ELC. By engaging our families, staff and children, we have made positive progress in ensuring that our Vision Values and Aims reflect a range of perspectives. The Rationale clearly articulates our context, purpose and principles, supporting families and the wider community to better understand our setting.

Participation levels indicate that further work is required to widen stakeholder engagement, particularly with families, to ensure a more representative and inclusive approach.



Our Vision, Values and Aims are increasingly embedded in practice, supporting practitioners to adopt a more intentional, child-centred approach, consistent with *Realising the Ambition*. The inclusion of UNCRC articles has strengthened our commitment to children's rights. Staff confidence in this area has improved significantly as a result of targeted professional learning and ongoing high-quality dialogue. As a result, practitioners are more able to recognise and respond to children's rights in everyday interactions. There is clear evidence that children's rights are beginning to be meaningfully embedded across the daily life of the ELC. Children are increasingly supported to understand their rights through planned experiences and routines, though opportunities exist to deepen this understanding and ensure it is consistently child-led.

The visible display of key documentation (Curriculum Rationale, Vision, Values and Aims, Relationships Policy, Slow Pedagogy Vision) at the entrance has improved transparency and accessibility for families and visitors. This supports ongoing reflection among staff and promotes accountability.

Ongoing professional learning, self-evaluation and reflective dialogue have supported staff to critically consider how rights are enacted in practice. This has led to more thoughtful and creative approaches to embedding children's rights across the ELC day. **However, continued**

focus is needed to ensure consistency across all practitioners and to deepen children's own understanding of their rights in a meaningful, age-appropriate way.

Head of Muir Vision Values and Aims

Vision

At Head of Muir ELC we provide a warm, nurturing and inclusive environment, where every child is loved, listened to and respected. We uphold children's rights (UNCRC Articles 2, 3 and 12) and follow slow pedagogy, giving children unhurried time to explore, play and learn at their own pace. Through our RQCF's approach—Relationships, Opportunities, Ownership, Time and Support—we help children grow with confidence, curiosity and resilience.

Values

We value kindness, respect, equality and compassion. We build strong, trusting relationships with children and families (UNCRC Article 3). We seek out every view and ensure all children feel included and celebrated (UNCRC Article 12). We provide a safe, clean and consistent environment where children can explore freely (UNCRC Article 31). We offer rich, playful learning experiences that encourage curiosity and problem-solving (UNCRC Articles 28, 29 and 31). As a team, we work together, reflect and support each other to act in the best interests of every child (UNCRC Article 3).

Aims

At Head of Muir ELC we ensure every child's voice is heard and respected (UNCRC Article 12), and we promote fairness, equality and opportunities for all (UNCRC Article 2). We build warm, caring relationships and create a happy, welcoming space where children feel safe and confident. We provide meaningful, engaging play experiences that support their interests. We help children build resilience, independence, friendships and emotional confidence. We recognise each child's unique strengths and needs, supporting them to grow at their own pace (UNCRC Article 12). We work closely with families, sharing information, celebrating achievements and building a strong sense of community. As a staff team, we promote kindness, respect, reflection and professional growth so we can provide the highest quality care and learning.

Relationships Opportunities Ownership Time Support

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THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD
THE CHILDREN'S VERSION



Examples of Family contribution in building Vision Values and Aims.

Please tell us what values are important to you in relation to your child/children?

1 Kindness, patience and perseverance

2 The values that are most important to me in relation to my child/children are being listened to and feeling heard, showing kindness towards others, building and maintaining positive friendships, and experiencing enjoyment and happiness in their daily life and learning

3 Trust. I trust that when i put my child to nursery they will ne properly looked after.

4 Kindness Being open and honest Respect (both ways) Setting clear boundaries personally and spacialy. (And respecting them) linked above.

5 Ensuring kindness, having confidence, respect for himself and others around him & resilience.

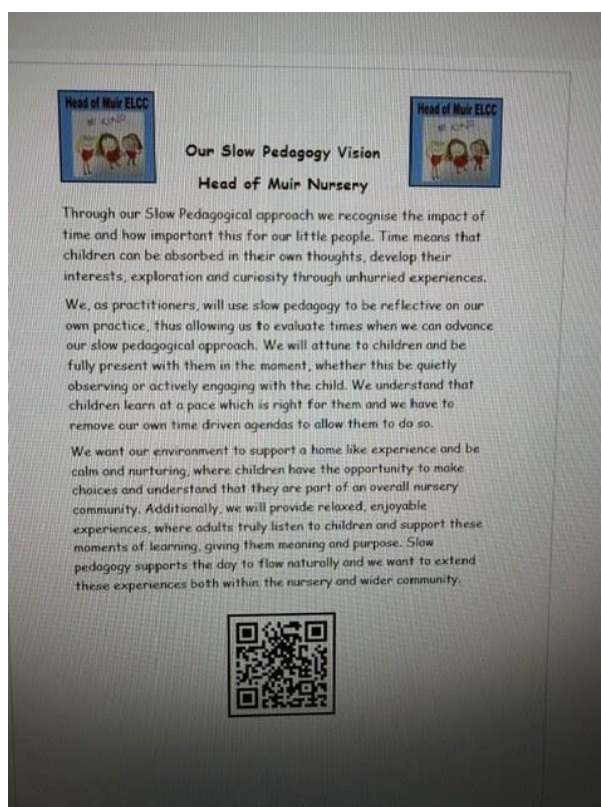
6 Honesty, Friendship and Equality

7 That my child always feel included, safe and loved8anonymousKindness, sharing, confidence and manners

Relationships Policy

The introduction and adaptation of a Relationships Policy, aligned with Falkirk Council guidance, has reinforced a shared understanding of nurturing, respectful relationships, which is fundamental to GIRFEC and SHANARRI wellbeing indicators. Early impact suggests that relationships across the setting are positive, respectful and supportive, contributing to children feeling safe, included and valued.

Slow Pedagogy Vision



Examples of Developing Relationships









Examples of embedding UNCRC into practice.



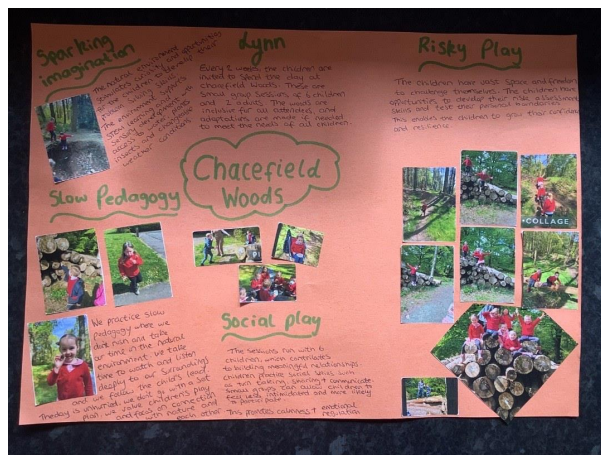
1 - Article 27: I have the right to have a proper home, food and clothing.



2 - Article 15: I have the right to meet with friends and join groups.



3 - Article 12: I have the right to be listened to and taken seriously



4 - Article 31: I have the right to rest, relax and play.

Improvement Priority-Numeracy

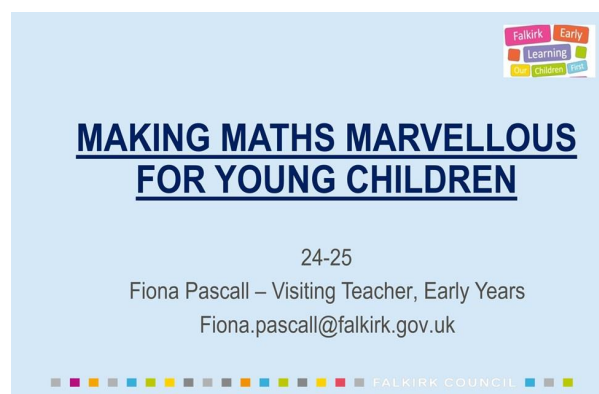
Embed improved outcomes in Numeracy for all children and support a deeper understanding of mathematical concepts for all children. We will endeavour to improve staff confidence and pedagogy in numeracy to allow staff to be confident when planning and assessing numeracy. We will continue to use robust tracking and assessment of numeracy across the nursery.

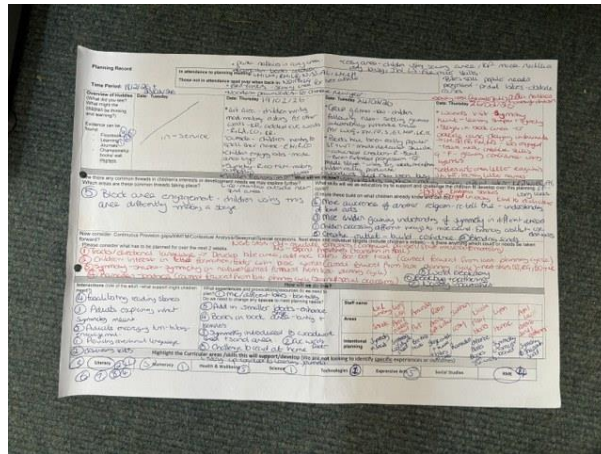
Targeted professional learning, including *Making Maths Marvellous* training for all staff, has had a positive impact on practitioner confidence and pedagogy. Staff report increased knowledge of early numeracy development, leading to more intentional teaching approaches aligned with *Curriculum for Excellence* experiences and outcomes. Staff have a broader understanding that mathematical learning is within all aspects of learning across the nursery environment, both indoors and out. This reflects the principles of *Realising the Ambition* by strengthening adult interactions and supporting high-quality learning through play.

Numeracy next steps are now more consistently embedded within planning, demonstrating improved practitioner understanding of assessment and progression. The use of an assessment progression framework has supported more effective tracking, particularly within the organiser of measure. Evidence indicates that most children are making appropriate progress, with some demonstrating increased confidence in applying mathematical concepts across contexts.

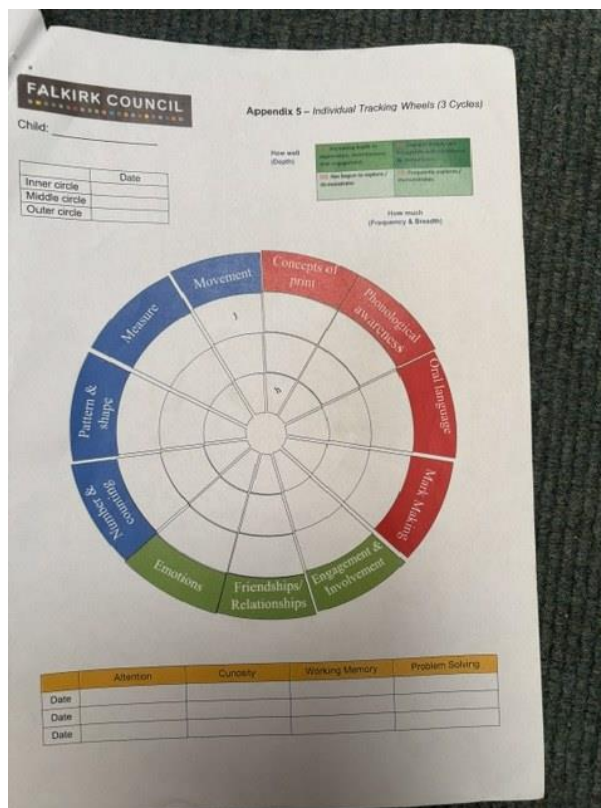
Continuous provision and core experiences are becoming more effectively embedded in practice, reflecting the play pedagogy outlined in *Realising the Ambition*. Practitioners are increasingly responsive to children's interests while maintaining a clear focus on numeracy outcomes, resulting in more cohesive and progressive learning experiences.

Continued focus is required to deepen challenge, ensure consistency in assessment approaches, and further embed progression pathways in line with national and local priorities. Further enhancements to numeracy rich spaces and resources have to be made. We will ensure improved accessibility, challenge and progression for all learners.





6 - Planning with Mathematical Learning Intentions Incorporated



7 - Tracking Wheel

Examples of Children Engaging in Mathematical Experiences and Mathematical Resources Available

