



Antonine Early Learning Centre

Standards and Quality Report 2024 / 2025

Antonine ELC: Our Context

Antonine ELC is a thriving part of Antonine Primary School and is based within the community of Bonnybridge. We are registered to cater for 40 children during the operating hours of 8.45am – 2.45pm Monday to Friday, term time only.

All of our 3-5 children access the government funded allocation. The majority of children that attend our ELC reside within Bonnybridge and Allandale.

We have an active parent community and work collaboratively with other agencies. We access amenities within the local area to enrich children's learning experiences.

Antonine ELC recently (January 2025) experienced a very positive joint inspection from Education Scotland and Care Inspectorate.



Improvement Priority 1: Self-Evaluation Processes

Antonine ELC Self-Evaluation Plan															
What is our capacity for improvement?															
	Leadership & Management					Learning Provision							Successes & Achievements		
Quality Indicators	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	2.6	2.7	3.1	3.2	3.3
Year 1 23-24			★					★		★			★	★	★
Year 2 24-25			★		★	★		★	★				★	★	
Year 3 25-26	★		★	★			★	★					★	★	
Year 4 26-27		★	★					★			★	★	★	★	

Antonine ELC – Care Inspectorate Quality Framework Self-Evaluation Plan														
What is our capacity for improvement?														
	How good is our care, play and learning?					How good is our setting?		How good is our leadership?			How good is our staff team?			5: What is our overall capacity for Improvement?
Quality Indicators	1.1	1.2	1.3	1.4	1.5	2.1	2.2	3.1	3.2	3.3	4.1	4.2	4.3	
Year 1 23-24	★	★	★	★				★	★	★				★
Year 2 24-25	★	★	★			★	★	★	★	★	★	T2	T2	★
Year 3 25-26	★	★						★	★	★		★		★
Year 4 26-27	★		★					★	★	★			★	★

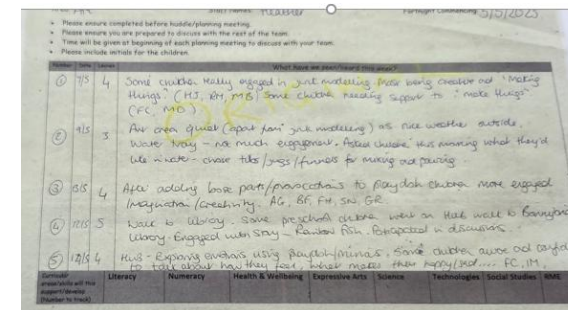
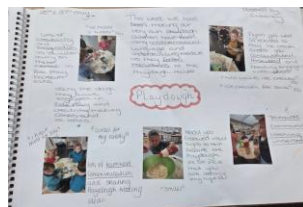
Our Strengths:

- ★ A joint inspection from Education Scotland and Care Inspectorate highlighted very good use of self-evaluation to improve the service.
Comments included:
 - Effective self-evaluation processes are in place.
 - Practitioners confidently and enthusiastically engage in self-evaluation activities.
 - A wide range of data informs self-evaluation.
- ★ All practitioners make increased use of self-evaluative language.
- ★ All practitioners use increased range of evidence and data to inform self-evaluation.
- ★ Improved self-evaluation processes which are clear and effective for all.





Moving Forwards:

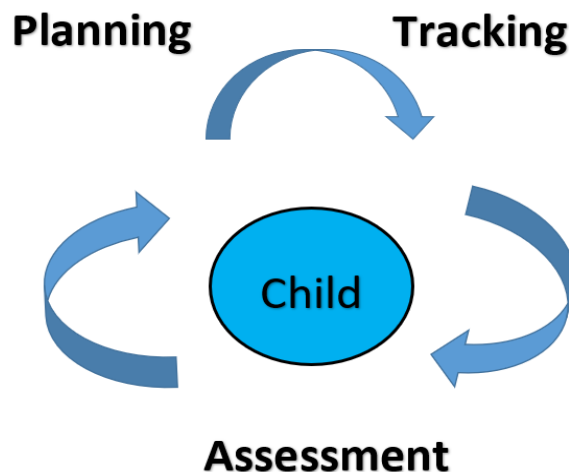
- ➡ Further support practitioners with implementing small interventions and gathering quantitative data with increased confidence.

Improvement Priority 2: Developing a Streamlined Planning Approach





Inspection Highlights:






-  All practitioners have a clear, shared understanding of the purpose, design and delivery of their child-centred, relevant and responsive curriculum.
-  All practitioners effectively use frameworks to inform individual and collective planning.
-  Children experience a very good range of responsive and intentional planning which was child centred and relevant to their interests and developing their life skills.
-  Children are empowered to lead their own play and learning and were fully engaged in fun, exciting and interesting experiences that captured their interests, stimulated and challenged them.



Moving Forwards:

-  Continue to embed new planning processes.
-  Continue to evaluate planning processes and adapt as required.

Our Strengths:

-  Planning is streamlined, effective and promotes a clear thread throughout the cyclical process.
-  All practitioners consider practitioners huddles to be of increased value in evaluating impact and informing future learning and plans.
-  Introduction of Floorbooks and Huddles in each area of the environment promotes practitioners ownership.
-  Planning of Continuous Provision is embedded within the planning process.
-  Children's voice and learning interests are evident throughout all planning frameworks.

Improvement Priority 3: Trauma Informed Practice



Our Strengths:

- ♥ Nurturing environment for all.
- ♥ All practitioners have improved understanding of trauma and developed their skills in effectively supporting families.
- ♥ All practitioners have improved skills in identifying triggers for children presenting with stress and better able to de-escalate this.
- ♥ All practitioners have a very good understanding of GIRFEC and apply this to their everyday practice.
- All practitioners know the children and families very well.

Inspection Highlights:

- ♥ Trauma informed training has enhanced practitioner's confidence and skills to support families effectively and plan individualised support.
- All children experience a warm, respectful and nurturing approach from a very caring practitioners team.
- ♥ All practitioners value each child as unique and capable individual with their own needs and rights.
- Positive relationships are actively promoted within a relaxed and nurturing environment.
- ♥ Children benefit from the very strong relationships they have with all practitioners.
- All practitioners promote inclusion and equality throughout the session.
- Children's overall wellbeing was supported through effective personal planning with children and families being central to this.



Moving Forwards:

- ➡ Continue to embed trauma informed practice.
- ➡ Practitioners to further develop knowledge and skills in de-escalation strategies.

